

Because the work plan acts as a roadmap for the final project it's important to know what kinds of final projects are acceptable. To avoid confusion, however, note that there is a separate rubric for the final project. The final project is the culminating experience for this class, and will become the foundation for much of what you learn. The final project must be educational in nature, although education is used here in the broadest sense of the term. For example, you can create a job aid that walks users through assembling a device or repairing a piece of machinery. Although they may not have learned the task, or be able to perform it again without the job aid, learners should be able to perform the task. You could also choose to design a learning environment, that is much more open ended and allows for exploration and discovery. Finally, you can design a more traditional vision of computer-based instruction, consisting mostly of a presentation of content.

All past student projects are available here: <http://inst.usu.edu/~aewalker/studentProjects/> if you want some additional ideas.

You should be spending 5-15 hours in design related tasks (writing the work plan, story boarding, and writing the project documentation), you should be spending 40-60 hours in development related tasks (finding and creating media, programming, etc . . .). These ranges are for individuals, if you work as a group you should be spending more time on these activities.

You can either fabricate your own project, or you can find a real one. You may also want to reverse engineer something that you have already seen, just keep in mind that if you want to show this as part of a portfolio you will need permission for any media and materials you use in it. If you are currently working you are free to "double up" and use something work related as your project. Finally for the MS/MeD students in the Instructional Technology department you may want to take something you designed in another class and take it to completion here. We will be devoting some class time to your projects as we come closer to the end of the semester. This will allow you to meet with your groups (if you have decided to team up), and ask me questions, and get help working through some of the problems you are sure to encounter. Note that you do need to **incorporate sound** into your project as well as two **embedded items** (which we have a lecture on down the road).

As an initial step, you will be responsible for writing a work plan. The work plan is a contract between you (or your group) and your "client." The finished work plan will consist of the following parts, submitted at three different timepoints. The goal behind the phased submission is to get you feedback before you go too far down a road towards something that will either be too difficult to implement (or perhaps too easy), or something that doesn't really meet the needs of this class. Your **submissions should be cumulative** (e.g. incorporate feedback and resubmit prior sections with the new material).

- Introduction (**1st Submission**) – a half page to a full page which gives a clear picture of what the project entails. This should be comprehensible by itself, and to people who have no idea what the project is. Take a step back from coding and development here (i.e., there should be **no mention of Adobe products or other technical details**). You might briefly mention who the target audience is here and set the stage for your goal(s). **Don't use the first person** (e.g. ". . . for this project I intend to") as it makes your workplan extremely uninteresting for a wider audience—and especially for the students in our degree programs, you should be thinking about this as a portfolio piece of interest to prospective employers.
- Learning Goal(s) (**1st Submission**) – a description of what end users will be able to do after using the product. Think operationally. This can be a particularly difficult task for

those new to it. There is a sample draft/revision below that should help shed some light on the learning goals.

- Client **(2nd Submission)** – a description of who your client is. Many projects are on a student's initiative and that's fine, but everyone needs to identify a real client. Here, client means "organization"—and it needs to be a real one even if your relationship with the organization is not real (if that's the case put "fabricated relationship" after the client header in your work plan). Identifying an organization is important because it might impact some of your design/development decisions. For instance, you might pick content and examples that are important to that client or the audience it serves. If it's meaningful, you might talk about a lead contact within the organization—someone who provides subject matter, or will look at partial versions of the project, approve storyboards, etc . . . This would only be applicable for those with a real client relationship.
- Scope **(2nd Submission)** – it is unlikely that whatever you create will be a standalone piece, the intent of this section is to couch what you are working on as part of a larger whole. For example, if you want to build a piece of instruction on burning data CDs you might decide to cover selecting appropriate media, formatting the disk, naming the disk, and making a choice between an open and closed writing session, all for Roxio Easy CD Creator version 5. You would be leaving out other Burning software, previous versions of Easy CD Creator, burning music CDs, labeling CDs, archiving/compression and alternative media storage (super disks, DVDs, zip disks, tape backup, etc . . .). This is the most important part of the work plan, as it protects both you and your client from problems. If you are clear in describing what you will do your client will be happy and if you are clear about what you will not do your client will not be able to increase the scope without further increasing the budgeted time and/or the budgeted money. What you do intend to cover should relate directly to your learning goals.
- Target Audience **(2nd Submission)** – an indication of who will be using the product. Outline factors that will be critical to your design. For example, age, level of computer literacy, connection speed, etc . . . For those of you who have taken the Instructional Design class, this is not a full target audience analysis. Be brief. You should also be specific. Designing a learning product for ages 13-90 will make your design task far too challenging. Think about an archetype for the kind of person you see going through your training. This will allow you to get much more specific about who this is for, and have more interesting things to say in the limitations section.
- Limitations **(2nd Submission)** – a discussion of constraints under which the project has to be completed. All of you should have something to say about a limited amount of time, and most of you should also be able to note a non-existent or extremely small budget. Some of your limitations might also flow naturally from your target audience section (such as reduced connectivity or lower-end machines necessitating a smaller screen resolution or the necessity for narration of instructions with a pre-literate audience).
- Finished Products **(2nd Submission)** – a list of what will be given to the client. At a minimum this should include the work plan, the storyboards, the project documentation, any development files, and the final exported files. You may also want to include things like a well organized set of related media.
- Timeline **(2nd Submission)** – this is a list and description of responsibilities for project completion alongside deadlines for their completion. Make sure you leave yourself enough time to complete the project documentation at the end. If you are working as a group, you should designate what each person is responsible for.
- Story board **(Graded Submission)** – This is a very rough idea of what **critical** interactions will look like. For those of you who have taken the design classes we will not be going to that level of detail. Instead, give me (and yourself) some idea of how you will use your real estate in the finished product. This can either be done with hard copy or electronically if you want to use a rapid prototyping methodology. *Either way, graphics should be accompanied with a text description of what is going on in each screen.* You should have between 3-5 story boards.

Check the syllabus for due dates. Everything will be due before the stroke of midnight (23:59:59) on the date noted. More important than point values for each part are their corresponding percentage of your final grade (repeated above from the syllabus). The remaining 20% of your grade will be based on assignments.

Deliverables: Submit a single MS Word document (or RTF file if you have another word processing program). **Go ahead and "build" on existing work** (so your second submission should include the intro and goals as well as the additional sections, the third should include everything even though only the storyboards will be new). You can revise the introduction and goals based on feedback I give you but once your final submission is in do not revise your work plan (even if you decide to modify your project partway through). Any significant changes to your design can be noted in your project documentation.

Submit to: Course website

File Naming convention: workPlan1YourName.doc (so if your name were Sam Walker you would submit workPlan1SamWalker.doc). (use .rtf if you submit a rich text format file). Please do not submit adobe acrobat files unless you arrange it with me beforehand. The second and third submissions would then be workPlan2SamWalker.doc and workPlan3SamWalker.doc.

Assessment Rubric

Your **work plan** will be assessed using the following rubric:

Criteria	Points
Is your Work Plan clear, well written, and professional?	30 points
Does your Work Plan include all of the required elements noted above?	70 points
Total	100 points

Learning Goals

Below is a sample draft and proposed revision for learning goals on a Spanish language project:

(original)

Learning Goals:

- 1) The student will learn the conjugation rules in the Spanish language for the regular verbs ending in "ar," "er," and "ir."
- 2) The student will learn the conjugation in the past, present, and future tenses.
- 3) The student will be introduced to irregular verbs and their conjugation.
- 4) The student will be tested on their conjugation knowledge.
- 5) The student will have a tool for conjugating verbs.

(comments/revision)

#1 (and all remaining) phrase in terms of what the learners will know and consequently be able to do after the instruction. There are critical elements to this including a) what they can do b) the conditions under which they can do it and c) the level of performance.

#2 need to make the relationship to #1 more clear

#3 I like the idea of pulling this out of #1 if it's substantially different, I'm guessing this comes with a similar need for past, present tense.

#4 this is not a learning goal-it belongs in scope, it's also beyond the requirements for the class. Some people choose to test knowledge and that's fine, we check understanding formatively but not summatively.

#5 this is not a learning goal-it belongs in scope

My proposed revision:

- 1) When provided with a regular Spanish verb ending "ar," "er," or "ir." and a set of pronouns (list pronouns here) students will be able to conjugate the verb to each of the pronouns in the present tense without reference material or aids with 100% accuracy.
- 2) When provided with a regular Spanish verb ending "ar," "er," or "ir." and a set of pronouns (list pronouns here) students will be able to conjugate the verb to each of the pronouns in the past tense without reference material or aids with 100% accuracy.
- 3) When provided with a regular Spanish verb ending "ar," "er," or "ir." and a set of pronouns (list pronouns here) students will be able to conjugate the verb to each of the pronouns in the future tense without reference material or aids with 100% accuracy.
- 4) When provided an irregular Spanish verb and a set of pronouns (list pronouns here) students will be able to conjugate the verb to each of the pronouns in the present tense without reference material or aids with 100% accuracy.
- 5) When provided with an irregular Spanish verb and a set of pronouns (list pronouns here) students will be able to conjugate the verb to each of the pronouns in the past tense without reference material or aids with 100% accuracy.
- 6) When provided with an irregular Spanish verb and a set of pronouns (list pronouns here) students will be able to conjugate the verb to each of the pronouns in the future tense without reference material or aids with 100% accuracy.

His is a bit unusual and there's lots of repetition in the prose, if he wanted to he might have a "context" in which he says regular verbs end in "ar", "er" or "ir" the list of pronouns is . . . (I, you, we, they, etc . . .), and the level of performance is 100% accuracy then abbreviate each goal accordingly. That's fine as long as it's done clearly. Just keep in mind that for each goal you need:

- Conditions of performance (what they're given)
- What they do
- Level of performance

For a look towards scope--this is way too ambitious, you can have learning goals that you don't intend to address directly here, but I think he's got his plate full if he covers just the regular verbs. Thanks for taking a bullet on this Ernesto, I'm hoping others will be able to make changes based on your draft.