Overview

In *Instructional Design and Performance Improvement* you learned that it is essential to create a course design blueprint before building your instructional program. The information for the design blue print is obtained by conducting a needs analysis, learner analysis and task analysis. From this ANALYSIS phase of the instructional design process you should have identified the following:

1. A clear understanding of the need for the instructional program and have this written in a problem statement
2. A goal statement that was derived from the needs analysis
3. A good understanding of who your learners are
4. Identification of instructional strategies based on the needs of your learners
5. The performance objectives that must be met in order to reach your instructional/training goal
6. The instructional content that needs to be taught to insure learning of the objectives

You also investigated your topic and how best to teach the content in the *Research Fundamentals domain*. You may have researched how technology is being used to teach your topic, age level of your students or the special characteristics of your student population. You may also have investigated technology resources that are available to help your students acquire the knowledge and skills you identified in your performance objectives. You should have found some new and innovative ways to use technology to teach the content.

Now that you have created your instructional design blueprint and have researched content, methods and techniques you are ready to begin building your instructional unit. What is important to remember is that the emphasis is on technology integration or demonstrating your understanding of how to use technology as a powerful tool to help your students acquire the desired knowledge and skills. In order to demonstrate your understanding of how to integrate technology you will work in four subdomains:

**Subdomain 3.1 Tools and Techniques**
This subdomain asks you to analyze and evaluate tools and resources for designing developing, producing, and delivering instruction. You will select and employ appropriate techniques, hardware, software, and media to produce exportable mediated instruction based on the specific instructional goals.

**Subdomain 3.2 Technology-supported Learning Environments.**
This subdomain asks to develop and critique technology-supported learning environments to address instructional goals and provide a rationale based on the needs analysis, research, and theory. You will demonstrate your knowledge on the use of media
and technology for learning as well as the availability and benefits of a variety of adaptive technologies for needs in special education.

**Subdomain 3.3 Technology Ethics**
This subdomain asks you to describe and follow guidelines for ethically acquiring and using technology and media within an educational setting or institution. You will also describe and follow appropriate guidelines for ethical issues and problems.

**Subdomain 3.4 Message Design**
This subdomain asks you to demonstrate knowledge of message design principles for various media such as web-based instruction and PowerPoint presentations.

**Resources**

Although we have placed a couple of chapters on the E-Reserves which are required reading, it is your responsibility to purchase the following texts and review them before submitting the assessments.

TI Essay Assessment

The essays for the Graduate Core domains are completed through the TaskStream performance assessment management system. As soon as you begin this domain, you will use your AAP to refer for this performance assessment. Once you refer yourself for the assessment, your mentor will approve the referral. After the approval, it will take 3 – 5 business days for the assessment to show up in your “My Programs” listing.

There are 5 – 6 questions per domain. You will be able to submit each question and receive passing marks or revisions needed individually. Once all essays are passed, it will take up to 2 weeks to show the PASS on your AAP. You are able to use resources to complete these essays. However, it is easy to not cite correctly and end up with plagiarism issues.

When using outside sources to support ideas and elements in a paper, the submission MUST include APA formatted in-text citations with a corresponding reference list for any direct quotes or paraphrasing. It is not necessary to list sources that were consulted if they have not been quoted or paraphrased in the text of the paper. Note: No more than a combined total of 30% of a submission can be directly quoted or closely paraphrased from outside sources, even if cited correctly. Here are some helpful APA resources:

www.apastyle.org
www.citationmachine.net
http://owl.english.purdue.edu/owl/resource/560/01/

If you have any questions, please notify your mentor.
Note: Please make sure that you have a TaskStream Login that is current prior to referral or Assessment Delivery will not be able to load your assessment.
Competency and Objectives

Subdomain 503.1 — Tools & Techniques

Resources:

Competency 503.1.1: Tool & Technique Analysis
The student analyzes and evaluates tools and resources for designing developing, producing, and delivering instruction.

Objectives
1. Recommend criteria for analyzing and evaluating technology tools and resources.
2. Recommend criteria for evaluating and selecting instructional software.
3. Use the results from analysis and evaluation to inform the design, development, production, and delivery of instruction.

Competency 503.1.2: Using Appropriate Techniques
The student selects and employs appropriate techniques, hardware, software, and media to produce exportable mediated instruction based on the specific instructional goals.

Objectives
1. Describe the general steps in creating web-based instructional materials.
2. Describe the process and the structure of creating a multimedia application.
3. Identify appropriate instructional uses of general software applications.
4. Identify the differences, advantages, and disadvantages of Internet, DVD, and CD-ROM.
5. Create a web page.
6. Create a multimedia program.
7. Use presentation software to prepare and present instruction.
8. Prepare graphical instructional materials using such tools as a scanner, digital camera, etc., and their associated software.
9. Identify the function of various types of multimedia and authoring software.
Subdomain 503.2 — Technology-supported Learning Environments

Resources:


Competency 503.2.1: Developing Learning Environments
The student develops and critiques technology-supported learning environments to address instructional goals and provide a rationale based on the needs analysis, research, and theory.

Objectives
1. Select technologies based on needs analysis.
2. Prepare an instructional unit that effectively integrates technologies.

Competency 503.2.2: Media & Technology Use
The student describes the use of media and technology for learning.

Objectives
1. Identify methods or software applications commonly used as teaching tools of computer-assisted instruction.
2. Select appropriate classroom applications for multimedia projects.
3. Select appropriate hardware for developing technology-based instruction.
4. Discuss some common roles of computers in learning.
5. Recognize how media and technology can support different learning styles.

Competency 503.2.3: Adaptive Technologies
The student identifies and selects a variety of adaptive technologies for needs in special education.

Objectives
1. Identify the benefits that adaptive technologies provide for special education students.
2. Identify technology resources and applications available for physically disabled students.
3. Identify technology resources and applications available for gifted students.
Subdomain 503.3 — Technology Ethics

Resources:

Competency 503.3.1: Copyright Guidelines
The student describes and follows guidelines for ethically acquiring and using technology and media within an educational setting or institution.

Objectives
1. Identify examples of proper and improper application of copyright law.
2. Recognize the basic criteria for applying the principle of fair use of copyrighted materials.
3. Identify the penalty for intentional violation of copyright under U.S. law.

Competency 503.3.2: Internet Integration Strategies & Issues
The student describes and follows appropriate guidelines for ethical issues and problems.

Objectives
1. Recognize ethical and legal reasons for maintaining confidentiality of student records and personal information.
2. Recommend appropriate methods of maintaining confidentiality of student records and personal information.
3. Identify appropriate methods of dealing with objectionable materials and behavior.
4. Recommend appropriate rules for netiquette behavior.

Subdomain 503.4 — Message Design

Resources:
Competency 503.4.1: Message Design Principles
The student demonstrates knowledge of message design principles for various media such as web-based instruction and PowerPoint presentations.

Objectives
1. Identify effective use of navigational elements that a designer would use in web-based instruction.
2. Demonstrate effective use of navigational elements that a designer would use in web-based instruction.
3. Identify message design principles related to visual and textual elements for clear communication and ease of interpretation.
4. Identify the roles that visuals play in instruction.