

ESTABLISHING A CAREER IN INSTRUCTIONAL DESIGN



Prepared by

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MSIDT

IDT 530

Planning, Designing, Developing and Evaluating Technology-based Instruction



Contents

| | |
|------------------------------------------------------------|-----------|
| ESTABLISHING A CAREER IN INSTRUCTIONAL DESIGN | 1 |
| PROJECT SCOPE | 6 |
| Learner Definition..... | 6 |
| Learner Characteristics | 6 |
| Accommodating Learners with Disabilities | 7 |
| Language | 7 |
| PROJECT GOALS | 7 |
| Objectives | 7 |
| CONSTRAINTS | 8 |
| Hardware Constraints | 8 |
| Software Constraints | 9 |
| Budgetary Constraints - Cost Summary | 10 |
| Time..... | 10 |
| Content..... | 10 |
| PROJECT SCHEDULE | 11 |
| BUDGET | 11 |
| Terms and Conditions | 11 |
| Initial Consultation | 11 |
| Estimates | 11 |
| Billing | 11 |
| Confidentiality | 11 |
| Working Arrangements | 11 |
| Submissions | 12 |
| Approvals..... | 12 |
| Ownership..... | 12 |
| Non-Use..... | 12 |
| STYLE MANUAL | 12 |
| Look and Feel | 12 |



Colors 12

Cascading Style Sheet to Control Color, Font, Heading Levels 12

 Sample Text 13

STYLE GUIDE _____ **15**

How to Write Copy 15

 Do: 15

 Don't: 15

 Other Writing Tips 16

Know Your Audience 16

Other Essential References 16

Abbreviations and acronyms 16

Capitalization 16

Headlines 17

References 17

 City names 17

 Contractions 17

Emphasizing words 17

Gender-neutral language 17

Infinitives 18

Internet terminology 18

Other Internet usage examples 18

Introductory clauses and phrases 19

Length 19

Lists 19

Months 19

Nouns 19

Pronouns 20

Use of Pronouns 21

 More on who and whom 21


 Objective: whom 21

 Singular subjects 21

PHRASES VS. CLAUSES _____ **22**



| | |
|--------------------------------------------------------------------------|-----------|
| Phrases..... | 22 |
| Clauses..... | 22 |
| Possessives..... | 22 |
| Spacing..... | 23 |
| Spelling..... | 23 |
| Storyboard Template..... | 23 |
| Voice..... | 23 |
| Website addresses..... | 24 |
| Widows..... | 24 |
| Wrapping text..... | 24 |
| Word choice..... | 24 |
| Wordiness..... | 24 |
| Style Conventions..... | 24 |
| Functionality..... | 24 |
| DEFINE FORMS OF ASSESSMENTS | 24 |
| USABILITY TESTING PROCEDURES | 25 |
| STORYBOARDS | 25 |
| TEAM ASSIGNMENTS AND RESPONSIBILITIES | 25 |
| SUPPORT/SUPPLEMENTARY MATERIALS | 25 |
| Stanford University Program..... | 25 |
| Distance Learning Technical Writing & Instructional Design Programs..... | 25 |
| INITIAL RESEARCH | 25 |
| Establishing a Career in Instructional Design..... | 25 |
| Role and Responsibilities..... | 26 |
| Experience and Educational Requirements..... | 27 |
| APPENDIX A: PROJECT SCHEDULE | 28 |
| APPENDIX B: BUDGET SPREADSHEET | 30 |



| | |
|------------------------------------------|-----------|
| APPENDIX C: FLOWCHART | 34 |
| APPENDIX D: STORYBOARDS | 36 |
| APPENDIX E: BETA EVALUATION FORMS | 66 |

PROJECT SCOPE

Create an attractive and informative Flash-based presentation to describe the requirements and objectives of the Masters of Instructional Design & Technology (MSIDT) program at CSU Fullerton. Use Flash technology to develop state-of-the-art learning content.

LEARNER DEFINITION

The ideal potential MSIDT candidate has a background in teaching, corporate training, instructional coordination or technical writing. These experience sets provide a strong foundation for developing educational materials.

Learners must have be familiar with authoring tools and generally experienced with computer technology. They should be able to make decisions about curriculum options and to work self-efficiently. They should have strong interpersonal and communication skills. Their work will include the ability to interview subject matter experts, research, and gather technical information for students and teachers.

LEARNER CHARACTERISTICS

| ITEM | WEAKER LEARNERS | AVERAGE LEARNERS | STRONGER LEARNERS |
|--------------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| AGE | 35-60 | 20-50 | 25-40 |
| Educational level | 4-year degree | 4-year degree | 4-year degree |
| Reading level | college level | college level | college level |
| Motivation | low | medium | high |
| Prerequisite knowledge | Work or field experience 1-2 years of Teaching or Corporate Training experience | Work or field experience 3-5 years of Teaching or Corporate Training experience | Work or field experience 5+ years of Teaching or Corporate Training experience |
| Prerequisite skills | Essay Submission 2.5 GPA Interview Panel 575 TOEFL Resume | Essay Submission 2.5 GPA 575 TOEFL Interview Panel Pedagogical learning skills Curriculum Development skills Resume | Essay Submission 2.5 GPA 575 TOEFL Interview Panel Flash skills Resume Instructional Design Experience |
| Facility with a computer | Knowledgeable in personal computer use | Word processing, spreadsheet, database, and multimedia applications | Blackboard, authoring tools, Flash, Captivate, |

| | | | |
|--------------------------|------------------|------------------|-------------------------|
| | | | Articulate, and Lectora |
| Familiarity with the Web | Basic | Reasonable | Reasonable |
| Typing ability | READI Assessment | READI Assessment | READI Assessment |
| Access to computers | Mandatory | Mandatory | Mandatory |
| Access to Web | Dial Up | DSL | Fios/Uverse |
| Time availability | 5-10 hours | 6-12 hours | 8-14 hours |

ACCOMMODATING LEARNERS WITH DISABILITIES

Special accommodations for disabled students will be made on an individual student, as needed basis in compliance with the CSUF catalogue (page 420 of hard copy catalog or see university online catalog at www.fullerton.edu/DSS/). Please contact instructor and program coordinator if this applies to you.

LANGUAGE

This Flash presentation will be developed in English only. The project scope does not include translation or localization into different languages.

PROJECT GOALS

The goal of this project is to inform potential MSIDT candidates of the benefits and requirements of the CSU Fullerton program.

OBJECTIVES

1. By the end of this lesson, learner will be able to define instructional design as explained in the tutorial.
2. Learner will be able to identify 3 to 4 related career paths within the instructional design field.
3. Learner will become knowledgeable about the range of salaries available in instructional design field and appropriate to various levels of experience.
4. Learners will be able to recite at least five features of the CSUF MSIDT, such as Flash skills, learning methodologies, instructional theory.
5. Learners will understand the program requirements.

CONSTRAINTS

HARDWARE CONSTRAINTS

COMPUTER PC

| CATEGORY | CONSTRAINT |
|---------------------|---------------|
| RAM | 512 MB |
| Monitor resolution | 800 X 600 DPI |
| Sound Card | Yes |
| Network | Yes |
| Processor | Pentium 4 |
| Hard Drive capacity | NA |
| CD-ROM | NA |
| Modem speed | DSL or better |

COMPUTER MACINTOSH

| | |
|---------------------|---------------|
| RAM | 512 MB |
| Monitor resolution | 800 X 600 DPI |
| Sound Card | Yes |
| Network | Yes |
| Processor | G3 |
| Hard Drive capacity | NA |
| CD-ROM | NA |
| Modem speed | DSL or better |

COMPUTERS OTHER

| | |
|---------------------|---------------|
| RAM | same as above |
| Monitor resolution | same as above |
| Sound Card | same as above |
| Network | same as above |
| Processor | same as above |
| Hard Drive capacity | same as above |
| CD-ROM | same as above |
| Modem speed | same as above |

SOFTWARE CONSTRAINTS

COMPUTER PC

| | |
|-------------------------------------|---------------------------|
| Operating system, incl. release no. | Windows XP Home or Higher |
| Browser, including version no. | IE 7 or newer |
| Word processing | NA |
| Spreadsheet | NA |
| Network | NA |
| Authoring system required | NA |
| Testing system required | NA |
| Other | Flash Player 7 or newer |

COMPUTERS MAC

| | |
|-------------------------------------|---------------|
| Operating system, incl. release no. | OS X or newer |
| Browser, including version no. | NA |
| Word processing | NA |
| Spreadsheet | NA |
| Network | NA |
| Authoring system required | NA |
| Testing system required | NA |

COMPUTERS OTHER

| | |
|-------------------------------------|------|
| Operating system, incl. release no. | same |
| Browser, including version no. | same |
| Word processing | same |
| Spreadsheet | same |
| Network | same |

BUDGETARY CONSTRAINTS - COST SUMMARY

| | |
|--------------------------|-------------|
| Content Acquisition | \$5,400.00 |
| Development of Standards | \$5,400.00 |
| Scripting | \$4,800.00 |
| Screens | \$15,040.00 |
| Underlying models | \$1,504.00 |
| Graphics | \$3,759.00 |
| Video | 0 |
| Audio | 0 |
| Interactions | \$4,656.00 |
| Data Collection | \$1,504.00 |
| Bookmarking | \$752.00 |
| Recordkeeping | \$1,504.00 |
| Log on and registration | \$2,256.00 |
| Associated EPSS | \$0.00 |
| Software testing | \$5,712.00 |
| Project management | \$0.00 |
| Clerical | \$0.00 |
| Packaging | \$1,200.00 |
| Manuals/Instructions | \$1,800.00 |
| Travel | \$375.00 |
| Out of Pocket Expenses | \$1675.00 |
| Overhead | \$0.00 |
| Total Hours | 597 |
| Total Costs | \$57,337.00 |

TIME

The program must be brief enough to hold the learner's attention. A 3-minute length is optimal to maintain interest yet communicate the important criteria of the program. It may be difficult to communicate all aspects of the program in this length of time, but it is an optimal length for use at university promotional events, trade fairs, and educational conferences. A balance between retaining interest and covering the necessary material will have to be achieved.

CONTENT

The content should be accurate and concise with minimal copy. The visuals should tell a story that is interesting and appealing. The content should offer solid information and compelling reasons to join the MSIDT program. There are six overarching program elements in the MSIDT program that must be described, along with program goals and objectives, entrance requirements, final project and prospects for networking and employment after completing the program. It will require careful outlining and parsing of all of this material to deliver the most valuable content at an appropriate level of depth. The

content balance simplification against too much detail and complexity, so the learner walks away with a strong understanding of the program, but is not overwhelmed with detail.

PROJECT SCHEDULE

See Appendix A for project schedule.

BUDGET

See Appendix B for budget spreadsheet.

TERMS AND CONDITIONS

INITIAL CONSULTATION

The initial meeting and any subsequent communications needed to evaluate and understand the project shall be provided free of charge. Follow-up calls and interviewing required to conduct writing work in the assignment shall be included in the price of this assignment.

ESTIMATES

The project will adhere to the original estimate unless project specifications change dramatically. If excess changes to the assignment or revisions are added, additional fees will be based on an hourly rate with frequent reviews of time expended. Work shall be started once the client has accepted and signed the estimate/terms agreement.

BILLING

Like most service organizations, Design Time invoices are based on the time invested in the project. In this agreement, a set value in hours has been placed on script writing and every other phase of this project, based on an estimate of the amount of work involved. The client has the right to expect that the price on the project quotation will be as estimated within 10% of the invoiced price unless otherwise appended, verbally or in writing, before invoicing. The invoice terms are net 30 days.

CONFIDENTIALITY

The client should expect that any information or material provided will be treated confidentially, and that all reasonable efforts will be taken to safeguard it. As requested, Design Time project team members will sign nondisclosure agreements.

WORKING ARRANGEMENTS

Unless otherwise stipulated, every assignment is considered to comprise two equal sets of responsibilities: those of the client and the development team. Client responsibilities include service specifics, market objectives, background information, and copy approvals. In turn, Design Time project development and production team

responsibilities include conceptual research and approaches, fact finding, interviewing, copywriting, project management, and revision incorporation.

SUBMISSIONS

It is the responsibility of Design Time's project development and production team to recommend what, in our professional opinion, is the best way to meet the client's objectives. Similarly, it is our responsibility to follow the direction, input, criticisms, and comments of the client closely.

APPROVALS

It is the sole responsibility of the client to review all material at the draft and final stages to approve its accuracy and correctness. Every effort will be made by Design Time to keep all material accurate and will call attention to any questionable items.

OWNERSHIP

Final deliverables shall become, after payment, the property of the client.

NON-USE

In accordance with accepted professional services practice, the client is financially obligated for work done, whether or not it is utilized. In the event of dissatisfaction, every attempt will be made to rework submissions to satisfy the client. Should that not suffice, the client has the option of canceling this contract.

STYLE MANUAL

LOOK AND FEEL

The project must represent the MSIDT program with a professional look and a consistent branding. A polished presentation which is neatly packaged is important. Use of a cascading style sheet will help to achieve this look. All visual assets, such as headings or storyboard titles, subheadings, body copy, typestyle, font color and size, navigational buttons type, size and placement, and access to help will be specified through a cascading style sheet and referenced on storyboard frames. Establishing styles will reduce the time it takes to create a polished look. Use of a cascading style sheet not only ensures a consistent "branding", it allows the information to be more rapidly repurposed into fact sheets and web content.

COLORS



Colors will emulate the color scheme of the MSIDT program, including saturated purple (R102, G0, B200 #6600CC) and lavender (R168, G107, B210 #A86BD2). The Flash tutorial will make use of this pre-established identity. Black and white will also be used, depending upon the background specification.

CASCADING STYLE SHEET TO CONTROL COLOR, FONT, HEADING LEVELS

All of the presentational attributes including font colors, background styles, element alignments, borders, and sizes will be built into a cascading style sheet. Some of those elements, such as headings (h1 elements), sub-headings (h2), sub-sub-headings (h3), etc.,

are defined here, with font, size, and color values, but a full css will be developed with the development of the content.

TABLE 1. CSS REPRESENTATIVE STYLES

| STYLE NAME | EXAMPLE OF USE | WHEN USED |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| MSIDT Purple |  | R102, G0, B200 #6600CC |
| MSIDT Lavendar |  | R168, G107, B210 #A86BD2 |
| Body Text - Arial Black or white, 16 pt, 22 px, 1 em | Sample Text | Follows a Heading Level 1. Used for standard body text that is not bulleted or in a numbered list. |
| Body Text Indent - Arial Black or white, 16 pt, 22 px, 1 em | Sample Text | Follows Heading levels 2 through 4. Same as above except indented (1 m = .5 in) |
| Graphic treatment of thumbnails and buttons. | TBD | Graphics will incorporate a similar style and have consistent placement and application on the image area. |
| Heading 1 (R102, G0, B200) Arial MSIDT Purple 20 pt, 26 px, 1.6 em | Sample Text | Applies the appropriate text and spacing format to a Heading level 1. All Heading 1s will be used in the HELP file. |
| Heading 2 (R102, G0, B200) Arial MSIDT Purple Bold 18 pt, 22 px, 1.4 em | Sample Text | Applies the appropriate text and spacing format to a Heading level 2. All Heading 2's automatically are used in the Table of Contents. |
| Heading 3 (R13, G13, B13) Arial Black, All CAPS 14 pt, 17 px, 1.05 em | SAMPLE TEXT | Century Gothic or Arial 1.6em |
| Hyperlink | Sample Text | Automatically generated style for e-mail or web address |
| List Bullet (R102, G0, B200) Arial MSIDT Purple 12 pt, 16 px, 1 em | ■ Sample Text | Used to insert an indented by .25" bullet. |
| List Bullet 2 (R102, G0, B200) Arial MSIDT Purple | ■ Sample Text | Used to insert an indented by .5" bullet. |

| STYLE NAME | EXAMPLE OF USE | WHEN USED |
|----------------------------------------------------|----------------|------------------------------------------------------|
| bullet w Black or White text 12 pt, 16 px, 1 em | | |
| List Bullet 3 same specs | ◆ Sample Text | Used to insert an indented by .75" bullet. |
| ■ List Bullet Indent | ■ Sample Text | Used to insert an indented by 1" bullet. |
| List Bullet 2 Indent | Sample Text | Used to insert an indented by 1.25" bullet. |
| List Bullet 3 Indent | ◆ Sample Text | Used to insert an indented by 1.5" bullet. |
| List Number | 6. Sample Text | Used to insert an indented by .25" Arabic number. |
| List Number 2 | a. Sample Text | Used to insert an indented by .5" alphabetic number. |
| List Number 3 | 1. Sample Text | Used to insert an indented by .75" Arabic number. |

STYLE GUIDE

Our "Establishing a Career in Instructional Design" project style guide offers consistent writing standards that apply to all project communications.

Our Style Guide supports using a collegiate, yet more informal, conversational writing style and brand voice.

Good copy is an art, not a science. But even though it's an art that's more freehand than paint-by numbers, there are guidelines which can support the branding we are trying to reflect in our project.

This writing style guide offers hard and fast rules for writing copy – the basics of grammar and punctuation, appropriate word usage, and style guidelines unique to our project. But it also includes important guidance that helps maintain a consistent brand voice and personality, while still allowing creative freedom. Those parameters will help the project team to create copy that's engaging and touches prospective students in a human way and is not overly academic.

HOW TO WRITE COPY

Follow the guidelines below to write in our brand voice.

DO:

- Take the point of view of your audience.
- Write in a conversational, colloquial style
- Be personal. Use "I-you" and "we-you," as if you were talking to a friend or colleague.
- Be student-focused. Ask yourself what you'd want to know if you were interested in this program.
- Use tangible proof points.
- Be engaging. Write strong sentences and paragraphs that draw the reader in.
- Use everyday language. Don't try to impress the audience with your vocabulary. Examples: before instead of prior to, buy instead of purchase, use instead of utilize.
- Use sentence fragments to emphasize certain points – they're friendly and less formal.
- Use contractions – that's the way people talk.
- Vary the length of sentences and paragraphs to create a more natural rhythm. Keep them short overall, although copy should be as long as it needs to be to communicate what it's supposed to communicate.
- Read your work out loud. Ask yourself if it sounds conversational and friendly. Does your copy make the reader

DON'T:

- Use jargon and industry-speak.

- Use long, difficult-to-digest blocks of copy.
- Be cold, impersonal or dispassionate.
- Make broad, unsubstantiated statements.
- Use stilted or formal language.
- Speak to yourself.
- Don't be formulaic.

OTHER WRITING TIPS

- Get to the point.
- Stick to the present tense and active voice whenever possible.
- Avoid superlatives, vague words, and clichés.
- Don't talk down to your audience.
- Use font treatments (i.e., italics, boldface, boldface italics, and underlining) sparingly.
- Make sure your piece has a clearly defined purpose and that your copy supports the purpose.

KNOW YOUR AUDIENCE

- Our project will address one specific audience -- students interested in pursuing the program.
- Members of our audience are real people. We will put ourselves in their shoes and write a list of questions you would ask if you were in your reader's place. Information that's not important for your purposes may be important to your audience.
- Few people outside our industry are comfortable with software or instructional design jargon, so you may occasionally need to explain terminology – words like deliverables or ADDIE. Choose your words accordingly.

OTHER ESSENTIAL REFERENCES

In addition to our Writing Style Guide, the Associated Press Style Manual will be used to address all unanswered areas of concern regarding style, grammar and usage.

ABBREVIATIONS AND ACRONYMS

Whenever possible, avoid using abbreviations and acronyms to boost readability and prevent confusing the audience.

CAPITALIZATION

- Uppercase – A capitalized letter
- Lowercase – An uncapitalized or “small” letter
- Initial cap – Capitalized first letter of a word

- Follow The AP Stylebook for capitalization rules. In general, lowercase the first letter of common nouns combined with proper nouns (i.e., network, program, report, section [of a manual], system): unless they're part of a proper name.

HEADLINES

- Don't use initial caps in headlines except for the first word.
- The ups and downs of writing
- Never use all caps in headlines or subheads.

REFERENCES

CITY NAMES

Refer to The AP Stylebook for the complete list of U.S. cities that can stand alone in text without their state name. Examples: Atlanta, Chicago, Dallas, Denver, Houston, Las Vegas, Los Angeles, New York, St. Louis, San Antonio and San Diego In lists of cities that include some that are exempt from the state identifier and others that aren't, add the state identifier at the end of the list. Examples: We held meetings in Oakland, Sacramento, Los Angeles and San Diego, California, and in Dallas and Plano, Texas. If the list is only of exempt cities, don't use the state identifiers. Example: We held meetings in Dallas, Houston, Los Angeles and San Diego.

CONTRACTIONS

Use contractions (e.g., it's, you'll, that's, etc.) liberally, because they convey a friendly, informal, conversational tone that supports the branding we are trying to communicate.

EMPHASIZING WORDS

There are four ways to emphasize text: italics, **boldface**, **boldface italics** and underlining. It's best to avoid using these font treatments whenever possible. However, if emphasis is absolutely necessary, choose one type of altered text to use for emphasis within each document. Underlining is the least desirable font treatment because it looks outdated. It dates back to the days of the typewriter, when other options for emphasizing text weren't available. Whichever one you choose, use it sparingly because overuse hinders readability and therefore doesn't support the feel of our brand.

GENDER-NEUTRAL LANGUAGE

Always try to use gender-neutral language, while at the same time avoiding awkward sentence construction. Avoid using the he or she, him or her, or his or her (or he/she, him/her or his/her) construction. Instead, revise the sentence using the plural noun and/or pronoun. Examples: "The typical teacher interacts with his students directly." "Teachers interact with the students directly."

The second and third examples are preferred. Examples of words or phrases to use instead of male pronouns:

- Human race not mankind
- Business people not businessmen

- Salesperson not salesman
- Mail carrier not mailman
- Spokesperson not spokesman
- The chair or the chairperson not the chairman
- Ordinary people not common man

Don't use "their" and "they" as substitutes for the singular possessive pronouns when you're attempting to use gender neutral language. Example: If a prospective student wants information about the MSIDT program, they can call the program coordinator. If prospective students want information about the MSIDT program, they can call the program coordinator. The second sentence is correct. On the rare occasion when it's impossible to revise a sentence using gender-neutral language without constructing an awkward sentence or obscuring it's meaning, use the male pronoun. For more guidelines, see the "his, her" entry in The AP Stylebook.

INFINITIVES

An infinitive is the form of the verb preceded by the word "to" (e.g., to mail, to review). Avoid splitting the infinitive by putting an adverb between to and the verb. Example: Avoid "...to boldly go where no man has gone before"; instead, use "to go boldly where no man has gone before."

INTERNET TERMINOLOGY

- Use "E-business," "E-commerce" and "E-mail" at the start of a sentence and "e-business," "e-commerce" and "e-mail" elsewhere.
- Lowercase the first letter of the second word, unless it's part of a formal title.

OTHER INTERNET USAGE EXAMPLES

- home page – two words
- Internet – capital "I"; intranet – lowercase "i," unless it's part of a proper name or at the beginning of a sentence
- online – one word
- HTML – use on first reference for hypertext markup language
- HTTP – use on first reference for hypertext transport protocol
- pdf – use on first reference for portable document format
- URL – use on first reference for Universal Resource Locator, the address of a World Wide Web page.
- World Wide Web – the Web is acceptable on first reference; web address – two words, lowercase "w"; web page – two words, lowercase "w"; website – one word, lowercase "w" This is contrary to The AP Stylebook, but it supports our brand strategy.
- webcam, webcast, webmaster – one word, lowercase "w"

INTRODUCTORY CLAUSES AND PHRASES

Use a comma after any introductory clause or phrase if a pause is intended. The comma simply makes it easier for the reader to grasp the sentence's meaning the first time it's read. Example: Before sending us your MSIDT application, make sure the information you've provided is complete and accurate.

LENGTH

For clarity and readability, keep sentences short. If it sounds and reads like a conversational sentence, then length shouldn't be an issue. If you use a lot of commas, the sentence may be too complex. Break it up into multiple sentences that are easier to understand. Whenever possible, paragraphs shouldn't be more than six lines.

LISTS

Don't join items in a list with "and" or "or." For consistency, make sure all items in a list are either words, phrases or complete sentences. Make sure the grammatical structure and tense of all elements in a list are parallel. For example, if five phrases in a list don't have verbs, don't begin the sixth phrase with the verb "send" or make it a complete sentence. When a list is preceded by a phrase ending in a colon, make sure every item in the list makes sense if you read the text preceding the colon and then the item. If a bullet point has multiple sentences or a complex sentence, write out the information as short sentences rather than using a bulleted point within the list. If you're unable to do so, end complex sentences in a list with punctuation. When a list is designed as a reference tool (e.g., illnesses, directories or lists of services, etc.), alphabetize the names or items in the list to make it easier for the reader to use.

MONTHS

Always spell out all months, whether they're used alone, with a year only or with a specific date. When a phrase lists only a month and a year, don't separate the year with a comma. Example: We'll launch a new course in January 2012. When a phrase refers to a month, day and year, set off the year with a comma before and after the year. Example: December 31, 2012, is the target date.

NOUNS

A sentence has a subject and a verb. The subject is a noun or a pronoun or any word or group of words used as an equivalent to a noun. Any word used as a name is a noun. There are four kinds of nouns: common, proper, abstract and collective. Common nouns are names of common objects, people, places, etc. Examples: desk, woman, pen, office. Proper nouns are the names of particular persons, places and things, and they're always capitalized. Examples: Beaver, Mr. Cleaver, Cincinnati, Tuesday, Wall Street. Abstract nouns are the names of conditions and qualities. Examples: happiness, hope, bravery, kindness. Collective nouns are the names of collections of groups of persons, animals or things. Examples: team, committee, employees, herd, number. To avoid errors in agreement, be sure you can recognize collective nouns. Example: The committee made their decision. The committee made its decision. The second sentence is correct.

PRONOUNS

Pronouns are used in place of nouns. A pronoun designates a person, place or thing without naming it. Pronouns must agree in gender, number and case. The greatest confusion arises over use of subject and object pronouns (nominative and objective cases).

TABLE 1. PROPER USE OF PRONOUNS

SINGULAR

| | FIRST PERSON PLURAL | SECOND PERSON |
|------------|---------------------|---------------|
| NOMINATIVE | I | We |
| POSSESSIVE | My, Mine | Our, Ours |
| OBJECTIVE | me | us |

SECOND PERSON

| | | |
|------------|-------------|-------------|
| NOMINATIVE | you | you |
| POSSESSIVE | your, yours | your, yours |
| OBJECTIVE | you | you |

THIRD PERSON

| | MASCULINE | FEMININE |
|------------|-----------|----------|
| NOMINATIVE | he | she |
| POSSESSIVE | his | her |
| OBJECTIVE | him | her |

THIRD PERSON

| | NEUTER | PLURAL |
|------------|--------|--------|
| NOMINATIVE | it | they |
| POSSESSIVE | its | theirs |
| OBJECTIVE | it | them |

USE OF PRONOUNS

Be sure to use the proper case of pronoun. Examples:

- Will Billie Jean King or he win the match? The victor, it turned out, was she.
- The manager gave Belinda and him some advice on how to write better. He came to talk to the writers and us.

Nominative pronouns replace the subject of a sentence. Examples: Bill wrote the report. He wrote the report. Objective pronouns replace the object of a verb. Examples: Give all the credit to Bill. Give all the credit to him. Demonstrative pronouns point out: this and that, these and those. Example: This is mine; that is yours; but those over there belong to them. Distributive pronouns separate groups into individuals. The three distributive pronouns are always singular: each, either, neither. See the Singular subjects entry on this page for examples.

Relative pronouns connect a dependent clause to a noun in another clause. The relative pronouns are who, whom, whose, which and that. Example:

- Lee Iaccoca is the man who invented the Mustang.

Interrogative pronouns are used in asking questions. Example:

- Who was responsible for the press release? They don't know who wrote it.

MORE ON WHO AND WHOM

Who and whom are often misused. Here are some guidelines to help you use them correctly.

Nominative: who Examples:

- Halt! Who goes there? I am the messenger who brings good news.

OBJECTIVE: WHOM

Look for prepositions (to, by, for, of, etc.) as clues to identifying objective pronouns. Examples: Whom do you wish to speak to?

You must be the wizard whom Dorothy is looking for. You wish to do what? To whom?

It's no longer considered incorrect to end a sentence in a preposition. It's considered stiff and formal to say, "To whom do you wish to speak?" or "You are the one for whom we are looking."

SINGULAR SUBJECTS

The following words always refer to singular subjects and therefore take singular verbs and pronouns:

EACH

Each has his or her own receipt. Each person is bringing a gift.

EITHER

Either one will do. Either is fine with me.

EVERYBODY

Everybody gives his or her share. Everybody is here.

NEITHER

Neither sends the payment on time. Neither is suitable, so send them back.

ONE

There is one in every building. One is enough.

NONE

None of us is qualified.

PHRASES VS. CLAUSES

PHRASES

A phrase is a group of two or more associated words without a subject and verb. A phrase doesn't make a complete statement; it's only part of a clause or a sentence. Examples: program benefits, on the road, of the opinion. Our brand strategy encourages the use of phrases for emphasis, when appropriate, including developing a kicker or a tagline for the program. Example: Your world. Our tools. Your gain.

CLAUSES

A clause is a group of related words that form part of a sentence. A clause has a subject and a verb. An independent clause is one that can stand alone. It makes a complete statement, asks a question, gives a command or makes an exclamation. Place a comma before a conjunction introducing an independent clause. Example: The situation is perilous, but there's still one chance of escape. Don't join independent clauses with a comma. If two or more clauses are grammatically complete and not joined by a conjunction to form a single compound sentence (or separated by a period to form two sentences), a semi-colon is the correct punctuation mark. Example: It's nearly half past five; it's time to go home. A dependent or subordinate clause "depends" on the main clause for meaning. Examples: We ate pancakes (independent clause) until we were blue in the face (dependent clause). I'll go to the meeting (independent clause) if I finish this project (dependent clause).

POSSESSIVES

When making any word possessive, use an apostrophe and the letter s ('s) or just an apostrophe alone ('), depending on the circumstances. If the word is singular, always add 's, regardless of its ending. This is true if the ending is s, z or x – whether sounded or silent. Example: Charles's plan is a win-win situation for everyone. If the word is plural and doesn't already end in "s," add 's. Example: Student's ability to learn is an important concern for all of us.

If the word is plural and already ends in “s,” add just the apostrophe. Example: Our associates’ feedback is important to us. The word “it” (like he and she), is a pronoun, and pronouns don’t have apostrophes when they’re possessive. Example: His coat is too loud because of its color, but hers is too mousy. “Who” is also a pronoun; therefore, it also doesn’t have an apostrophe when it’s possessive. Example: Whose article is this? Note: Make sure you use rounded typographic apostrophes (’), rather than upright typewriter-style ones (').

SPACING

Use only one space after colons and periods. Using two spaces dates back to the days of the typewriter, when proportional type and spacing weren’t available.

SPELLING

Use the Spelling and Grammar Check feature in Word to check text, but don’t rely solely on this function for catching errors. It’s not a substitute for careful proofreading. Generally, you’re most likely to miss small errors when you’re working with text you’ve seen again and again. It’s a good idea to print a hard copy to proof. It’s easy to miss errors when proofing onscreen.

STORYBOARD TEMPLATE

The following storyboard template will be used by all project participants:

| Storyboard Number | Program Name | Comments |
|----------------------|--------------|----------|
| | Author | |
| | Date | |
| | | |
| | | |
| | | |
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VOICE

Whenever possible, use the active rather than passive voice. The active voice is preferable because it’s simpler and more direct. In the active voice, the subject of the sentence does the action; in the passive voice, the subject receives the action. Examples: Bill Bennett

conducted the project kickoff meeting (active voice). The project kickoff meeting was conducted by Bill Bennett (passive voice). Consistently use either the active or passive voice within a paragraph or section.

WEBSITE ADDRESSES

When listing our (or any other) website address, don't include "http://" at the beginning of the address. (This is contrary to The AP Stylebook.) When needed, use boldface, but not underlining, to emphasize a website address. Follow the spelling and capitalization of the website owner. If a website address falls at the end of a sentence, use a period. If an address breaks between lines, split it directly before a slash or a dot that's part of the address, without an inserted hyphen. Don't boldface punctuation that follows a website address in boldface.

WIDOWS

In typesetting, a widow is the first line of a column or paragraph that appears at the bottom of a column or page, with the remainder appearing in the following column or on the following page. Avoid using widows.

WRAPPING TEXT

When wrapping text, don't split phone numbers, dates and times between two lines. When possible, avoid splitting website addresses and the names of graduate courses, software programs and persons between two lines.

WORD CHOICE

To support our brand strategy, use shorter rather than longer words and avoid jargon. Example: The word "use" is a better choice than the word "utilize."

WORDINESS

Avoid it. Doing so is one of the most significant ways that support's this project's brand strategy. Example: All of the information provided in your application for coverage must be true and accurate (15 words). This can be edited down to: Make sure the information in your completed application is correct (10 words).

STYLE CONVENTIONS

The Flash tutorial will be written in English and not translated or localized. The Associated Press Style Manual will be used as reference when there are.

FUNCTIONALITY

Traditional keyboard conventions and shortcuts will be used, following the standard Microsoft defined hot keys.

DEFINE FORMS OF ASSESSMENTS

Usability tests will be performed prior to completion of the prototype alpha, beta, and final versions of the project.

USABILITY TESTING PROCEDURES

The evaluation form will be used to as a check list to determine if the project design and content complies with Design Time's established standards. Usability assessments will also be conducted at each stage of project production, including prototype, alpha, beta and final stages. Participants will be randomly selected and observed for success at completing specified tasks, such as their ability to describe MSIDT eligibility requirements.

STORYBOARDS

See attachment.

TEAM ASSIGNMENTS AND RESPONSIBILITIES

The team meet and brainstormed significant aspects of the project. Responsibilities were divided among team members based on individual interests and talents, as described in the Project Plan.

SUPPORT/SUPPLEMENTARY MATERIALS

These sites were reviewed to determine how programs were promoted and the features and benefits were communicated to prospective students. More research will be conducted, but this is a strong start.

STANFORD UNIVERSITY PROGRAM

Stanford University does an exemplary job of describing it's Learning, Design & Technology program and the benefits of this experience. This site was reviewed to obtain ideas and information on how to communicate the learning environment, curriculum, skills and outcome with the CSU Fullerton MSIDT program.

<http://www.stanford.edu/dept/SUSE/cgi-bin/ldt/index.html>

<http://www.stanford.edu/dept/SUSE/cgi-bin/ldt/profiles/index.html>

DISTANCE LEARNING TECHNICAL WRITING & INSTRUCTIONAL DESIGN PROGRAMS

A comprehensive list of Technical Writing, Communication and Instructional Design programs worldwide, including undergraduate and graduate level, traditional and distance learning programs.

<http://www.technicalcommunicationcenter.com/certificate-programs/>

INITIAL RESEARCH

ESTABLISHING A CAREER IN INSTRUCTIONAL DESIGN

According to the Occupational Outlook Handbook, as compiled by the U.S. Department of Labor, instructional design employment will expand by 60,600 positions between 2008-2018 to a total of 133,900 in the field.

Projections data from the National Employment Matrix

| Occupational Title | SOC Code | Employment, 2008 | Projected Employment, 2018 | Change, 2008-18 | | Detailed Statistics | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------|----------------------------|-----------------|---------|-----------------------|-----------------------|
| | | | | Number | Percent | | |
| Instructional coordinators | 25-9031 | 133,900 | 165,000 | 31,100 | 23 | [PDF] | [XLS] |
| NOTE: Data in this table are rounded. See the discussion of the employment projections table in the <i>Handbook</i> introductory chapter on Occupational Information Included in the Handbook . | | | | | | | |

ROLE AND RESPONSIBILITIES

The following information was obtained from O*Net On-Line, U.S. Department of Labor, Summary Report for 25-9031.01 - Instructional Designers and Technologists.

<http://online.onetcenter.org/link/summary/25-9031.01>

- Develop instructional materials and products for technology-based redesign of courses.
- Teach instructors to use instructional technology or to integrate technology with teaching.
- Adapt instructional content or delivery methods for different levels or types of learners.
- Conduct needs assessments and strategic learning assessments to develop the basis for curriculum development or to update curricula.
- Design instructional aids for stand-alone or instructor-led classroom or online use.
- Design learning products, including web-based aids or electronic performance support systems.
- Develop instruction or training roadmaps for online and blended learning programs.
- Develop master course documentation or manuals according to applicable accreditation, certification, or other requirements.
- Interview subject matter experts or conduct other research to develop instructional content.
- Present and make recommendations regarding course design, technology, and instruction delivery options.
- Provide analytical support for the design and development of training curricula, learning strategies, educational policies, or courseware standards.
- Provide technical advice on the use of current instructional technologies, including computer-based training, desktop videoconferencing, multimedia, and distance learning technologies.
- Provide technical support to clients in the implementation of designed instruction or in task analyses and instructional systems design.
- Recommend changes to curricula or delivery methods, based on information such as instructional effectiveness data, current or future performance requirements, feasibility, and costs.
- Recommend instructional methods, such as individual or group instruction, self-study, lectures, demonstrations, simulation exercises, and role-playing, appropriate for content and learner characteristics.

- Research and evaluate emerging instructional technologies or methods.
- Analyze performance data to determine effectiveness of instructional systems, courses, or instructional materials.
- Assess effectiveness and efficiency of instruction according to ease of instructional technology use and student learning, knowledge transfer, and satisfaction.
- Define instructional, learning, or performance objectives.
- Develop instructional materials, such as lesson plans, handouts, or examinations.
- Develop measurement tools to evaluate the effectiveness of instruction or training interventions.
- Edit instructional materials, such as books, simulation exercises, lesson plans, instructor guides, and tests.
- Observe and provide feedback on instructional techniques, presentation methods, or instructional aids.

EXPERIENCE AND EDUCATIONAL REQUIREMENTS

Resource Occupational Outlook Handbook, 2010-2011 Edition, U.S. Department of Labor.

The minimum educational requirement for most instructional coordinator positions in public schools is a master's degree or higher—usually in education—plus a State teacher or administrator license. A master's degree also is preferred for positions in other settings, according to

Education and training. Instructional coordinators should have training in curriculum development and instruction or in the specific field for which they are responsible, such as mathematics or history. Courses in research design teach how to create and implement research studies to determine the effectiveness of a given method of instruction or curriculum and how to measure and improve student performance.

Instructional coordinators are usually required to take continuing education courses to keep their skills current. Topics may include teacher evaluation techniques, curriculum training, new teacher orientation, consulting and teacher support, and observation and analysis of teaching.

Licensure. Instructional coordinators must be licensed to work in public schools. Some States require a teaching license, whereas others require an education administrator license.

Other qualifications. Instructional coordinators must have a good understanding of how to teach specific groups of students and expertise in developing educational materials. As a result, many people become instructional coordinators after working for several years as teachers. Also beneficial is work experience in an education administrator position, such as a principal or assistant principal, or in another advisory role, such as a master teacher, department chair or lead teacher.

Instructional coordinators must be able to make sound decisions about curriculum options and to organize and coordinate work efficiently. They should have strong interpersonal and communication skills. Familiarity with computer technology also is important for instructional coordinators, who are increasingly involved in gathering technical information for students and teachers.

Advancement. Depending on experience and educational attainment, instructional coordinators may advance to higher administrative positions in a school system or to management or executive positions in private industry.

APPENDIX A: PROJECT SCHEDULE

APPENDIX B: BUDGET SPREADSHEET

Design Time - Costing Guide

Copyright 2000. Stephen M. Alessi and Stanley R. Trollip

Content acquisition

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|---------------------------------------------|--------------|-------------------|------------------|------------|
| Content discussions with client: | 24 hours @ | \$75.00 per hour. | \$1,800.00 | |
| Research and development of content: | 24 hours @ | \$75.00 per hour. | \$1,800.00 | |
| Review and revisions: | 24 hours @ | \$75.00 per hour. | \$1,800.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Content Acquisition: | | | | 72.00 |
| Total <i>cost</i> for Content Acquisition: | | | | \$5,400.00 |

Development of standards

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|--------------------------------------------------|--------------|-------------------|------------------|------------|
| Look and feel specifications: | 24 hours @ | \$75.00 per hour. | \$1,800.00 | |
| Style conventions: | 16 hours @ | \$75.00 per hour. | \$1,200.00 | |
| Functionality | 16 hours @ | \$75.00 per hour. | \$1,200.00 | |
| Review w/ client and revisions | 16 hours @ | \$75.00 per hour. | \$1,200.00 | |
| Total <i>hours</i> for Development of standards: | | | | 72.00 |
| Total <i>cost</i> for Development of standards: | | | | \$5,400.00 |

Scripting

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|--------------------------------------|--------------|-------------------|------------------|------------|
| Produce script of content: | 32 hours @ | \$75.00 per hour. | \$2,400.00 | |
| Content instructions for programmer: | 16 hours @ | \$75.00 per hour. | \$1,200.00 | |
| Review and revisions: | 16 hours @ | \$75.00 per hour. | \$1,200.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Scripting: | | | | 64.00 |
| Total <i>cost</i> for Scripting: | | | | \$4,800.00 |

Screens

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|----------------------------------|--------------|-------------------|------------------|--------------------|
| Screen layout (# of screens-TBD) | 120 hours @ | \$94.00 per hour. | \$11,280.00 | 20 screens x 6 hrs |
| Text and graphics | 16 hours @ | \$94.00 per hour. | \$1,504.00 | |
| Menu | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| Assembly of components | 16 hours @ | \$94.00 per hour. | \$1,504.00 | |
| Total <i>hours</i> for Screens: | | | | 160.00 |
| Total <i>cost</i> for Screens: | | | | \$15,040.00 |

Underlying models

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|-------------------------------------------|--------------|-------------------|------------------|------------|
| Learner assessment models | 16 hours @ | \$94.00 per hour. | \$1,504.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Underlying models: | | | | 16.00 |
| Total <i>cost</i> for Underlying models: | | | | \$1,504.00 |

Graphics

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|----------------------------------|--------------|-------------------|------------------|------------|
| Determining graphics | 10 hours @ | \$94.00 per hour. | \$940.00 | |
| Creation of custom graphics | 18 hours @ | \$94.00 per hour. | \$1,692.00 | |
| Integration of stock photographs | 5 hours @ | \$75.00 per hour. | \$375.00 | |
| Mouse button graphics | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| Total <i>hours</i> for Graphics: | | | | 41.00 |
| Total <i>cost</i> for Graphics: | | | | \$3,759.00 |

Video

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|-------------------------------|--------------|-------------|------------------|--------|
| Production | hours @ | per hour. | \$0.00 | |
| Editing | hours @ | per hour. | \$0.00 | |
| Digitizing | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Video: | | | | 0.00 |
| Total <i>cost</i> for Video: | | | | \$0.00 |

Audio

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|-------------------------------|--------------|-------------|------------------|--------|
| Production | 6 hours @ | per hour. | \$0.00 | |
| Editing | 4 hours @ | per hour. | \$0.00 | |
| Digitizing | 2 hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Audio: | | | | 12.00 |
| Total <i>cost</i> for Audio: | | | | \$0.00 |

Interactions

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|--------------------------------------------|--------------|-------------------|------------------|--|
| Planning of learner assessments/activities | 8 hours @ | \$94.00 per hour. | \$752.00 | |

| | | | | |
|---------------------------------------------------|------------|-------------------|------------|------------|
| Develop content for activities | 24 hours @ | \$75.00 per hour. | \$1,800.00 | |
| Instructional content for developers/programmers: | 8 hours @ | \$75.00 per hour. | \$600.00 | |
| Review and revisions | 16 hours @ | \$94.00 per hour. | \$1,504.00 | |
| Total <i>hours</i> for Interactions: | | | | 56.00 |
| Total <i>cost</i> for Interactions: | | | | \$4,656.00 |

Data collection

| Tasks: | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|-----------------------------------------|--------------|-------------------|------------------|------------|
| Learner data collection | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| Learner feedback | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Data collection: | | | | 16.00 |
| Total <i>cost</i> for Data collection: | | | | \$1,504.00 |

Bookmarking

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|-------------------------------------------------|--------------|-------------------|------------------|----------|
| Develop active or passive bookmarking features: | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Bookmarking: | | | | 8.00 |
| Total <i>cost</i> for Bookmarking: | | | | \$752.00 |

Record keeping

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|----------------------------------------|--------------|-------------------|------------------|------------|
| Tracking of viewers: | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| Tracking of registered users: | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Record keeping: | | | | 16.00 |
| Total <i>cost</i> for Record keeping: | | | | \$1,504.00 |

Log on and registration

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|-------------------------------------------------|--------------|-------------------|------------------|------------|
| Learner registration capability: | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| Learner log on features: | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| Learner username acknowledgement: | 8 hours @ | \$94.00 per hour. | \$752.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Log on and registration: | | | | 24.00 |
| Total <i>cost</i> for Log on and registration: | | | | \$2,256.00 |

Associated EPSS

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|-----------------------------------------|--------------|-------------|------------------|--------|
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Associated EPSS: | | | | 0.00 |
| Total <i>cost</i> for Associated EPSS: | | | | \$0.00 |

Software testing (alpha and beta versions).

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|------------------------------------------|--------------|-------------------|------------------|------------|
| Alpha testing | 16 hours @ | \$94.00 per hour. | \$1,504.00 | |
| Review and revisions | 16 hours @ | \$75.00 per hour. | \$1,200.00 | |
| Programmer revisions | 16 hours @ | \$94.00 per hour. | \$1,504.00 | |
| Beta testing | 16 hours @ | \$94.00 per hour. | \$1,504.00 | |
| Total <i>hours</i> for Software testing: | | | | 64.00 |
| Total <i>cost</i> for Software testing: | | | | \$5,712.00 |

Project management

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|--------------------------------------------------------------------------------------------|--------------|-------------|------------------|--------|
| Project management fees are included into the design and production rates of this project. | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Project management: | | | | 0.00 |
| Total <i>cost</i> for Project management: | | | | \$0.00 |

Clerical

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> | |
|----------------------------------|--------------|-------------|------------------|--------|
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| | hours @ | per hour. | \$0.00 | |
| Total <i>hours</i> for Clerical: | | | | 0.00 |
| Total <i>cost</i> for Clerical: | | | | \$0.00 |

Packaging (Install programs – CD-ROM burning – duplication, etc.)

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> |
|-----------------------------------|--------------|-------------------|------------------|
| Packaging requirements | 16 hours @ | \$75.00 per hour. | \$1,200.00 |
| | hours @ | per hour. | \$0.00 |
| | hours @ | per hour. | \$0.00 |
| | hours @ | per hour. | \$0.00 |
| Total <i>hours</i> for Packaging: | | | 16.00 |
| Total <i>cost</i> for Packaging: | | | \$1,200.00 |

Manuals/instructions

| | <u>Hours</u> | <u>Rate</u> | <u>Sub-total</u> |
|----------------------------------------------|--------------|-------------------|------------------|
| Manual content development | 12 hours @ | \$75.00 per hour. | \$900.00 |
| Review and revisions | 12 hours @ | \$75.00 per hour. | \$900.00 |
| Manual production cost | hours @ | \$75.00 per hour. | \$0.00 |
| | hours @ | per hour. | \$0.00 |
| Total <i>hours</i> for Manuals/instructions: | | | 24.00 |
| Total <i>cost</i> for Manuals/instructions: | | | \$1,800.00 |

Travel

| | | | |
|-------------------------------------------|--|--|-----------|
| Airfares | | | |
| Hotels | | | |
| Car rentals | | | |
| Per diem | | | |
| Mileage as per current IRS standard rates | | | \$ 375.00 |
| Taxi | | | |
| Parking | | | |
| Total cost for Travel | | | \$375.00 |

Other out-of-pocket expenses

| | | | |
|-----------------------------------------------------|--|--|------------|
| 1. Software | | | \$1,250.00 |
| 2. Web conferencing fees | | | \$425.00 |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| Total <i>cost</i> for Other out-of-pocket expenses: | | | \$1,675.00 |

Overhead

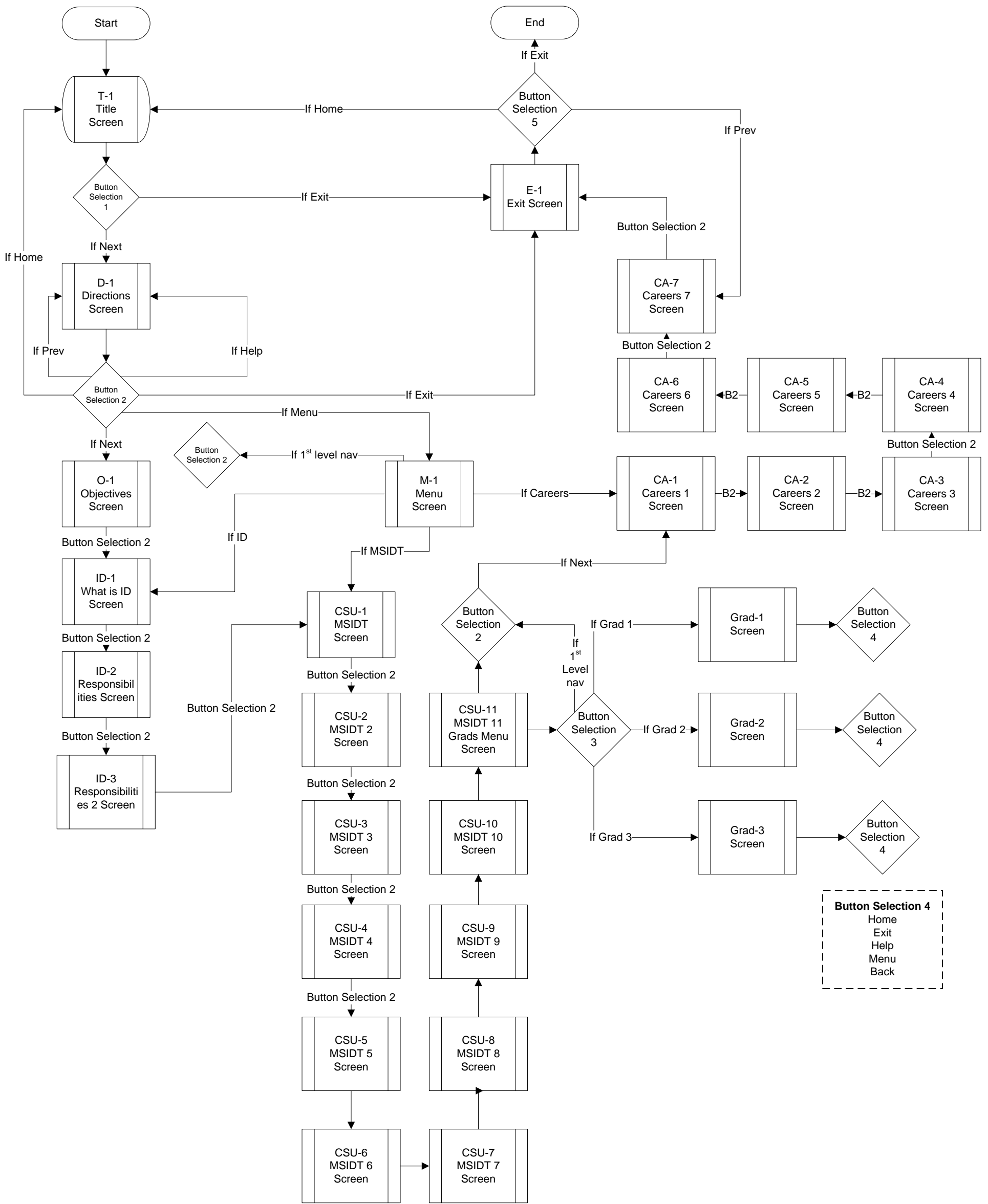
| | <u>Total costs</u> | x | <u>% Rate</u> |
|----------------|--------------------|---|---------------|
| Total overhead | | | \$0.00 |

Taxes

| | |
|--------------|--|
| Total Taxes: | |
|--------------|--|

| Project Summary | |
|-----------------------------|--------------------|
| Total expenses (non-salary) | \$2,050.00 |
| Total salaries | \$55,287.00 |
| Total overhead: | \$0.00 |
| Total taxes | \$0.00 |
| TOTAL HOURS | 597.00 |
| TOTAL COSTS | \$57,337.00 |

APPENDIX C: FLOWCHART



APPENDIX D: STORYBOARDS

ESTABLISHING A CAREER IN INSTRUCTIONAL DESIGN



- Stage specifications: 1150 px x 800 px
- Display header1: Arial text centrally placed on the stage. All Caps Text color: Purple (R102, G0, B200, #6600CC).
- Background color: White; Chocolate Brown Border
- Text: N/A
- Graphics: Insert "Business Presentation Photo" from graphics file.
- Next Button: O-1
- Exit Button: E-1



DIRECTIONS



Click this button for the main home page.



Click this button for help from any page.



Click this button to exit the tutorial.



Click this button to proceed to the next page.



Click this button to return to the previous page.



Click this button for the main menu page.



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert 'Directions graphic' from graphic file and centrally place on the stage.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Previous Button: O-1

•Help Button: D-1

•Menu Button: M-1

•Next Button: M-1



PROJECT OBJECTIVES



The Learner will:

- Define instructional design as explained in the tutorial.
- Learn features of CSU Fullerton’s Master of Science Instructional Design & Technology Program.
- Understand MSIDT program requirements.
- Identify three to four related career paths within the instructional field.
- Become knowledgeable of the industry and salary expectations.



- Display header 1: Arial text centrally placed on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text; left justified on the stage; font size 18, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Graphics: Insert 'Business Presentation Background' from graphics file.
- Home Button: T-1
- Exit Button: E-1
- Previous Button: T-1
- Help Button: D-1
- Menu Button: M-1
- Next Button: D-1



MAIN MENU



What is Instructional Design?



CSU Fullerton's MSIDT Program

- Admissions Requirements
- Program Courses
- Graduate Profiles



Careers in Instructional Design

- Career and Roles in ID
- Industry Outlook
- Salary Information



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Create Menu options as buttons; graphics can be retrieved from graphics file.

•“What is Instructional Design” button should lead learner to ID-1.

•“CSU Fullerton’s MSIDT Program” button should learner to CSU-1.

•“Careers in Instructional Design” button should lead learner to CA-1.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Previous Button: D-1

•Help Button: D-1

•Menu Button: M-1

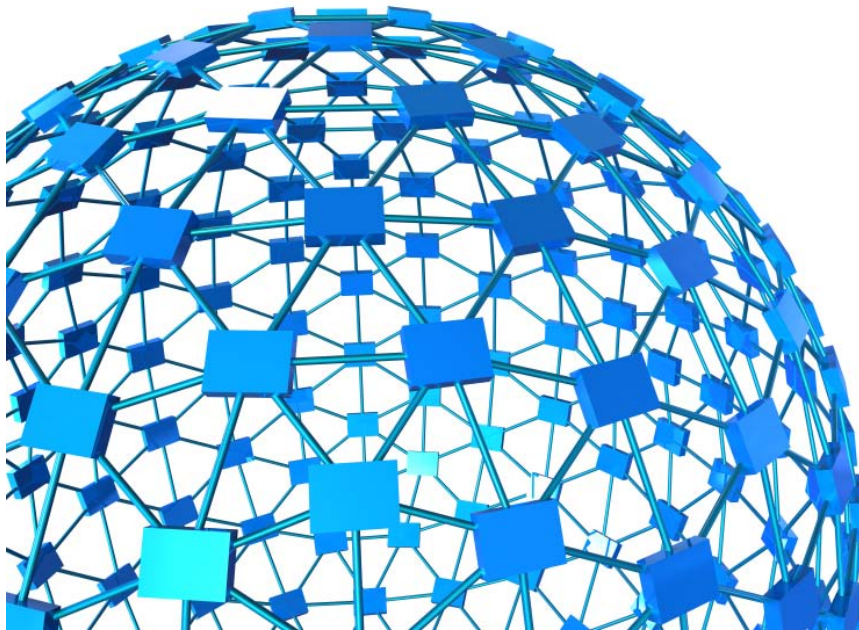
•Next Button: ID-1



WHAT IS INSTRUCTIONAL DESIGN?



A system for the development of well-structured instructional materials using objectives, related teaching strategies, systematic feedback, and evaluation.



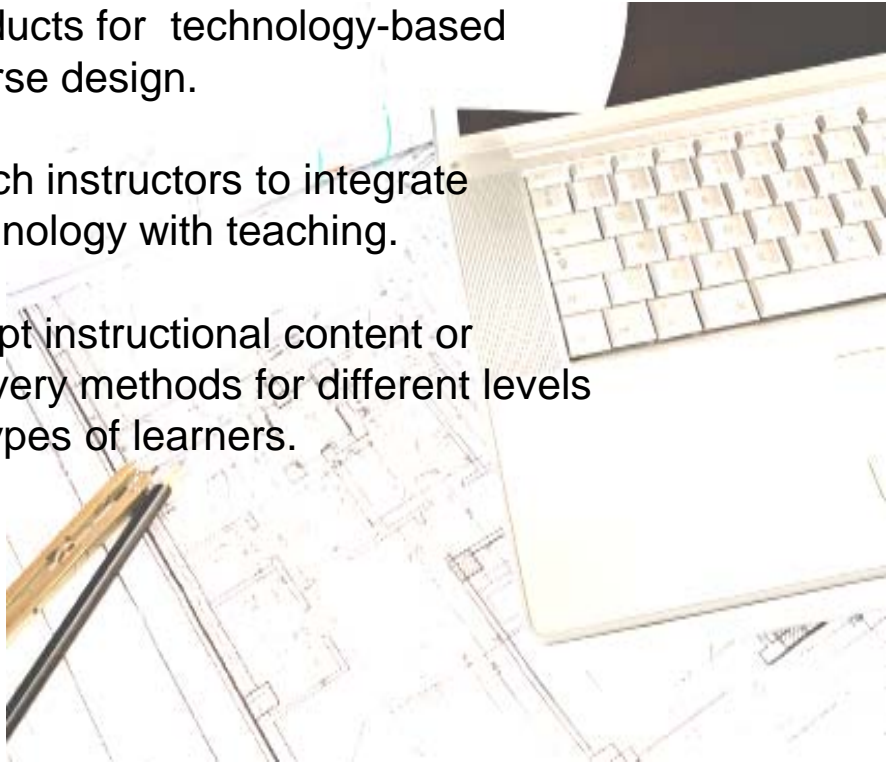
- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Body Text: Arial text, black, font size 18, and bullet listed.
- Insert globe graphics from graphics file.
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: M-1
- Next Button: ID-2



WHAT ARE THE RESPONSIBILITIES OF AN INSTRUCTIONAL DESIGNER?



- Develop instructional materials and products for technology-based course design.
- Teach instructors to integrate technology with teaching.
- Adapt instructional content or delivery methods for different levels or types of learners.



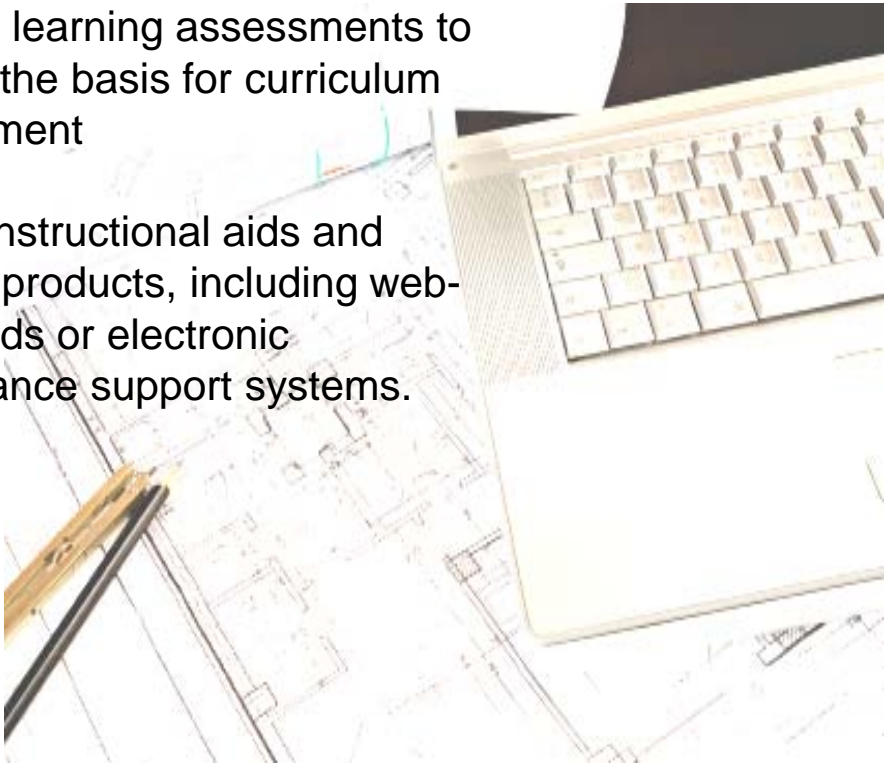
- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert ID-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: ID-1
- Next Button: ID-3



WHAT ARE THE RESPONSIBILITIES OF AN INSTRUCTIONAL DESIGNER?



- Conduct needs assessments and strategic learning assessments to develop the basis for curriculum development
- Design instructional aids and learning products, including web-based aids or electronic performance support systems.



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert ID-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: ID-2
- Next Button: CSU-1



CSU FULLERTON Masters of Science in Instructional Design & Technology

MSIDT Program CSU Fullerton prepares professionals to design, evaluate and manage learner-centered curriculum and professional training in various educational settings, including:

- Pre – K
- K-12
- Community College
- Higher Education
- Corporations
- Social Service Workplaces
- Government
- Military



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text centrally placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: ID-3
- Next Button: CSU-2



CSU FULLERTON Masters of Science in Instructional Design & Technology

The program enables instructional designers to:

- Identify and analyze problems and to use advanced technology tools to generate instructional solutions with improve learning and performance.
- Builds awareness of trends and technologies in the field of training and curriculum development.
- Provides skills to manage and respond to rapid change in the workplace.
- Provides the skill set to solve problems in developing learning and training focused tasks.



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text centrally placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Body Text: Arial text, black, font size 12, and bullet listed.
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: CSU-1
- Next Button: CSU-3



CSU FULLERTON Masters of Science in Instructional Design & Technology

Common Program Elements

- Assessment and Evaluation
- Collaboration
- Critical Thinking and Problem Solving
- Media Literacy
- Research
- Written Communications



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text centrally placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: CSU-2
- Next Button: CSU-4



CSU FULLERTON Masters of Science in Instructional Design & Technology

Assessment and Evaluation

- Understand the criteria and implementation methodology for developing an effective instructional product.

Collaboration

- Gain the ability to work productively in a team or collaborative setting to achieve common goals or purposes.



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Display header 2: Arial text centrally placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.

•Body Text: Arial text, black, font size 16, and bullet listed.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Help Button: D-1

•Menu Button: M-1

•Previous Button: CSU-3

•Next Button: CSU-5



CSU FULLERTON Masters of Science in Instructional Design & Technology

Critical Thinking and Problem Solving

- Critically analyze, evaluate and synthesize information to effectively generate and apply instructional products as learning solutions.

Media Literacy

- Learn to plan, design, implement and assess various media while considering ethical and equity issues.



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Display header 2: Arial text centrally placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.

•Body Text: Arial text, black, font size 16, and bullet listed.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Help Button: D-1

•Menu Button: M-1

•Previous Button: CSU-4

•Next Button: CSU-6



CSU FULLERTON Masters of Science in Instructional Design & Technology

Research

- Advanced ability to conduct, evaluate, interpret and synthesize research and apply theoretical ideas to the development of an instructional product in a practical setting.

Written Communication

- Advanced ability to effectively and critically present ideas in a logical framework in a variety of written forms.



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Display header 2: Arial text centrally placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.

•Body Text: Arial text, black, font size 16, and bullet listed.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Help Button: D-1

•Menu Button: M-1

•Previous Button: CSU-5

•Next Button: CSU-7



CSU FULLERTON Masters of Science in Instructional Design & Technology

MSIDT Overview

- CSU Fullerton's first fully web-based online degree.
- WASC accredited program
- 30 units over 20 months by a cohort group of 25 pre-selected students.
- Master's program curriculum t prepares students to develop and further their skills in instructional design and educational theory and principles.
- The program prepares its professional graduates to begin or continue careers as instructional designers, academic instructors, software consultants, training specialists, web developers and project managers.



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Display header 2: Arial text centrally placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.

•Body Text: Arial text, black, font size 16, and bullet listed.

•Background color: white

•Home Button: T-1

• Exit Button: E-1

• Help Button: D-1

• Menu Button: M-1

• Previous Button: CSU-6

• Next Button: CSU-8



CSU FULLERTON Masters of Science in Instructional Design & Technology

MSIDT Admission Requirements

Begins in August of every Fall semester with a new cohort group of graduate students.

For consideration, applicants must review and complete:

- Complete CSU Mentor online application on www.csumentor.edu by March 1st deadline.
- Hold a baccalaureate degree from an accredited institution of higher education.
- Earned a minimum grade point average of 3.0 in the last 60 semester units attempted as indicated by two official copies of transcripts for all higher education institutions attended.
- Be in good standing at the last college or university attended.
- Earned a TOEFL score of 575 (for international students only).



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Display header 2: Arial text placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.

•Body Text: Arial text, black, font size 12, and bullet listed.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Help Button: D-1

•Menu Button: M-1

•Previous Button: CSU-7

•Next Button: CSU-9



CSU FULLERTON Masters of Science in Instructional Design & Technology

Admissions Requirements – cont'd

- Submit a self-assessment essay to MSIDT Program Director. See program website for specific essay requirements: <http://msidt.fullerton.edu>.
- Complete READI online assessment prior to interview with the MSIDT Program Director. Details of the READI assessment will be provided prior to the interview date.
- Successfully complete an interview either via phone or face-to-face with MSIDT Program Director. Interviews are conducted to assess technological knowledge and skills sets to be an online learner.
- Meet technological requirements outlined on the program website: <http://msidt.fullerton.edu>.
- Newly admitted graduate students will be required to attend a one-day mandatory Boot up Camp before the program starts in August and also a Midpoint Symposium the first Saturday in October of the following year. Both events take place at CSU Fullerton's main campus.



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Display header 2: Arial text, Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.

•Body Text: Arial text, black, font size 12, and bullet listed.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Help Button: D-1

•Menu Button: M-1

•Previous Button: CSU-8

•Next Button: CSU-10



CSU FULLERTON MSIDT PROGRAM COURSES



PROGRAM COURSES

- IDT 505: Hardware and Authoring Environments in Instructional Contexts
- IDT 510: Research Practices in Instructional Design and Technology
- IDT 520: Instructional Design Issues for Technology-based Instruction
- IDT 525: Instructional Approaches in Learning and Cognition
- IDT 530: Planning, Designing, Developing, and Evaluating Technology-based Instruction
- IDT 535: Instructional Strategies for Pre-K through Adulthood
- IDT 540: Web-based Teaching and Learning
- IDT 545: Emerging Technologies and Issues in Instruction
- IDT 550: Practicum in Instructional Design and Technology
- IDT 597: Project



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Display header 2: Arial text, font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.

•Body Text: Arial text, black, font size 12, and bullet listed.

•Background color: white

•Home Button: T-1

•Exit Button: E-1

•Help Button: D-1

•Menu Button: M-1

•Previous Button: CSU-9

•Next Button: CSU-11



CSU FULLERTON MSIDT PROGRAM



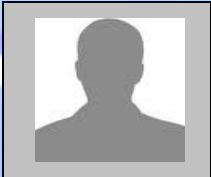
Graduate Profiles



Name: Graduate #1
Graduation year:



Name: Graduate #2
Graduation year:



Name: Graduate #3
Graduation year:



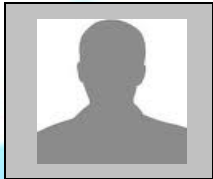
- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text, Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Graduate profiles photos: Insert photos from graphics file: Graduate 1 graphic, Graduate 2 graphic, and Graduate 3 graphic. Align vertically over one another as shown on the CSU-11 storyboard.
- Graduate 1 graphic: Create with rollover button effects. Button is to lead to CSU-12.
- Graduate 2 graphic: Create with rollover button effects. Button is to lead to CSU-13.
- Graduate 3 graphic: Create with rollover button effects. Button is to lead to CSU-14.
- Graduate name and graduation year: Body Text: Arial text, black, font size 12, and bullet listed.
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: CSU-10
- Next Button: CSU-12



CSU FULLERTON MSIDT PROGRAM



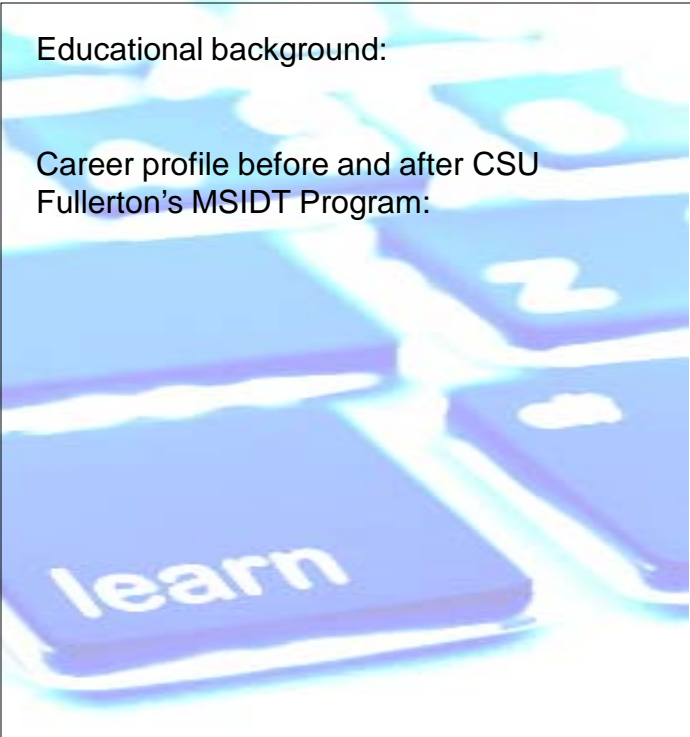
Graduate Profiles



Name: Graduate #1
Graduation year:

Educational background:

Career profile before and after CSU Fullerton's MSIDT Program:




- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Graduate profiles photos: Insert photo from graphics file: Graduate 1 graphic.
- Graduate name and graduation year: Body Text: Arial text, black, font size 12.
- Body Text: Arial text, black, font size 12
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: CSU-11
- Next Button: CSU-13



CSU FULLERTON MSIDT PROGRAM



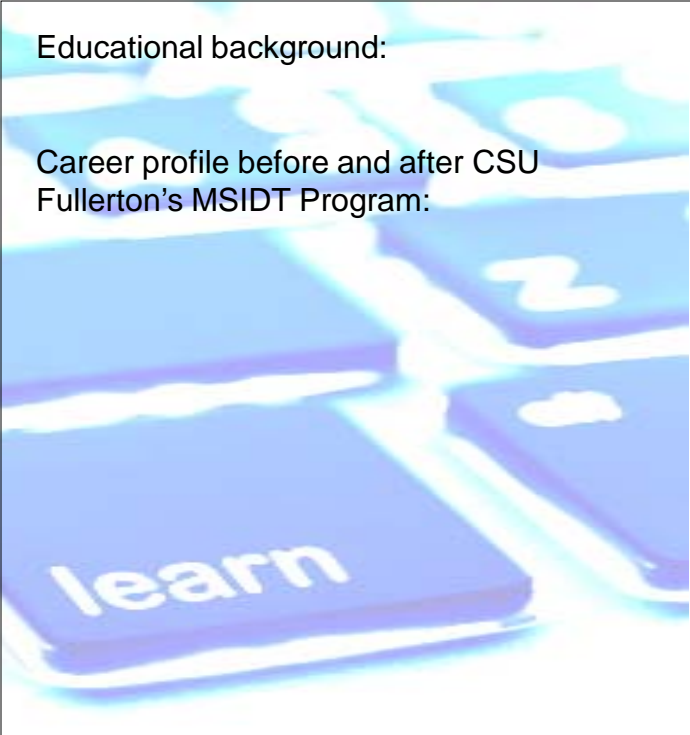
Graduate Profiles



Name: Graduate #2
Graduation year:

Educational background:

Career profile before and after CSU Fullerton's MSIDT Program:




- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Graduate profiles photos: Insert photo from graphics file: Graduate 2 graphic.
- Graduate name and graduation year: Body Text: Arial text, black, font size 12.
- Body Text: Arial text, black, font size 12
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: CSU-12
- Next Button: CSU-14



CSU FULLERTON MSIDT PROGRAM



Graduate Profiles



Name: Graduate #3
Graduation year:

Educational background:

Career profile before and after CSU Fullerton's MSIDT Program:



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CSU-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Graduate profiles photos: Insert photo from graphics file: Graduate 3 graphic.
- Graduate name and graduation year: Body Text: Arial text, black, font size 12.
- Body Text: Arial text, black, font size 12
- Background color: white
- Home Button: T-1
- Exit Button: E-1
- Help Button: D-1
- Menu Button: M-1
- Previous Button: CSU-13
- Next Button: CA-1



ROLES IN EDUCATION, CORPORATE AND MILITARY SETTINGS



- Human Resource Development and Training Manager
- Classroom or Online Instructor
- Training Specialist
- Curriculum Developer
- Performance Technologist



•Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

•Insert photo from graphics file: CA 1.1 and CA 1.2 graphics.

•Body Text: Arial text, black, font size 18

•Background color: white

• Home Button: T-1

• Exit Button: E-1

• Help Button: D-1

• Menu Button: M-1

• Previous Button: CSU-14

• Next Button: CA-2





ROLES ON AN INSTRUCTIONAL DESIGN TEAM



- Instructional Designer
- Consultant
- Project Manager
- Software Developer
- Graphic Artist
- Writer



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).

- Insert photo from graphics file: CA 2.1 and CA 2.2 graphics.

- Body Text: Arial text, black, font size 18

- Background color: white

- Home Button: T-1

- Exit Button: E-1

- Help Button: D-1

- Menu Button: M-1

- Previous Button: CA-1

- Next Button: CA-3



JOB MARKET



- Instructional design jobs and eLearning jobs are abundant and ever growing.
- Jobs span government, higher-education, K-12, non-profit, and business sectors.
- Instructional design jobs are in high demand as organizations are turning towards instructional design professionals to solve business performance problems and to provide rich learning opportunities.



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CA-3.1graphic from graphic file
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Help Button: D-1
- Home Button: T-1
- Exit Button: E-1
- Menu Button: M-1
- Previous Button: CA-2
- Next Button: CA-4



TYPICAL JOB OPPORTUNITY



JOB TITLE: Instructional Designer

ORGANIZATION: Medical Center

Description:

Develop innovative and engaging e-learning solutions for our enterprise Learning Management System (LMS).

- Analyze business needs to design and implement e-learning and blending learning resources
- Assist with LMS content and ODL curriculum development
- Conduct quality assurance testing on all online training resources
- Troubleshoot e-learning access and performance issues
- Provide LMS training to system managers, instructors and end-users



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CA-4 graphic from graphic file; place background; expand as needed.
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Help Button: D-1
- Home Button: T-1
- Exit Button: E-1
- Menu Button: M-1
- Previous Button: CA-3
- Next Button: CA-5



TYPICAL JOB OPPORTUNITY



JOB TITLE: Instructional Designer

ORGANIZATION: Medical Center

Qualifications:

- Master’s degree in Instructional Design
- Three to 5 years’ experience designing, developing and implementing interactive e-learning programs or courseware.
- Proficiency with Articulate, Captivate and Flash (or equivalent e-learning development tools); audio and video editing tools; Adobe Photoshop and Illustrator; Microsoft Word and PowerPoint; and HTML (particularly as used in the development of instructional content).
- Strong communication, interpersonal and organizational skills are crucial.



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CA-4 graphic from graphic file; place background; expand as needed.
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Help Button: D-1
- Home Button: T-1
- Exit Button: E-1
- Menu Button: M-1
- Previous Button: CA-4
- Next Button: CA-6



TYPICAL JOB OPPORTUNITY



Job Title: Instructional Designer

Organization: Medical Center

Description:

Develop innovative and engaging e-learning solutions for our enterprise Learning Management System (LMS).

- Analyze business needs to design and implement e-learning and blending learning resources
- Assist with LMS content and ODL curriculum development
- Conduct quality assurance testing on all online training resources
- Troubleshoot e-learning access and performance issues
- Provide LMS training to system managers, instructors and end-users



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CA-4 graphic from graphic file; place background; expand as needed.
- Body Text: Arial text, black, font size 16, and bullet listed.
- Background color: white
- Help Button: D-1
- Home Button: T-1
- Exit Button: E-1
- Menu Button: M-1
- Previous Button: CA-5
- Next Button: CA-7

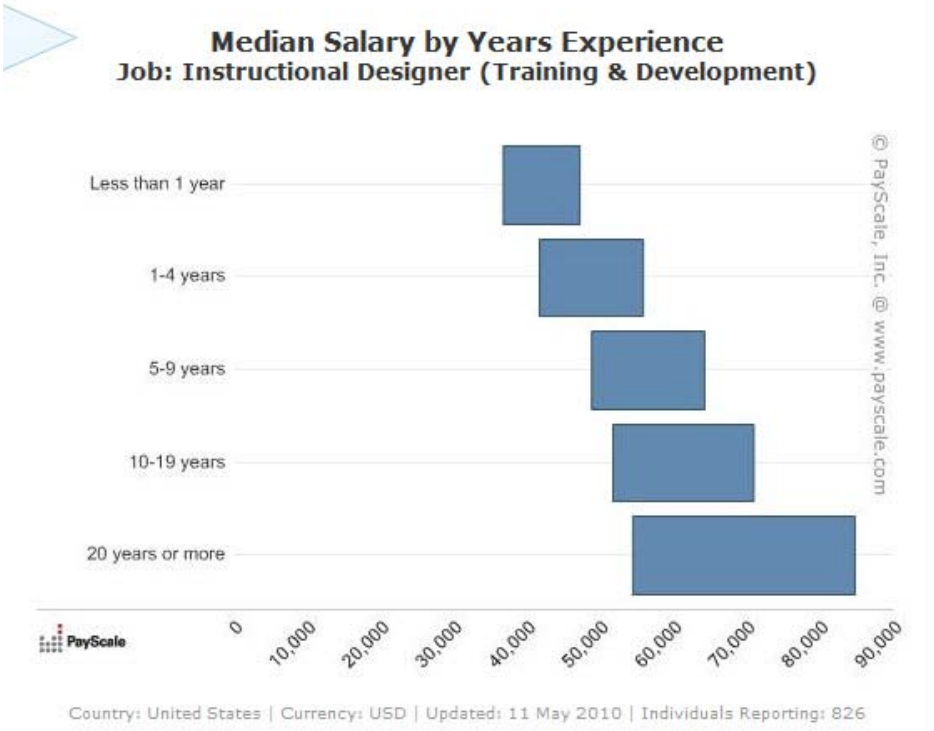


CAREERS IN INSTRUCTIONAL DESIGN



Salary Expectations

Salary Chart



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Display header 2: Arial text placed on the stage. Font size 16, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert CA-7 graphic from graphic file.
- Background color: white
- Help Button: D-1
- Home Button: T-1
- Exit Button: E-1
- Menu Button: M-1
- Previous Button: CA-6
- Next Button: E-1



EXIT



For more information about CSU Fullerton’s MSIDT Program, please visit the program website at <http://msidt.fullerton.edu> or contact the Program Coordinator at (657) 278-2842 or via email at msidt@fullerton.edu.



- Display header 1: Arial text centrally place on the stage. All CAPS, Font size 20, and bolded. Text color: Purple (R102, G0, B200, #6600CC).
- Graphics: Insert E-1 graphic from graphic file and centrally place as background graphic on the stage. Expand as needed.
- Body Text: Arial text, black, font size 12
- Background color: white
- Help Button: D-1
- Home Button: T-1
- Menu Button: M-1
- Previous Button: CA-7

APPENDIX E: BETA EVALUATION FORMS

Figure 12-2. Evaluation Form

BETA EVALUATION FORM

Program: _____

Reviewer: _____

Date: _____

| ITEM | ACCEPT- ABLE | NEEDS WORK | COMMENTS |
|------------------------------------------------|-----------------|---------------|----------|
| Subject matter | | | |
| Matches goals | | | |
| Content structure | | | |
| Content accuracy | | | |
| Language, style, grammar | | | |
| <i>Reading level</i> | | | |
| <i>Cultural bias - language</i> | | | |
| <i>Cultural bias - reference</i> | | | |
| <i>Technical terms and jargon</i> | | | |
| <i>Spelling, grammar, and punctuation.</i> | | | |
| Glossary | | | |
| Hot words | | | |
| | | | |
| Auxiliary information | | | |
| Introduction | | | |
| Directions | | | |
| Help | | | |
| Conclusion | | | |
| | | | |
| Affective considerations | | | |
| Motivation | | | |
| | | | |
| Interface | | | |
| Displays | | | |
| Presentation modes | | | |
| Text quality | | | |
| Animation and graphics | | | |

| | | | |
|-----------------------------------------------|--|--|--|
| Input | | | |
| Spacing | | | |
| | | | |
| Navigation | | | |
| Navigation aids | | | |
| Restarting | | | |
| Passive bookmarking | | | |
| Active bookmarking | | | |
| | | | |
| Pedagogy | | | |
| Methodologies | | | |
| Interactivity | | | |
| Cognitive capacity | | | |
| Cooperative learning | | | |
| Learning metaphor | | | |
| Learning Strategies | | | |
| User control | | | |
| Questions | | | |
| Answering questions | | | |
| Quality of feedback | | | |
| Format of feedback | | | |
| Mastery level | | | |
| | | | |
| Business Requirements | | | |
| Project Schedule /Roles & Responsibilities | | | |
| Budget/Cost Analysis Review | | | |
| | | | |
| Storyboards | | | |
| Title Page | | | |
| Objectives | | | |
| Exit Strategy | | | |
| Main Menu Clarity and Ease of Use | | | |
| Graphic Approach | | | |
| Product "Look and Branding" | | | |

| | | | |
|---------------------------------------------------|--|--|--|
| Invisible features | | | |
| Records and data | | | |
| Security and accessibility | | | |
| Too much data | | | |
| | | | |
| Robustness | | | |
| For normal user actions | | | |
| For unusual user actions | | | |
| On different computers, software, and browsers | | | |
| Supplementary materials | | | |
| Manual: General | | | |
| Manual: Program operation | | | |
| Manual: Program content | | | |
| Auxiliary materials | | | |
| Other resources | | | |