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ID PROJECT 3

Create a Short Video of a Personal Narrative

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Synthesis Reflection Paper

The experience of creating an entire instructional design project was as unique as it was educational. The instructional development process requires direct engagement and complete submersion into the details. It was unusual trying to accommodate and determine how each of the stakeholders: the learners and instructors would view the practicality and worthiness of the design. There were three key concepts that I grasped as I worked through the various design phases that are important to document herein. The process of instructional development truly never stops as one must continue to refine and reinterpret the needs of the learner, context of the instruction, to having real meaningful learning outcomes from the materials one designs. I grew into the role of instructional designer in the process of this exercise but with much less confidence than I anticipated. I also found the project quite challenging intellectually because of the many interdependent factors.

I encountered several challenges in gaining the trust of the subject matter expert in his belief that an exercise documenting video production could be credible for the target audience. His concerns forced me to reevaluate the approach and scope of the project several times. I was continuously trying to get it right and as such continuously made changes at many junctures during the process. This was an invaluable lesson as it not only forced me to review the literature from the text but it also allowed me time to reflect on how to achieve the sometimes obscure objectives I created. The culture and idiosyncrasies compelled me to reevaluate my approaches and subsequently played an important role in continuously making changes to the design.

The instructional design process is also a commitment to excellence because while errors will occur, attention to details becomes a keen characteristic of a successful designer. In some instances just a single phrase or a fleeting comment cued me to incredible important information. For instance, I made a complete overhaul of the approach to the design when I realized that while learners would be motivated about the hands on approach of the lesson they would be tentative to engage in the class because of the complexity of sentences they were required to annotate their progress. I subsequently changed the objectives to limit written information to shorts notes. It seemed there was so much to be learned about instructional development by simple submerging oneself in the process.

Finally, I realized that the process of creating good instruction runs as deep as the designer chooses to be engaged. There seems to be an infinite number of possibilities during the process of designing that will make the instruction good as opposed to excellent and even then the refining process can lead to increasingly better results.

While I was not overwhelmed I was challenged into determining how deep to go in creating excellent instruction and how to balance this against time constraints. I found the response I was looking for in the very instructions I was given to create this document, that is "I will go as far as I need to."

Part 1. Create a Short Video of Personal Narrative

Part 1a. Stated learning goal

Given topics from which to choose students will create a storyboard, for a three minute video production.

Part 1b. Description of the audience

The learners are functional illiterate, street smart youth between the ages of 16 years and 25 years old from an the impoverished, marginalized community in Jamaica.

Part 1c. Rationale

The requirement to reduce crime by building a sense of community was determine as the primary impetus for this instruction. It is believed that raising the self-confidence of the youth by providing learners with practical skills would improve their level of education and reduce the degree of crime locally.

While learners are in need of practical skills to assist in their economic survival and upward social mobility, they are apprehensive about classes. However learning about video production is engaging for this population. Using a combination of supplantive and generative approaches in a 56% to 44% respectively, a declarative knowledge approach is to be employed.

Part 2. Analysis Report

Part 2a. Description of the Need

Part 2a.1

Questionnaire available at <http://tiny.cc/iao7n>

Do you use a computer at work, school, or elsewhere?

- Yes
- No

How comfortable are you using a computer?

- I am terrified of using a computer.
- I am not very comfortable using a computer.
- I am comfortable using a computer.
- I am very comfortable using a computer.

Which do you use the most?

- Windows
- Macintosh (Apple)
- Linux
- I don't know

How often do you use the Internet?

- Once per week
- Twice per week
- Three times per week
- More than four times per week
- I don't use the Internet

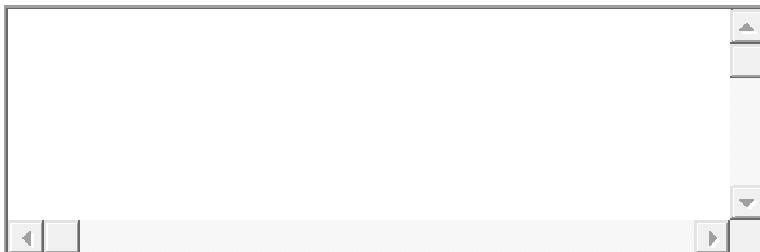
Have you ever edited a video?

- Yes
- No
- I am not sure

Have you ever used a video camera?

- Yes
- No

What would you do with the skills you learn from a class on how to create a video?

A large, empty rectangular text input field. It has a vertical scroll bar on the right side and a horizontal scroll bar at the bottom. The scroll bars have small arrows at their ends. The field is currently empty, intended for the user to type their answer to the question above.

How much do you know about creating a storyboard?

A little

A lot

Have you ever taken a class on video production?

- Yes
- No

Do you think learning to create a video would improve your skills in anyway?

- No it will not help.
- Maybe it will help a little.
- Yes it will help.
- Yes it will help a lot.

How much do you know about uploading videos to the Internet?

A little

A lot

Do you enjoy working in small groups?

- No
- Yes

How comfortable are you trying new technologies?

- I don't like trying new technologies.
- I am not comfortable trying new technologies.
- I am somewhat comfortable trying new technologies.
- I am very comfortable trying new technologies.

How often do you use computers?

A little A lot

How often do you record videos using a video camera?

Not at all

A lot

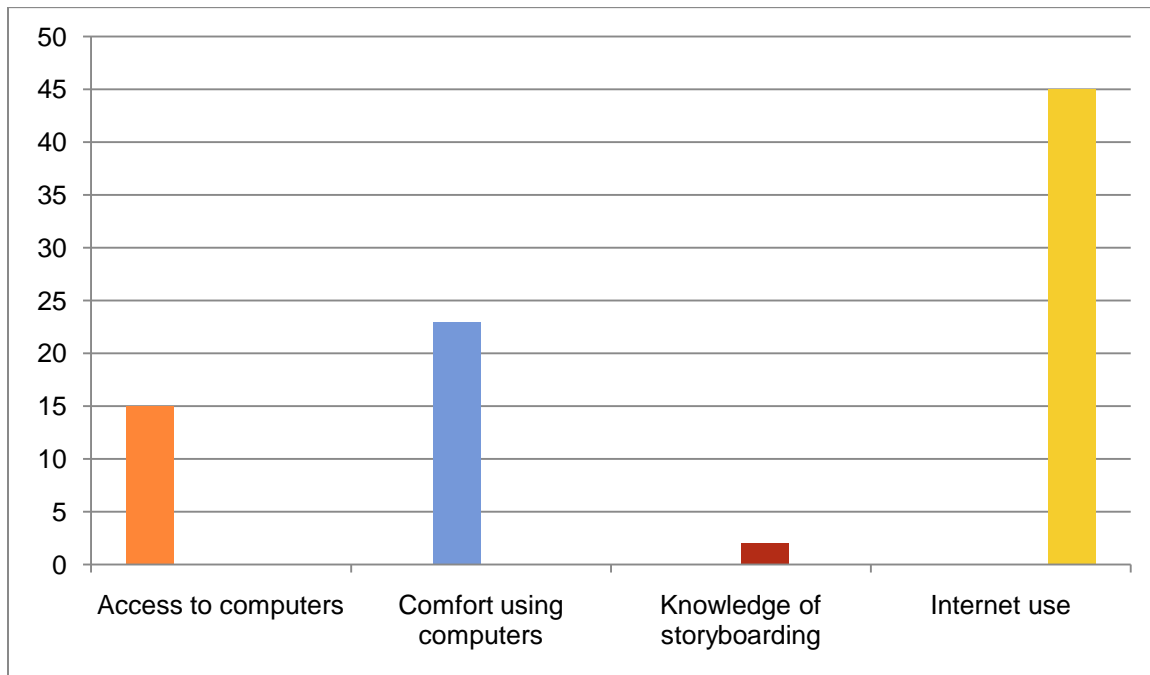
What do you hope to learn after finishing a class about how to create videos?

How much do you think you will enjoy a class on how to create a video?

Not at all

A lot

Part 2a.2 The learners range in age from 16yrs – 25yrs. There were a total of 29 surveys conducted. Twelve respondents completed the survey. Interest in using computers was high as was the number of respondents were comfortable using computers was 23% while those who had access to it were about 15% Many users indicated they had experience using the Internet-up to 45%.



Part 2b. Description of the Learning Context

The lesson will be conducted in a steel shipping container located in the impoverished, marginalized community of Palmers Cross, in central Jamaica. It has electrical outlets,

six windows cut out of the side of the container and is retrofitted with desktop and laptop computers.

Part 2b.1: Learning context

The structure is adequately ventilated by a tropical cross wind that flows through the flip-up windows. Seating is available on both sides of a table positioned lengthwise in the container. A total of sixteen learners can be accommodated with two instructors. Movement is restrictive once participants are seated. There are sixteen fully functional desktops and five laptops with the required software and ten operational video cameras available. Wireless and wired networking are functional during training hours through a 768 MB broadband connection. Lighting is adequate from both natural means and alternately light fixtures secured to the top of the container. The community is enthralled in a violent culture, spurred by opposing political factions. This impacts the capacity to maintain a safe and engaging learning environment. Learners are easily distracted by activities outside of their immediate environment in response to potential violent outbursts.

Part 2b.2: Transfer context

It is anticipated that students completing this intervention strategy will gain confidence and employ their skills as amateur videographers in surrounding communities. Students are expected to attain contracts to video weddings, dances, birthday parties, baby showers and christenings. These events are generally held outdoors and in the evenings and nights.

Part 2c. Description of the Learners

The learners are young adults ranging in age from 16 years to 25 years old. They are from the impoverished, marginalized community of Palmers Cross, in central Jamaica. The learners are categorized as functionally illiterate with math and writing skills at or below grade six competencies consistent with the Jamaica Ministry of Education academic standards. The learners are unemployed or underemployed generally in areas of manual labor. There is some trepidation in the desire to participate in activities outside of their sphere of comfort and an unwillingness to engage others. This is due in part to a persistent culture of violence. Learners are comfortable with hands-on activities and learn well from peers in informal settings. Few learners have been exposed to desktop computing technology, digital artistry, or video equipment. Learners are excited about the potential of using video to improve their economic viability.

Part 3. Planning

Part 3a. Learning Objectives

Objective	
1.0	Given a list of sample questions and prompts learner develops his/her interview questions and allows classmate to conduct an interview.
1.1	Using a verbal prompt learner tells his/her story to a classmate.
1.2	Learner writes why his/story is different from other stories.
1.3	Learner writes interview questions.
1.4	Learner uses written questions interview classmate.
2.0	Given storyboard template learner uses 2 camera angles and interview questions to create a storyboard.
2.1	Given examples of camera angles select in 2 different camera angles.
2.2	Given selection of 2 camera angles assign each interview question to one of 2 camera angles
2.3	Construct a story using interview questions and associated camera angle in a sequence to create a storyboard.

Part 3b. Learning Objectives

Matrix of Objectives, Bloom's Taxonomy, Instructional Strategies, and Types of Learning

Objective Number ⁽¹⁾	Bloom's Taxonomy Classification ⁽²⁾	Strategy to be employed to teach the objective ⁽³⁾	Type of Learning ⁽⁴⁾
1.0	Apply	Supplative	Declarative Knowledge
1.1	Knowledge	Generative	Declarative Knowledge
1.2	Knowledge	Generative	Declarative Knowledge
1.3	Knowledge	Supplative	Declarative Knowledge
1.4	Application	Supplative	Procedural
2.0	Apply	Supplative	Declarative Knowledge
2.1	Knowledge	Supplative	Concept
2.2	Apply	Generative	Procedural
2.3	Apply	Generative	Declarative Knowledge

Project Goal Statement: Given topics from which to choose students will create a storyboard, for a three minute video.

ATTENTION

A.1 Perceptual Arousal

>Students will watch a video of an interview.

A2. Inquiry Arousal

>Students will ask each other questions about what makes their story special.

A3. Variability

>Students will determine similarities between their stories and that of the video.

RELEVANCE

R1. Goal orientation

>Presenting storyboard to peer and class

R2. Motive matching

>Based on peer feedback about the uniqueness of the learner's story.

R3. Familiarity

>Review of development of storyboard

CONFIDENCE

C1. Learning requirements

>Allowing students to explore their creativity while using scaffolding through meticulous examples.

C2. Success opportunities

>Incrementally creating elements of the storyboard with tangible product

C3. Personal control

>Creativity is deferred to the learner to develop their own story.

SATISFACTION

S1. Natural consequences
>The ability to compare similar elements from the video learners viewed and their own storyboard
S2. Positive consequences
>Increased level of confidence in developing the learner’s own story.
S3. Equity
>All students storyboards acknowledged as having equal standing because of uniqueness

Keller, J. M. (1987). The systematic process of motivational design. *Performance & Instruction*, 26 (9/10), 1-8.

Part 4. Instructor Guide

Introduction:	Provide Greeting Provide Topic and title Instructor information State objective
Motivation:	<ul style="list-style-type: none"> • Show short video of interview • Ask students to comment on the video
Body	<ul style="list-style-type: none"> • Student recount to peer the most interesting interview they have seen or who they would like to see interviewed and what would they like to know. • Use resources below to provide examples of different types of interviews • Use examples to demonstrate verbal prompts for creating interview questions • Learner tells personal story to peer highlighting what makes his story interesting • Learner writes why his/her story is interesting • Learner interviews peer using written questions
1. Activate prior Knowledge	
2. Examples	
3. Verbal Prompts	
4. Create personal story	
5. Interview	<ul style="list-style-type: none"> • LEARNERS *USE ITALEUCATION.NET LESSON 1.3
6. View camera angles	<ul style="list-style-type: none"> • Use example of camera angles from lesson on italeducation.net to choose 2 camera angles
7. Create storyboard	<ul style="list-style-type: none"> • Assign each written interview question to a camera angle using template on italeducation.net • Learner will use story board template on italeducation.net to create storyboard
Conclusion	<ul style="list-style-type: none"> • Instructor will summarize lesson

Assessment	<ul style="list-style-type: none"> • Students will write a summary of what they did during the lesson and what was important to them • Students present storyboards to peers and make modifications
Resources	<ul style="list-style-type: none"> • Students will use written summary and present their storyboards to the class and explain the process they went through, what they did that made their project unique, and how it compares to the video shown. • Students will have their presentations filmed and reviewed in preparation for the next phase of the lesson.
	<ul style="list-style-type: none"> • http://www.youtube.com/watch?v=pEj1hFJyPBY • http://www.youtube.com/watch?v=trolHuglC68&feature=related • http://www.youtube.com/watch?v=pA71QzenHRo&feature=channel

Part 5. Learner Content

Part 5a. Learning materials

Introduction:	<ul style="list-style-type: none"> • Notepad and pen
Motivation:	<ul style="list-style-type: none"> • Access to internet-connect to http://www.youtube.com/watch?v=pEj1hFJyPBY
Body	<ul style="list-style-type: none"> • Activate prior knowledge: Note pad, pen • ITAL EDUCATION templates on website
Conclusion	<ul style="list-style-type: none"> • http://www.italeducation.net/resources/free.html • ITAL EDUCATION templates on website
Assessment Resources	<ul style="list-style-type: none"> • http://www.youtube.com/watch?v=pEj1hFJyPBY • http://www.youtube.com/watch?v=trolHuglC68&feature=related • http://www.youtube.com/watch?v=pA71QzenHRo&feature=channel

Part 5b. Formative and/or Summative Assessment materials

Students present storyboards to peers and make modifications

Students will present their storyboards to the class and explain the process they went through, what they did that made their project unique, and how it compares to the video shown.

Students will have their presentations filmed and reviewed in preparation for the next phase of the lesson.

Part 5c. Technology Tool Justification

ITAL Education platform was used to deliver the lessons. Using an online educational system <http://www.italeducation.net> allowed the students to have continuous access to the instructional materials. The SME and designer would be available remotely to monitor and support the efforts of the instructors and learners. This would include the ability to remotely modify the instructional materials.

6a. Expert Review

The subject matter expert is mervin Jarman. Information on the training plan will be sent for mervin to review within a week.

Part 6b: One-to-one evaluation

Three individuals from the target group would be interviewed independently. The learners would be exposed to the instructional material and asked to provide feedback on the accuracy of language being used, identifying spelling errors, missing or confusing vocabulary, incomprehensible text or illustrations and whether or not the instructions were clear enough for them to complete the requirements. Much of the response would be annotated orally as this is a more comfortable mode of communication for the target population. Information gathered from this process would be assessed and evaluated and required changes made.

Part 6c: Small group evaluation

Within the small group the content assessment process would include a similar level of inquiry to ascertain whether the changes made would have been sufficient to improve the quality of the learning experience. Additionally the sufficient information would be gathered using simple pool, oral feedback and videotaped responses and to their general impressions of the instruction and how it made them feel. The length of the instruction, level of skills to be attained and relevance to everyday existence would be evaluated through this process. The nature of the inquires would also address how to improve negative sentiments towards specific aspects of the instruction. Idiosyncratic, cultural, racial and other such consideration would have precedent at this juncture of the assessment. Adjustments based on this type of assessment would then be made.

6d: Field trial

Using the revised instructional materials to gain a more realistic sense of its accuracy, authenticity, relevance, and basic applicability is suited to this assessment approach.

Inquiries in this forum would address whether or not core objectives could be met at the organizational and learner levels. Again the competence of learners in prerequisite skills would be made. Modification necessary for instructors would also take precedent at this juncture. Information gathered through this process would be used to continue to improve the instructional material.

Part 7. Formative Evaluation Report

Before you submit your project to me (the instructor), the person you selected as your SME needs to complete the Expert Review Evaluation Form (which you create in Part 6). This form can be created with Google or some other online survey mechanism. For Part 7, your job is threefold:

Part 7a. Evaluation Survey or Rubric

<https://spreadsheets.google.com/viewform?formkey=dENtLWNWMUxRbVMxaVdDbUhJWEhvTGc6MQ>

Part 7b. Report the results of the expert review.

How well does the instructional material address the topic?	3. How well do the instructional materials suit the students?	Are the instructional materials accurate?	Are there any egregious errors in the instructional materials?	Is the level of difficulty suited for the target group?	Is the sequence of the information correct?	How well do you think the instructional materials will maintain the interest of the learners?	How well will the instructors be engaged in teaching this material?
4	5	Yes	1	5	Yes	4	4

Part 7c. Comments on Change

I made several changes to the document based on the responses in successive communications with the SME resulting in refining the scope of the project. These responses from the SME are generally favorable at this juncture but require a review of maintaining motivation of instructors and learners.

Part 8.

Professional Standards Addressed (AECT)

The following standards, developed by the Association for Educational Communications and Technology (AECT), and used in the accreditation process established by the National Council for Accreditation of Teacher Education (NCATE), are addressed to some degree in this course. The numbers of the standards correspond to the numbers next to the course tasks show on the list of assignments. Not all standards are addressed explicitly through student work.

Assignments meeting standard in whole or part

Standard 1: DESIGN

1.1 Instructional Systems Design (ISD)	X	ID Projects 1, 2, 3
1.1.1 Analyzing	X	ID Projects 1
1.1.2 Designing	X	ID Projects 1, 2, 3
1.1.3 Developing	X	ID Projects 1, 2, 3
1.1.4 Implementing	X	ID Project 2, 3
1.1.5 Evaluating	X	Selected Discussion Forums; ID Project 2
1.2 Message Design		
1.3 Instructional Strategies	X	ID Project 3
1.4 Learner Characteristics	X	ID Project 1

Standard 2: DEVELOPMENT

2.0 (includes 2.0.1 to 2.0.8)	X	ID Project 02
2.1 Print Technologies	X	Reading Quiz; ID Projects 1, 2, 3
2.2 Audiovisual Technologies		
2.3 Computer-Based Technologies	X	(all assignments)
2.4 Integrated Technologies		

Standard 3: UTILIZATION

3.0 (includes 3.0.1 & 3.0.2)		
3.1 Media Utilization	X	(all assignments)
3.2 Diffusion of Innovations		
3.3 Implementation and Institutionalization	X	ID Project 3
3.4 Policies and Regulations		

Standard 4: MANAGEMENT

4.0 (includes 4.0.1 & 4.0.3)		
4.1 Project Management		
4.2 Resource Management		
4.3 Delivery System Management		
4.4 Information Management		

Standard 5: EVALUATION

5.1 Problem Analysis	X	
5.2 Criterion-Referenced Measurement	X	ID Project 3
5.3 Formative and Summative Evaluation	X	ID Project 3
5.4 Long-Range Planning	X	

COURSE GOALS & OBJECTIVES

The overall goal for the course is for each student to consider and use the systematic process of instructional design to create an instructional product. To achieve this goal, students will engage in activities that promote reflective practice, emphasize realistic contexts, and employ a number of communications technologies. Following the course, students will be able to:

1. Discuss the historical development of the practice of instructional design with regard to factors that led to its development and the rationale for its use
2. Describe at least two reasons why instructional design models are useful
3. Identify at least six instructional design models and classify them according to their use
4. Compare and contrast the major elements of three theories of learning as they relate to instructional design
5. Define “instructional design.”
6. Define the word “systematic” as it relates to instructional design
7. Define “learning” and synthesize its definition with the practice of instructional design
8. Relate the design of instruction to the term “educational (or “instructional”) technology”
9. Describe the major components of the instructional design process and the functions of models in the design process
10. Provide a succinct summary of various learning contexts (declarative knowledge, conceptual, declarative, principle, problem-solving, cognitive, attitudinal, and psychomotor)
11. Build an instructional design product that integrates major aspects of the systematic process and make this available on the web.
 - a. Describe the rationale for and processes associated with needs, learner, context, goal, and task analyses
 - i. Create and conduct various aspects of a front-end analysis
 - ii. Identify methods and materials for communicating subject matter that are contextually relevant

- b. Describe the rationale for and processes associated with creating design documents (objectives, motivation, etc.)
 - i. Construct clear instructional goals and objectives
 - ii. Develop a motivational design for a specific instructional task
 - iii. Develop assessments that accurately measure performance objectives
 - c. Select and implement instructional strategies for selected learning tasks
 - i. Select appropriate media tools that support instructional design decisions
 - d. Describe the rationale and processes associated with the formative evaluation of instructional products
 - i. Create a plan for formative evaluation
12. Identify and use technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
13. Apply state and national content standards to the development of instructional products
14. Meet selected professional standards developed by the Association for Educational Communications and Technology
15. Use various technological tools for instructional and professional communication

AECT STANDARDS (Applicable to EDTECH 503)

1.0 Design

1.1 Instructional Systems Design

1.1.a Utilize and implement design principles which specify optimal conditions for learning.

1.1.b Identify a variety of instructional systems design models and apply at least one model.

1.1.1 Analyzing

1.1.1.a Write appropriate objectives for specific content and outcome levels.

1.1.1.b Analyze instructional tasks, content, and context.

1.1.2 Designing

1.1.2.a Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design.

1.1.2.b Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.2.d Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning.

1.1.3 Developing

1.1.3.a Produce instructional materials which require the use of multiple media (e.g., computers, video, projection).

1.1.3.b Demonstrate personal skill development with at least one: computer authoring application, video tool, or electronic communication application.

1.1.4 Implementing

1.1.4.a Use instructional plans and materials which they have produced in contextualized instructional settings (e.g., practica, field experiences, training) that address the needs of all learners, including appropriate accommodations for learners with special needs.

1.1.5 Evaluating

1.1.5.a Utilize a variety of assessment measures to determine the adequacy of learning and instruction.

1.1.5.b Demonstrate the use of formative and summative evaluation within practice and contextualized field experiences.

1.1.5.c Demonstrate congruency among goals/objectives, instructional strategies, and assessment measures.

1.3 Instructional Strategies

- 1.3.a Select instructional strategies appropriate for a variety of learner characteristics and learning situations.
- 1.3.b Identify at least one instructional model and demonstrate appropriate contextualized application within practice and field experiences.
- 1.3.c Analyze their selection of instructional strategies and/or models as influenced by the learning situation, nature of the specific content, and type of learner objective.
- 1.3.d Select motivational strategies appropriate for the target learners, task, and learning situation.

1.4 Learner Characteristics

- 1.4.a Identify a broad range of observed and hypothetical learner characteristics for their particular area(s) of preparation.
- 1.4.b Describe and/or document specific learner characteristics which influence the selection of instructional strategies.
- 1.4.c Describe and/or document specific learner characteristics which influence the implementation of instructional strategies.

2.0 Development

- 2.0.1 Select appropriate media to produce effective learning environments using technology resources.
- 2.0.2 Use appropriate analog and digital productivity tools to develop instructional and professional products.
- 2.0.3 Apply instructional design principles to select appropriate technological tools for the development of instructional and professional products.
- 2.0.4 Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.
- 2.0.5 Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.
- 2.0.6 Use the results of evaluation methods and techniques to revise and update instructional and professional products.
- 2.0.7 Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

2.1 Print Technologies

- 2.1.3 Use presentation application software to produce presentations and supplementary materials for instructional and professional purposes.
- 2.1.4 Produce instructional and professional products using various aspects of integrated application programs.

2.3 Computer-Based Technologies

2.3.2 Design, produce, and use digital information with computer-based technologies.

3.0 Utilization

3.1 Media Utilization

3.1.1 Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.

3.1.2 Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

3.3 Implementation and Institutionalization

3.3.1 Use appropriate instructional materials and strategies in various learning contexts.

3.3.2 Identify and apply techniques for integrating SMETS innovations in various learning contexts.

3.3.3 Identify strategies to maintain use after initial adoption.

4.0 Management

(none specifically addressed in 503)

5.0 Evaluation

5.1 Problem Analysis

5.1.1 Identify and apply problem analysis skills in appropriate school media and educational technology (SMET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management, and evaluation).

5.2 Criterion-referenced Measurement

5.2.1 Develop and apply criterion-referenced measures in a variety of SMET contexts.

5.3 Formative and Summative Evaluation

5.3.1 Develop and apply formative and summative evaluation strategies in a variety of SMET contexts.

SMET = School Media & Educational Technologies

