

**Name**  
**Associate Teaching Professor**  
**Department of Instructional Psychology & Technology**  
**Citizenship Project**  
**June 2017**

It is easy for me to get so focused on my work that I do not reach out to colleagues the way that I should, either at BYU or at other institutions. For my citizenship project, I plan to address this by intentionally scheduling different types of interactions that will allow me to form more meaningful relationships, both personally and professionally. While I hope that such activities could open opportunities for formal collaboration, that is not necessarily my end goal. I will be satisfied if I feel more integrated into the department and university, if I have connections at other universities which strengthen my overall faculty experience, and if others feel a relationship with me contributes to their faculty experience whether at BYU or elsewhere.

**Department**

For each month from September 2017 through January 2018 I will meet for at least 30 minutes with a colleague from the department specifically to talk about our research and teaching, and areas of common interest.

Additionally, at least once during this period I will also:

- 1) Attend an after-hours social activity with a department colleague and our spouses.
- 2) Go to lunch with a department colleague (casual, no agenda).
- 3) Invite a department colleague to read a specific article/chapter together which we can then discuss.

**University**

For three months between September 2017 through January 2018 I will go to lunch with a colleague specifically to talk about our research and teaching, and areas of common interest. At least one of these will be with a colleague from the School of Education.

**Other institutions**

At least three times during the months from September 2017 through January 2018 I will meet for at least 30 minutes with a colleague at another institution (by phone or by video conference) specifically to talk about our research and teaching, and areas of common interest.

**Name**  
**Associate Teaching Professor**  
**Department of Instructional Psychology & Technology**  
**Course Development Grant Proposal**  
**June 2017**

Every spring our field holds a small conference called Professors of Instructional Design and Technology (PIDT). While many topics (including research) are discussed in conference sessions, much of the focus is on how to improve our teaching, in areas such as: what specific topics colleagues are teaching; innovative teaching methodologies for the field; how to better mentor graduate students; or even “war stories” or lessons-learned discussions. The conference also allows each faculty attendee to bring one graduate student from their program who is preparing for an academic career.

One interesting feature of the conference is that only a few sessions are planned in advance. Most are planned once all the attendees arrive and they have a chance to collaborate on what is currently going on at their universities or what kind of challenges or opportunities they are facing (with their students, etc.).

I would like to apply my \$300 towards PIDT registration next spring. This will support the teaching purpose of the course development grant because of all the teaching related discussions I will be involved in, including how my attendance can help ensure that more teaching sessions are proposed once the conference actually begins. Some of the sessions I want to make sure are discussed include curriculum innovations like design studio teaching, and what topics/skills are addressed in introductory courses in the field.

The purpose of the grant can also be fulfilled through the close mentoring that will be provided to the graduate student who attends with me.

# IP&T 664 - Advanced Instructional Design

Fall 2017

Section 001: 168 MCKB on T from 12:00 pm - 2:50 pm

## Instructor/TA Info

### Instructor Information

**Name:** Name

**Office Location:** 150-E MCKB

**Office Phone:** 801-422-3674

**Email:** jason@byu.edu

**Office Hours:** Thu 12:00pm-2:00pm

## Course Information

### Description

IP&T 664, Advanced Instructional Design, is an intensive, studio-based design course. It is meant to prepare you for professional work as an instructional designer; but it will also prepare you to think critically and deeply about instructional design practice, so as you advance in your career you are ready to take important leadership roles.

By the end of this course you will be able to work as part of an instructional design team to create a meaningful learning experience for a real client.

In this course *meaningful* is defined in two ways. First, your work will be of meaningful service to those with a stake in its creation, both sponsors and students, and fulfills their expectation of learning goals they hope to see achieved. Second, your work will be an expression of a meaningful design character:

- Viewing learners with empathy, and engaging in caring relationships with them even at a distance;
- Respecting learners as moral agents who are invested in the outcomes of their own learning;
- Pursuing qualities in your design that reflect your
- Focusing your efforts on learners' potential to grow and flourish as human beings regardless of the subject taught;
- Pursuing qualities in your design that reflect your highest ideals, and then taking responsibility for your actions as a designer;
- Etc.

The work you begin in IP&T 664 will continue next semester either as a mentored internship (IP&T 599R) or as a guided design practicum (IP&T 692R). If you take this course please plan now to participate next semester as well.

## Prerequisites

To take this course you will need to have passed IP&T 564 with a B- or better.

## Textbook

- The ID Casebook: Case Studies in Instructional Design (4th Edition)
- Peggy A. Ertmer, James A. Quinn, Krista D. Glazewski
- Pearson, 2013

Additional readings will be assigned in class as an outcome of your research on your design project.

## Learning Outcomes

### Research instructional situations

This includes conducting independent research on student/stakeholder groups, design models to apply to a situation, and instructional strategies/methods your team is considering.

### Design instructionally useful artifacts

This includes specifications, documentation, and prototypes.

### Pitch design ideas

Presenting your designs to sponsors and other stakeholders, and responding appropriately to their feedback.

### Working with instructional design teams

This includes understanding their roles, inspiring them with design ideas, and managing inter-personal conflict.

### Reflect on design character

This includes evaluating how well your design character/practice aligns with your intellectual and spiritual ideals, adjusting as needed, and continually inspiring yourself towards higher standards of achievement.

## Classroom Procedures

This class is taught using a studio method, meaning that much of our class time will be spent discussing or working on authentic projects as a means to learning the knowledge and skills of instructional design. Needed lecture will also be done in the context of project work, just-in-time as a topic becomes useful to our on-going exploration of the field.

You will be expected to show your works-in-progress, even if they are incomplete, to receive feedback from other students, the instructor, or invited guests. You are also expected to give feedback to other students and the instructor in a kind, but direct, manner.

I also hope you will comment on, and ask questions about, how what you are learning in other courses helps us better understand what we are learning in this course.

## Attendance Policy

The attendance policy is you need to be in class.

This class is based on discussion and collaboration, which, of course, can only take place if you with us during our discussions. I want to accommodate unavoidable absences. But there really isn't a substitute for the lost benefit of learning from other students, on whatever topic was addressed in your absence. Plus, other students will miss out on your contributions to their learning, which is a loss that cannot be replaced.

To help encourage good behavior, there is a small number of points attached to your attendance. Being late more than 15 minutes will result in loss of 1/2 of the points available for that day. You can drop one absence without loss of points. If other circumstances come up where you have additional absences, talk to me as soon as possible about options for making up the points (which, depending on the circumstances, may or may not be possible).

## Participation Policy

This is an advanced graduate class and your full participation is expected and required. If the instructor notices a pattern of non-participation in class discussions or activities he will address the matter with you to determine a remediation plan; continued non-participation will impact your grade as determined as part of that plan.

For assignments graded as a team, your fellow students will report how well you contributed towards the work of the whole. If you believe their assessment is not accurate, you will have the opportunity to present evidence to the contrary.

## Grading Policy

This course is graded through the following assignments:

- Regular attendance in class. Being more than 15 minutes late to class will result in loss of 1/2 the points for that day. You can miss one class period without penalty.
- Weekly reflection papers on readings and class discussions. Reflection papers will be due by the beginning of class, every Tuesday. Late submission will result in loss of 1/2 the points for that paper before other grading takes place. You can miss one reflection paper without penalty.
- Reaching certain team milestones in your assigned project.
- Your final exam will be to present as a team to your client on how your project design meets their goals. Your team will also provide an annotated copy of the presentation to the instructor that specifies how your design also reflects the standards of good design practice as discussed throughout the semester.

More detailed instructions are found in the assignments section of Learning Suite.

This is a criterion-graded course. Your performance will be judged against achievement standards set for each assignment and not compared to other students in the course.

The instructor reserves the right to change any aspect of this course (including but not limited to assignments, readings, due dates, topics of class meetings) at any time for any reason.

## Grading Scale

| Grades | Percent |
|--------|---------|
| A      | 93%     |
| A-     | 90%     |
| B+     | 87%     |
| B      | 83%     |
| B-     | 80%     |
| C+     | 77%     |

|    |     |
|----|-----|
| C  | 73% |
| C- | 70% |
| D+ | 67% |
| D  | 63% |
| D- | 60% |
| E  | 0%  |
| T  | 0%  |

## Assignments

### Assignment Descriptions

#### Reflection Paper 1

Sep  
12

Due: Tuesday, Sep 12 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

#### Attendance 1

Sep  
12

Due: Tuesday, Sep 12 at 9:00 am

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

#### Reflection Paper 2

**Sep**  
**19**

Due: Tuesday, Sep 19 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

## Attendance 2

**Sep**  
**19**

Due: Tuesday, Sep 19 at 9:00 am

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## Reflection Paper 3

**Sep**  
**26**

Due: Tuesday, Sep 26 at 8:59 am

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

### Project research, first pass

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Sep  
26

Due: Tuesday, Sep 26 at 8:59 am

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The initial research you complete as a team for your project is tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements and grading criteria will be discussed in class, and will be based in part on the nature of your project.

### Attendance 3

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Sep  
26

Due: Tuesday, Sep 26 at 9:00 am

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4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

### Project research, final

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Oct  
03

Due: Tuesday, Oct 03 at 8:59 am

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All the initial research you complete as a team for your project is tentatively due on this date, incorporating the feedback from your instructor previously. The actual date may be slightly adjusted depending on the needs of your project.

Requirements and grading criteria will be discussed in class, and will be based in part on the nature of your project.

### Reflection Paper 4

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Oct  
03

Due: Tuesday, Oct 03 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

#### Attendance 4

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Oct  
03

Due: Tuesday, Oct 03 at 9:00 am

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4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

#### Project strategy and ideas, first pass

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Oct  
10

Due: Tuesday, Oct 10 at 8:59 am

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Your initial project strategy and ideas as a team are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements and grading criteria will be discussed in class, and will be based in part on the nature of your project.

#### Reflection Paper 5

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Oct  
10

Due: Tuesday, Oct 10 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

### Attendance 5

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Oct  
10

Due: Tuesday, Oct 10 at 9:00 am

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4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

### Initial project ideas, final

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Oct  
17

Due: Tuesday, Oct 17 at 8:59 am

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Your project strategy ideas as a team, incorporating feedback from your instructor, are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements and grading criteria will be discussed in class, and will be based in part on the nature of your project.

### Reflection Paper 6

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Oct  
17

Due: Tuesday, Oct 17 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

### Attendance 6

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Oct  
17

Due: Tuesday, Oct 17 at 9:00 am

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4 points for being in class

2 points if more than 15 minutes late  
One missed class can be dropped without penalty

### First round prototypes

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Oct  
24

Due: Tuesday, Oct 24 at 8:59 am

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The first prototypes you complete as a team for your project are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project. Requirements and grading criteria will be discussed in class, and will be based in part on the nature of your project.

### Reflection Paper 7

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Oct  
24

Due: Tuesday, Oct 24 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

### Attendance 7

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Oct  
24

Due: Tuesday, Oct 24 at 9:00 am

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4 points for being in class  
2 points if more than 15 minutes late  
One missed class can be dropped without penalty

### Reflection Paper 8

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Oct  
31

Due: Tuesday, Oct 31 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

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4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

## Attendance 8

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Oct  
31

Due: Tuesday, Oct 31 at 9:00 am

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4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## Reflection Paper 9

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Nov  
07

Due: Tuesday, Nov 07 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

## Attendance 9

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Nov  
07

Due: Tuesday, Nov 07 at 9:00 am

---

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## Reflection Paper 10

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Nov  
14

Due: Tuesday, Nov 14 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

## Refined prototype

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Nov  
14

Due: Tuesday, Nov 14 at 8:59 am

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Your team's refined prototype or prototypes are tentatively due on this date. The actual date may be slightly adjusted depending on the needs of your project.

Requirements and grading criteria will be discussed in class, and will be based in part on the nature of your project.

## Attendance 10

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Nov  
14

Due: Tuesday, Nov 14 at 9:00 am

---

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## Reflection Paper 11

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Nov  
28

Due: Tuesday, Nov 28 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

## Attendance 11

---

Nov  
28

Due: Tuesday, Nov 28 at 9:00 am

---

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## Reflection Paper 12

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Dec  
05

Due: Tuesday, Dec 05 at 8:59 am

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Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

## Attendance 12

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Dec  
05

Due: Tuesday, Dec 05 at 9:00 am

---

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## Reflection Paper 13

---

Dec  
12

Due: Tuesday, Dec 12 at 8:59 am

---

Reflection papers are meant to help you integrate readings, class discussion, and project work into your existing knowledge frameworks. This is a writing assignment where you consider your experience in the course; critique what you are experiencing; or reflect on the state of your team project.

You don't need to be comprehensive in the sense of covering every point in our discussions, or every point in your readings through the week. But in each paper you do need to address something related to at least one of our course objectives. Each reflection paper should be about 2 pages long (12-point font, double-spaced). You can drop one reflection paper during the course of the semester without penalty.

Reflection papers will be graded according to the following criteria:

6 points - shows evidence that the student is drawing connections between readings/discussion/class project and course learning outcomes; is almost completely free of grammatical errors and adheres to APA style.

4 points - shows some evidence of reflection, but writing may not connect to course learning outcomes; has minor grammatical errors or violations of APA style.

2 points - shows little evidence of reflection, mostly summarizes topics from readings or discussion; has major grammatical errors or violations of APA style.

0 points - did not complete the assignment.

## Attendance 13

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Dec  
12

Due: Tuesday, Dec 12 at 9:00 am

---

4 points for being in class

2 points if more than 15 minutes late

One missed class can be dropped without penalty

## Final exam

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Dec  
16

Due: Saturday, Dec 16 at 11:00 am

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Your final exam will be to present as a team to your client on how your project design meets their goals. Your team will also provide an annotated copy of the presentation to the instructor that specifies how your design also reflects the standards of good design practice as discussed throughout the semester. Requirements and grading criteria will be discussed in class, and will be based in part on the nature of your project.

## University Policies

### Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

### Deliberation Guidelines

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The

Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)

## Preventing Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They

should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

## Schedule

| Date             | Topics/readings   | Assignments Due                                  |
|------------------|---|--|
| Week 1           |   |  |
| T Sep 05 Tuesday | Review of instructional design  |  |
| Week 2           |   |  |
| T Sep 12 Tuesday | Discussion of 1-2 ID case readings, determined in prior class<br><br>Client pitch<br><br>Planning for design research | <b>Attendance 1</b><br><b>Reflection Paper 1</b> |
| Week 3           |   |  |
| T Sep 19 Tuesday |   | <b>Attendance 2</b>                              |

|                  |   |   |
|------------------|---|---|
|                  | Discussion of 1-2 ID case readings, determined in prior class | <b>Reflection Paper 2</b>   |
|                  | Conducting design research                                    |   |
| Week 4           |   |   |
| T Sep 26 Tuesday | Discussion of 1-2 ID case readings, determined in prior class | <b>Attendance 3</b><br><b>Project research, first pass</b><br><b>Reflection Paper 3</b>           |
|                  | Idea generation/research on ideas                             |   |
| Week 5           |   |   |
| T Oct 03 Tuesday | Discussion of 1-2 ID case readings, determined in prior class | <b>Attendance 4</b><br><b>Project research, final</b><br><b>Reflection Paper 4</b>                |
|                  | Idea generation/idea refinement                               |   |
| Week 6           |   |   |
| T Oct 10 Tuesday | Discussion of 1-2 ID case readings, determined in prior class | <b>Attendance 5</b><br><b>Project strategy and ideas, first pass</b><br><b>Reflection Paper 5</b> |
|                  | Present ideas to client                                       |   |
|                  | Understanding client feedback                                 |   |
|                  | Turning ideas into prototypes                                 |   |
| Week 7           |   |   |
| T Oct 17 Tuesday | Discussion of 1-2 ID case readings, determined in prior class | <b>Attendance 6</b><br><b>Initial project ideas, final</b><br><b>Reflection Paper 6</b>           |
|                  | Refining prototypes   |   |
| Week 8           |   |   |
| T Oct 24 Tuesday | Discussion of 1-2 ID case readings, determined in prior class | <b>Attendance 7</b><br><b>First round prototypes</b><br><b>Reflection Paper 7</b>                 |
|                  | Evaluating prototypes   |   |

|                  |  |  |
|------------------|--|--|
| Week 9           |  |  |
| T Oct 31 Tuesday | Discussion of 1-2 ID case readings, determined in prior class<br><br>Further prototype refinement  | <b>Attendance 8</b><br><b>Reflection Paper 8</b>                               |
| Week 10          |  |  |
| T Nov 07 Tuesday | Discussion of 1-2 ID case readings, determined in prior class<br><br>Further prototype refinement  | <b>Attendance 9</b><br><b>Reflection Paper 9</b>                               |
| Week 11          |  |  |
| T Nov 14 Tuesday | Discussion of 1-2 ID case readings, determined in prior class<br><br>Further prototype refinement  | <b>Attendance 10</b><br><b>Refined prototype</b><br><b>Reflection Paper 10</b> |
| Week 12          |  |  |
| T Nov 21 Tuesday | <b>Friday Instruction</b>  |  |
| Week 13          |  |  |
| T Nov 28 Tuesday | Discussion of 1-2 ID case readings, determined in prior class<br><br>Further prototype refinement  | <b>Attendance 11</b><br><b>Reflection Paper 11</b>                             |
| Week 14          |  |  |
| T Dec 05 Tuesday | Discussion of 1-2 ID case readings, determined in prior class<br><br>Further prototype refinement  | <b>Attendance 12</b><br><b>Reflection Paper 12</b>                             |
| Week 15          |  |  |
| T Dec 12 Tuesday | Final client pitch<br><br>Understanding client feedback<br><br>Laying the ground for next semester | <b>Attendance 13</b><br><b>Reflection Paper 13</b>                             |

|                    |  |  |
|--------------------|--|--|
| F Dec 15 Friday    | <b>Fall Exam Preparation (12/15/2017 - 12/15/2017)</b>         |  |
| Sa Dec 16 Saturday | <b>First Day of Fall Final Exams (12/16/2017 - 12/21/2017)</b> | Final Exam:<br>168 MCKB<br>11:00am - 2:00pm<br><b>Final exam</b> |

**Name**  
**Associate Teaching Professor**  
**Department of Instructional Psychology & Technology**  
**Faculty Development Plan**  
June 2017

**1. Maintain graduate faculty status**

- a. **Explanation of requirement (from position description)**  
At least 1 peer-reviewed article per year, averaged over a three-year period.  
Publications can be coauthored with other faculty and students.
  
- b. **Current accomplishments and interests**
  - i. Since starting on the faculty last August, I published one article, have one currently accepted (joint-authorship), and three under review.
  - ii. I am also a co-author on three chapters being written for the next Handbook of Educational Communications and Technology, which will also be peer reviewed.
  - iii. I have an interest in both original research as well as applied, practitioner-oriented research; I plan to contribute in both areas as part of my faculty assignment.
  - iv. Some of my current research interests include reflective practice among instructional designers; creativity in the instructional design process; the philosophy and history of instructional design; design theory and design philosophy.
  
- c. **Strengths**
  - i. I participated in the Faculty Center writing workshop, which helped me develop a daily writing habit (I've written every day since the workshop in January 2017, excluding Sundays).
  - ii. I also have a clear writing style, and can express my thoughts precisely and with at least a little flair.
  - iii. I'm willing to revise my work until its right.
  - iv. I was taught to never do a presentation without turning it into a publication; I'm able to do that most of the time. This means I have additional scholarship opportunities already planned with the presentations I currently have accepted for this year.
  
- d. **Weaknesses**
  - i. My willingness to revise can also be a weakness; I can spend too much time polishing my work in ways that probably don't matter.
  - ii. I see potential tension between working on scholarship and the rest of my professional responsibilities. Other responsibilities will likely generate enough administrative work that, if I am not careful, I could be pulled away from the scholarship activities needed to achieve this standard.

**e. Short-term goals**

- i. To complete enough scholarship in the next 12-18 months to get a little ahead of my CFS expectation, allowing me to account for any unforeseen setbacks to future research.
- ii. Begin an original, long-term study with potential for multiple publications.
- iii. How these goals align to department/college/university needs – MSE Rank and Status Policy 6.5.2.1 – professional faculty engage in “scholarship [that] adapts primary research for practitioners rather than presents original, empirical research.” Although much of my research will be aligned with this standard, since I am in a graduate-only department I will also be engaged in some original research projects that exceeds the MSE expectation.
- iv. Resources needed – While I recognize that resources for research are a constraint for all faculty, to complete my scholarship expectation it seems I will need access to some department/MSE funds to stay engaged in scholarly communities. Professorial faculty in IP&T do have access to external grant funding to strengthen their scholarship (even if it is not a strict requirement); however, since my scholarship requirements are so light I have been requested by my department chair to not spend my time seeking external grants (so I don’t lose focus on other responsibilities). But since grants are often a source of research support or travel to present findings I anticipate needing support in pursuing internal sources of funding or professional development funds to compensate (such as support in applying for MSE grants, or regular consideration for MSE short-term professional development funds).

As I complete other assignments aligned with my responsibilities, I will either need protection from some of the ongoing, administrative overhead that the work could generate, or some form of accounting for that work in my teaching or citizenship load, so my day-to-day activities don’t get so heavy that I am pulled away from necessary scholarship.

**f. Long-term goals**

- i. Develop a research network so I can regularly collaborate with another IP&T faculty, BYU faculty, or with other instructional design scholars located at other universities.
- ii. Develop a system to publish regularly with students.
- iii. How these goals align to department/college/university needs – MSE Rank and Status Policy 3.4.3.1 - “Cross-disciplinary collaborative research is not only acceptable, but encouraged. . . . The MSE values mentored student research, including publications in which the student appears as first author.”
- iv. Resources needed – Similar as for short-term goals.

## **2a. Maintain a course teaching load within the department**

### **a. Explanation of requirement (from position description)**

The CFS candidate will be expected to teach a full load of 12-15 traditional course credits each year.

### **b. Current accomplishments and interests**

- i. I participated in the 2016 course development workshop from the Center for Teaching and Learning to develop the first course I taught, IP&T 564 (Introduction to Instructional Design).
- ii. Fall semester 2016 course evaluation ratings
  1. IP&T 564 (Introduction to Instructional Design) – 4.5
  2. IP&T 690R (Seminar) – 4.1
- iii. Winter semester 2017 course evaluation ratings
  3. IP&T 564 (Introduction to Instructional Design) – 4.3
  4. IP&T 690R (Seminar) – 4.1
- iv. Based on comments from F2016 IP&T 564 students, I streamlined the course for W2017 (simplified readings and the major course project). I didn't have any comments from my W2017 student ratings, so I don't have a formal basis to judge how students may have taken the changes. But the new pace seemed to help the students be more successful (the mean grade was higher in Winter than in Fall, moving from 3.68 to 3.91).
- v. I developed a course on design theory that I taught Spring term 2017.
- vi. My teaching interests align with our courses in design, project management, learning theory, and some of the production courses. I could also teach product evaluation. I do not have experience or interest in teaching program evaluation, measurement, or research methodologies (with the exception of design-based research). I would like to explore courses in using media for culture change, or deep dives into various aspects of the instructional design process (e.g., audience research; task analysis).

### **c. Strengths**

- i. I have a reputation as an engaging teacher, respectful of students and legitimately interested in their growth.
- ii. My classes tend to be focused around student projects and other forms of experiential learning.
- iii. I gather lots of data on my teaching, using mid-course evaluations, and consultation with the students and staff from the Center for Teaching and Learning. I also compare student performance on projects/assignments to the course learning outcomes, to judge how well students are achieving the purposes of the course.

### **d. Weaknesses**

- i. My standards for students are really high, and I can have a tough time remembering that students (even graduate students) are often just beginners in at least a specific content area.

- ii. I can tinker with my courses too much, meaning I'm always taking a pretty heavy course prep burden. This is due in part to me prepping at the last minute so it's really easy for me to find things later on that I want to improve.

e. **Short-term goals**

- i. My 2017 goal in the faculty profile system is to update IP&T 564 so it can be integrated with IP&T 560 as part of the studio curriculum, and update IP&T 664 so it can be used as the 2nd year studio for more advanced design students.
- ii. Resources needed – This goal is fairly straightforward, and should be able to be completed by devoting sufficient time to it over the summer.

f. **Long-term goals**

- i. Participate in course development projects for all the courses I regularly teach, so I have a standard set of materials and class activities to rely on semester-after-semester.
- ii. Resources needed – This may be the work for which I seek support for from the Faculty Center or The Center for Teaching and Learning semester-by-semester. But as I complete other assignments aligned with my responsibilities, I will either need protection from some of the ongoing, administrative overhead that the work could generate, or some form of accounting for that work in my teaching or citizenship load, so my day-to-day activities don't get so heavy that I am pulled away from teaching preparation.

## **2b. Maintain a standard mentoring load within the department**

a. **Explanation of requirement (from position description)**

The CFS candidate will be required to mentor a standard load of graduate students on committees within the department, staying within one standard deviation of the department mentoring average. The CFS candidate will be chair or committee member on the majority of MS design & development projects and chair or reader on all PhD design & development projects. The faculty member may also assist in advising research projects as time and disciplinary expertise permits and as directed by the department chair.

b. **Current accomplishments and interests**

- i. Since beginning my appointment I have been on the committees of one PhD and three MS students who defended their culminating work in 2017.
- ii. I am on a large number of other committees, both MS and PhD candidates.
- iii. I am the chair of six MS students' committees. At least two of these should graduate before the end of 2017.
- iv. I have an interest in this area of promoting design cases as a needed form of scholarship in the discipline. Working so closely with the MS and PhD design projects gives me the chance to encourage (and possibly co-author) design cases with students in those tracks.

c. **Strengths**

- i. My interest is a niche that seems to be unique in the department and will be helpful to some students who might otherwise be underserved.
- ii. My professional responsibilities over MS and PhD projects means I will probably not have any difficulty reaching the department advising load.

d. **Weaknesses**

- i. The nature of my professional responsibilities means it may not be as easy for me to find PhD students to advise. (although my primary focus should typically be on mentoring MS design/development students)

e. **Short-term goals**

- i. My 2017 goal in the faculty profile system is to look for the first student(s) with my area of interest to begin mentoring in their PhD research.
- ii. Resources needed – To find PhD students whose interests align with mine and who I am qualified to mentor, we may have to admit at least a few applicants who do not fit our traditional student profile. It will be helpful to have support from the department in exploring what these differences might be and how to prioritize them during the application process.

f. **Long-term goals**

- i. Integrate student mentoring into other the work completed for other professional responsibilities, like curricular innovations in the design studio.
- ii. Resources needed – We will need to structure upcoming program innovations to support student research, including money for forms of research and teaching assistantships that may look non-traditional compared to other teaching (such as hiring advanced grad students teach/assist newer students in our design studio).

**2c. Perform the duties of a department internship & seminar coordinator**

a. **Explanation of requirement (from position description)**

The Internship Coordinator approves all internships, coordinates internship experiences with internship supervisors, collects and reports data on student performance during the internship, and assigns grades to students based on their performance and supervisor feedback. The CFS candidate will be responsible for gathering and reporting these data annually and ensuring student internship experiences are meeting the expected departmental learning outcomes. The Seminar Coordinator works with the faculty to develop a schedule of presenters. In addition, the Seminar Coordinator tracks student progress/participation in the course

**b. Current accomplishments and interests**

- i. During F2016 I improved internship rigor for students using existing employment for internship credit, requiring them to seek out more than their standard work assignment for the duration of their internship.
- ii. During W2017 I started gathering information from students at the end of their internship to help evaluate the effectiveness of their experiences.
- iii. Based on informal evaluations from F2016 IP&T 690R students, I brought in a wider diversity of seminar presenters for W2017. My W2017 students said they noticed and like the variety of seminar speakers, and hoped for more variety in the future especially from international presenters.
- iv. I have created a system for tracking seminar topics to help align weekly seminars with the course learning outcomes and the department program goals.

**c. Strengths**

- i. Internships and seminar assignments can be useful means of augmenting the program innovations in which I am involved (see responsibility 3c).

**d. Weaknesses**

- i. I do not have broad exposure to other ways for completing internships or organizing graduate seminars at other universities.

**e. Short-term goals**

- i. Improve department internship requirements to conform to university internship requirements.
- ii. How goal aligns to department/college/university needs – MSE Rank and Status Policy 3.3.2.A – “Evaluation of teaching should consider evidence such as supervision of academic internships and service-learning experiences.”
- iii. Resources needed – This goal is fairly straightforward, and should be able to be completed by devoting sufficient time to it over the summer.

**f. Long-term goals**

- i. Use the data I gather about the IP&T seminar to create a strategic plan for seminars in the future (possible topics, speakers, connections to the wider curriculum, etc.)
- ii. Use data about internships to make additional changes that align the experience better with the department’s program outcomes.
- iii. How goal aligns to department/college/university needs – MSE Rank and Status Policy 3.3.2.A – “Evaluation of teaching should consider evidence such as supervision of academic internships and service-learning experiences.”
- iv. Resources needed – These are goals that will take time and effort, but may not be as high of a priority as other of my responsibilities. It will be helpful to have these goals be formally recognized as ones I will not pursue for the next few years.

## **2d. Perform the duties of department graduate student project supervisor**

### **b. Explanation of requirement (from position description)**

The CFS candidate will be responsible to serve as a final reviewer for all MS projects (design & development, evaluation). The CFS candidate will also be responsible for overseeing the review process for PhD projects (design & development, evaluation, research, and measurement). Furthermore, the CFS candidate will be responsible for establishing and maintaining a repository for all completed projects.

### **c. Current accomplishments and interests**

- i. I have started discussions with the Harold B. Lee Library on using their scholarship archive as a repository for projects completed by our students.

### **d. Strengths**

- i. I have a large amount of experience with design projects and some with evaluation projects. It is likely I will see things in those projects that others might miss.

### **e. Weaknesses**

- i. There is an existing culture and process for how projects are reviewed that I don't understand very well, and without learning what's really going on right now I might be more disruptive than I should be.

### **f. Short-term goals**

- i. We need a new template for MS design projects, that can facilitate the process of students developing their project into a publication (this can also be used for PhD design projects with a little modification).
- ii. How goal aligns to department/college/university needs – This will help the whole department better achieve the standard in the MSE Rank & Status Policy 3.3.2.F, “products of high quality teaching and mentoring, including . . . Master’s projects.” It will also help the department achieve MSE Rank and Status Policy 3.4.3.1 - “the MSE values mentored student research, including publications in which the student appears as first author.”
- iii. Resources needed – The biggest resource needed is time. There’s general consensus about what is needed in a new template, but it will take a period of time unencumbered by other responsibilities to get it produced.

### **g. Long-term goals**

- i. Develop a new, department-wide process for reviewing all PhD projects.
- ii. How goal aligns to department/college/university needs – This will help the whole department better achieve the standard in the MSE Rank & Status Policy 3.3.2.F, “products of high quality teaching and mentoring, including . . . students’ scholarly or creative works.”
- iii. Resources needed – This is a standard that will take time and effort to achieve, but may not be as high of a priority as other of my

responsibilities. It will be helpful to have this standard be formally recognized as one I will not pursue for the next few years.

### **3a. Carry out traditional citizenship responsibilities**

#### **a. Explanation of requirement (from position description)**

The CFS candidate will be expected to carry out department, college, and university committee assignments as requested (similar to all faculty in the department).

#### **b. Current accomplishments and interests**

- i. This past year I served as a member of the department curriculum committee.
- ii. I also served as the chair of the department special projects committee, which prepared a report for the administration on our proposed design minor (see standard 3c below).
- iii. I have performed professional service assignments for the AECT PacifiCorp Student Design Competition and the Utah K-12 Student Innovator of the Year competition. I am also serving as a co-host for the Professors of Instructional Design and Technology conference this summer.
- iv. I continue to review for the journal Educational Technology Research & Development, and began service as a reviewer for TechTrends and the International Journal of Designs for Learning.
- v. I have long-standing connections with the Church and other CES institutions, that I can use for professional service in those communities. I am currently designing an online course for LDS Business College, that will be used in the new Pathways Worldwide program.

#### **c. Strengths**

- i. I came into this position with some citizenship assignments and connections in place (such as reviewing for ETR&D, or service to the community) so I'm not starting from scratch.
- ii. My background does include a lot of administrative experience, so I have some abilities in this area that others on the faculty may not.

#### **d. Weaknesses**

- i. While I am ready to serve the university community as needed, my professional background of managerial/leadership positions could become a weakness as well as a strength. There may be some assumption that administration is a path I should more willingly take, to relieve professorial faculty of that responsibility. While I will not avoid citizenship responsibilities (especially in ways that play to my strengths), I also hope the load does not grow out-of-balance so that I cannot contribute to the university in other ways, too.

- e. **Short-term goals**
  - i. Being a member of an MSE committee sometime before my 6<sup>th</sup> year review.
  - ii. How goal aligns to department/college/university needs – MSE Rank and Status Policy 3.2.2.1 – “Demonstrate a *consistent* pattern of leadership at the *school/university* level by seeking and/or willingly accepting assignments. Examples may include, but are not limited to . . . serving on a MSE committee/council.”
  - iii. Resources needed – An opportunity that fits my skills and experience.
- f. **Long-term goals**
  - i. Opportunities for citizenship that will contribute to the full professor rank, such as service on a university committee.
  - ii. How goal aligns to department/college/university needs – MSE Rank and Status Policy 3.2.1.1 – “Demonstrate an *established* pattern of leadership at the *school/university* level by seeking and/or willingly accepting assignments. Examples may include, but are not limited to serving/chairing a university committee/council.”
  - iii. Resources needed – Opportunities that fit my skills and experience.

### **3b. Perform IP&T outreach liaison with client organizations**

- a. **Explanation of requirement (from position description)**

The CFS candidate will be responsible for creating a systemic outreach program for serving the community and strengthening the role of BYU IP&T’s program in informing both the policy and practice of instructional design. We envision this outreach occurring at the university, local, state, and national levels.
- b. **Current accomplishments and interests**
  - i. Working with the MSE controller, I developed a system for students to work on projects for other CES organizations while also employed in other capacities at BYU. The IP&T department will hire the student, and the other organization will pay the department for those services. This system will also work for other large organizations wanting to hire students for instructional design projects, without the overhead of creating a new position (either internal or contractor).
- c. **Strengths**
  - i. I have a large number of connections in the industry, many in leadership positions.
  - ii. I actively consult with, and complete work assignments for, organizations in the community (both paid and unpaid). This helps develop their trust in me and, by proxy, in the department. My assignments with other organizations can also more directly accomplish this standard. For example, I’m currently working with LDS Business College to develop a course that will be used the Church’s Pathway Worldwide program. As part of the assignment I’m also helping them develop new policies and

practices for delivering rich media content to people taking their courses in the developing world. I am working directly with one other IP&T student on this assignment, and influencing another student who works on another course development team. So, this outreach both serves our community and strengthens students in BYU's IP&T program.

**d. Weaknesses**

- i. Most of my connections are in the state of Utah. My wider network is the western US. I have few connections in the east, which seems important for developing national influence.

**e. Short-term goals**

- i. Right now, this statement of responsibility is aspirational. My first goal is to define the most important ways the department can be involved to serve the community and inform ID policy, especially locally, and create a plan that involves as many of the faculty and students as possible.
- ii. How goal aligns to department/college/university needs – This will help the whole department better achieve the standard in the MSE Rank and Status Policy 3.2.2. – “Employment of professional expertise in service to the community and the Church.”
- iii. Resources needed – An important resource will be time to develop meaningful connections. I will appreciate the support of colleagues at department, college, and university-levels in making introductions with relevant influencers, and including me events where service to the community is discussed or policy is influenced. I will also need a way for the department recognize the time it takes to meet with colleagues in the community, even in cases where I meet with them at a distance.

If additional travel funds ever become available, this standard will be more achievable to travel to meet or work with organizations in their own environments (beyond the standard travel allotment primarily meant for research support or professional development).

Additionally, the role of my professional consulting should be clarified as it pertains to my accomplishment towards this standard. I see it as an advantage that allows me to participate in the instructional design community as an insider (and so creating opportunities for students and the department that may not otherwise be made available). Staying current on how to conduct ID practice also helps me in my teaching and mentoring assignments.

Because of this, I see the possibility my consulting assignments could be formally recognized as accomplishments towards CFS requirements. But I know that there may not be consensus about this at the department, college, or university-levels. It will be helpful to clarify this expectation.

- f. **Long-term goals**
  - i. Similar to my short-term goal, but at a national level.
  - ii. How goal aligns to department/college/university needs – This will help the whole department better achieve the standard in the MSE Rank and Status Policy 3.2.2. – “Employment of professional expertise in service to the community and the Church.”
  - iii. Resources needed – Similar to that for my short-term goals.

### **3c. Help plan and implement program innovations**

- a. **Explanation of requirement (from position description)**

The CFS candidate will take initiative for overseeing these innovations:

  - i. Design Studio - Creating a more integrated first-year experience for our students that involves the core courses related to design and evaluation taught in a studio environment.
  - ii. Exploration of Undergraduate Design Minor - Doing the market research and completing a needs assessment and proposal for the development of an undergraduate design minor in our department.
- b. **Current accomplishments and interests**
  - i. The special projects committee which I chaired completed a proposal for an undergraduate design minor. The proposal also included support from the Departments of Design, the School of Technology, and the Department of Experience Management and Design. This proposal was reviewed as part of the IP&T department’s 7-year unit review. Feedback on the report was positive and we are now discussion how to advance the proposal to the MSE and the university.
  - ii. During F2016 I developed a plan for an integrated 1<sup>st</sup> year curriculum that will be piloted in F2017-W2018. I also developed a design studio curriculum for 2<sup>nd</sup> year MS students that will be piloted during the same timeframe.
  - iii. In W2017 I worked with the MSE administration to create a proposal for remodeling the first floor of the MCKB to accommodate our design studio teaching needs. This proposal has been sent to the university and will be prioritized with other requests for 2018.
- c. **Strengths**
  - i. My professional design experience is an asset for developing a design studio curriculum.
  - ii. Developing these projects also connects to some of my research interests, and a research study growing out of design studio work is helping me fulfil my scholarship requirements as outlined in Standard #1.
- d. **Weaknesses**
  - i. Design studio teaching is a new form of teaching for myself and for our department.

- ii. The university environment is very conservative when it comes to approving new programs, like our design minor.
- iii. Professional faculty at the university who oversee curriculum innovations similar to our design studio warn that administrative support beyond their own efforts is needed to successfully manage such a facility. It is likely that the IP&T department is not anticipating this need, and if a way cannot be found to contribute towards other administrative support my time to devote towards other responsibilities outlined in this document will be more limited.

**e. Short-term goals**

- i. Carry out the 1<sup>st</sup> year pilot of the new curriculum.
- ii. How goal aligns to department/college/university needs – In his annual speech to BYU faculty, “Inspiring Learning” (2016), President Worthen challenged the university to “expand the number of students who have a meaningful experiential learning opportunity.” This goal helps the department fulfil this expectation.
- iii. Resources needed – The department design studio will need 1) adequate space to support experiential learning activities (proposal already submitted to the university); and 2) an annual budget for software, facility improvements, and materials to help students professionally present ideas to clients. The budget could vary from year-to-year, but a baseline amount of \$500, plus consideration of requests that arise as the studio is developed, should allow for consistent improvements over time.

Additionally, the studio will need some administrative/managerial support beyond my own involvement. If this cannot take the form of full-time support, even  $\frac{3}{4}$  time support or consistent grad student support will be needed.

**f. Long-term goals**

- i. Connect the design studio to other courses in the program as well as other experiences such as projects, internships, and student research.
- ii. How goal aligns to department/college/university needs – In his annual speech to BYU faculty, “Inspiring Learning” (2016), President Worthen challenged the university to “expand the number of students who have a meaningful experiential learning opportunity.” This goal helps the department fulfil this expectation.
- iii. Resources needed – Fulfilling this goal will require more time from all the faculty to discover likely integrations and re-design coursework to support integrations. The likelihood of success will be improved if additional budget continues to be made available as integrations are implemented. The administrative support described above will become more critical as more connections between the curriculum are planned and executed.

**Name**  
**Associate Teaching Professor**  
**Department of Instructional Psychology & Technology**  
**Professional Project**  
**June 2017**

One of my professional faculty responsibilities is to be the department's graduate student project supervisor. Among other things this means I serve as a final reviewer for all our MS students' projects, and oversee the review process for all PhD students' projects. As I have reviewed projects during the past year I have noticed that many design/development projects are written like research reports, which is a genre of writing that does not always fit with the work students completed, or adequately communicate the process in which they engaged and the outcomes they achieved. I am not alone in these observations; other colleagues including the department chair have noticed the same thing. I have been asked to help by creating a new template and set of guidelines for students completing design/development projects, to assist them in initially scoping their work and later in reporting their results. I will use this professional project to complete this assignment.

**Process**

- 1) More rigorously evaluate recently completed design/development projects to better identify and document some of the deficiencies I have observed.
- 2) Document the problems the department chair and other faculty have observed.
- 3) Interview a few students who have recently completed their design/development project to understand the process from their perspective.
- 4) Prototype 2-3 possible approaches for improving the guidelines and template for projects, and submit them to faculty and recent graduates for their assessment.
- 5) Incorporate feedback into a final set of guidelines that can be prototyped with students starting their design project during Fall semester 2017.
- 6) Monitor student's progress during Fall semester by soliciting their feedback and that of their faculty advisors.
- 7) Adjust the template based on feedback for wider distribution during Winter semester 2018.

**Evaluation**

- 1) Faculty observation – do faculty report that students using the new template and guidelines have a simpler time completing their prospectus or project write up, than students did previously? (gathered through surveys with faculty)
- 2) Student response – what level of confusion do students report when completing project documentation (gathered through surveys with students)
- 3) Final project quality – are the final project reports of higher quality than students were achieving previously? (gathered through grading forms and faculty assessment surveys as students complete projects)