



STYLE GUIDE

Southern Polytechnic State University

Instructional Design Unit

January 2013



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Chapter 1: Introduction

1.1- Purpose and Scope of the Instructional Design Unit Style Guide

This document outlines the rules for creating instructional materials in the SPSU instructional Design Unit (IDU) style. Most of the materials produced by the IDU are PowerPoint handouts which are converted to PDF and/or printed out for uses including:

- Face-to-face workshops,
- Course materials in the Desire2Learn (D2L) Learning Management System (LMS),
- Linked to on the main web site,
- Responses to help tickets,
- Attachments to email.

In order to create a uniform appearance in the handouts, the style guide provides rules for spelling and capitalization, sentence style, typography, template use, and visual design. A few notes on the principles of technical writing and instructional design are included to give a sense of the process the IDU unit follows to student assistants who may not have specifically studied either.

The Appendix includes information about IDU goals and a tools guide.

1.2- About the Instructional Design Unit

The Instructional Design Unit assists faculty members developing and teaching hybrid and fully-online courses at SPSU. It is headed by the Director, Brichaya Shah. The team of instructional designers consists of Travis Melton, Kathy Morgan, Zhigang Li, Derrick Sterling, and the Digital Media Specialist, Jason Dorris. These instructional designers work with the support of multiple student and graduate assistants working in a nearby group office. The Instructional Design unit often works with the Office of Faculty Support and Development, IT, and the Center for Teaching Excellence.

1.3- Audience Analysis

SPSU Culture. Our audience seeks excellence in their teaching, service, professional growth and development, and scholarship by using our assistance while they plan, develop, assess and deliver instruction for their students. The faculty provides laboratory and/or professionally oriented courses focused on problem solving and ethical awareness. SPSU's polytechnic nature is reflected in its vision statement: "Through a fusion of technology with the liberal arts and sciences, we create a learning community that encourages thoughtful inquiry, diverse perspectives, and strong preparation of our graduates to be leaders in an increasingly technological world." Faculty members are expected to assign at least 5 office hours a week during which students may contact them for assistance in their studies.



Educational background. There are five academic schools: Architecture and Construction Management, Computing and Software Engineering, Engineering Technology and Management, Arts and Sciences, and Engineering. Thus, our audience greatly varies in educational background and in the types of courses they teach. However, every faculty member has to have experience in relevant work or research of a topic to be qualified to teach at the school.

Location and culture. SPSU is part of the University System of Georgia (USG). It is in Marietta, GA and approximately 20 minutes from Atlanta. Therefore most faculty members live in the metro-Atlanta area. However, some faculty who teach only online-only classes may live anywhere in the world, though typically within the continental United States. SPSU has a large population of international faculty members, many learned English as a second language. Technical writing already greatly simplifies verbiage, but a section on Simplified English was included in this style guide to help the IDU serve this audience. The student demographics are similarly diverse, with 24.3% African-American students, 6.7% Hispanic, 10.3% Asian, and 2.6% multiracial.

Size. There are about 200 full-time staff and 87 part-time staff serving approximately 5,500 students. Most classes are taught to 20 or less students. Less than half of faculty has tenure. SPSU has experienced a surge of enrollment (52% since 2005), in recent years, each graduating class being larger than the last. Efforts to increase enrollment continue with a goal of 6,765 students by Fall 2015. This increased enrollment means the IDU should be prepared to respond to an increased demand for support by a growing faculty and for online courses.

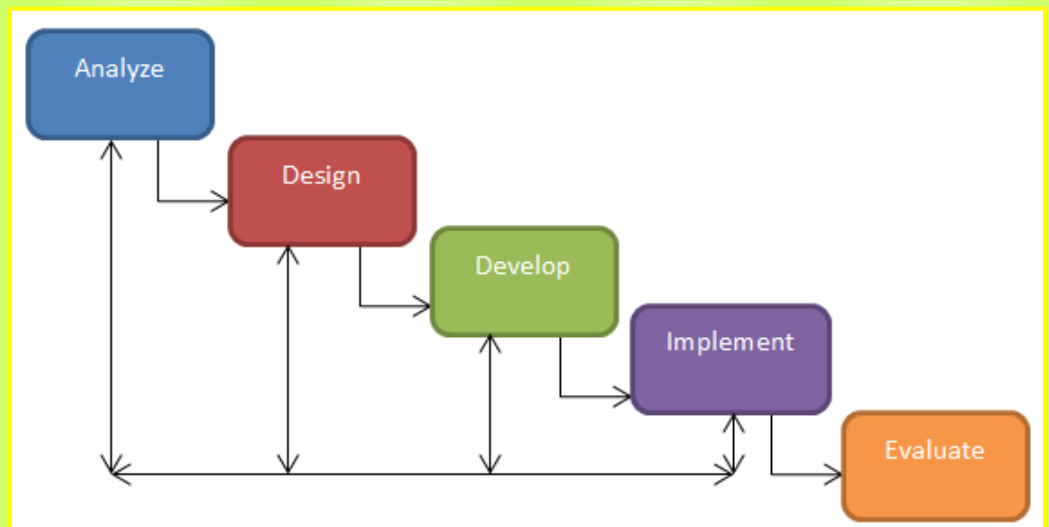
Attitude. New faculty members require special attention as they attempt to acclimate themselves to SPSU culture and policy, whereas old faculty may feel stress because of the experience of change. In fact, the transition to a new LMS system has caused a surge of anxiety in faculty who worry about their ability to migrate their courses and wield the new tool as they learned to do with GeorgiaView Vista. Therefore, materials created during this transition should make sure to pay attention to the “changing attitudes” component of instructional design.

1.4- User Profiles

Chapter 2: Instructional Design

2.1- Our Instructional Design Process

Our instructional design projects usually are of the multiple or matrix variety, meaning that several designers in the department will work together, or that we will work with CTE or other departments. We often have the benefit of being able to reuse materials from previous instructional projects. Like most teams, our projects follow the process ADDIE, the acronym for the model described by Analysis, Design, Develop, Integrate, and Evaluate. These stages of the model are described below and are intended only as a basic introduction to the way we do instructional design.



1 ADDIE

2.2- Analysis

The first stage of the process is analysis. Analysis consists of making all the decisions about the project. The instructional designer gathers details about:

- Subject matter
- The audience of the instruction,
- The “gap” (i.e. what the audience knows contrasted with what they need to know),
- What tools will be used to develop the instruction,
- When and how the instruction will be delivered,
- And how the faculty members’ learning will be evaluated.



The designer uses these details to create objectives. While an audience analysis of SPSU faculty is included in this style guide, it should not be considered sufficient for all projects. Many projects will target a specific subsection of faculty, and instruction materials should be tailored more specifically or with special needs in mind. Designers will meet with the Director to get these specifications for the project. Some prototypes for design may also be discussed at these meetings.

2.3- Design

The results of analysis are then used to inform the design of the project. First, the objectives are identified using the ABCD format discussed further in Section 2.7. These objectives may have been touched on in the initial meeting, or discussed in a subsequent meeting after instructional designers have had time to think through the analysis on their own. They will create a design plan, often a simple word document, and describe it to the Director. The feedback from the Director is used to perfect the design plan. The designers then delegate the labor for the development stage. A performance agreement focusing primarily on the BCD part of the objectives is created for use later in the Evaluation stage.

2.4- Develop

First, the instructional designers write out the steps. These steps are given to the graduate and student assistants. One graduate or student assistant will be responsible for copy-pasting the steps into a PowerPoint presentation and adding screenshots according to the rules of the style guide. Another will be responsible for checking the proofreading the style guide and making sure the written steps and screenshots reflect the actual steps and screens when performing the task.

2.5- Implementation

Materials created by the instructional design unit may be included in attachments to personal correspondence, on the web site, provided during face-to-face workshops, or as course materials in classes taught by the IDU. This stage is hand-in-hand with the evaluation phase.

2.6- Evaluate

The simplest and most common form of evaluation is the survey. Surveys developed for the purpose of evaluation are often multiple choice questions or rating (Highly Agree, Agree, Neutral, Disagree... or 1-5) questions, so that answers from different faculty can easily be compared.

2.7- Writing Objectives

This is critical enough that even though it is part of Design, it gets its own section. It is worth noting that the vast majority of objectives addressed by the Instructional Design Unit will be in the Cognitive Domain. There are several things to remember about creating good objectives:

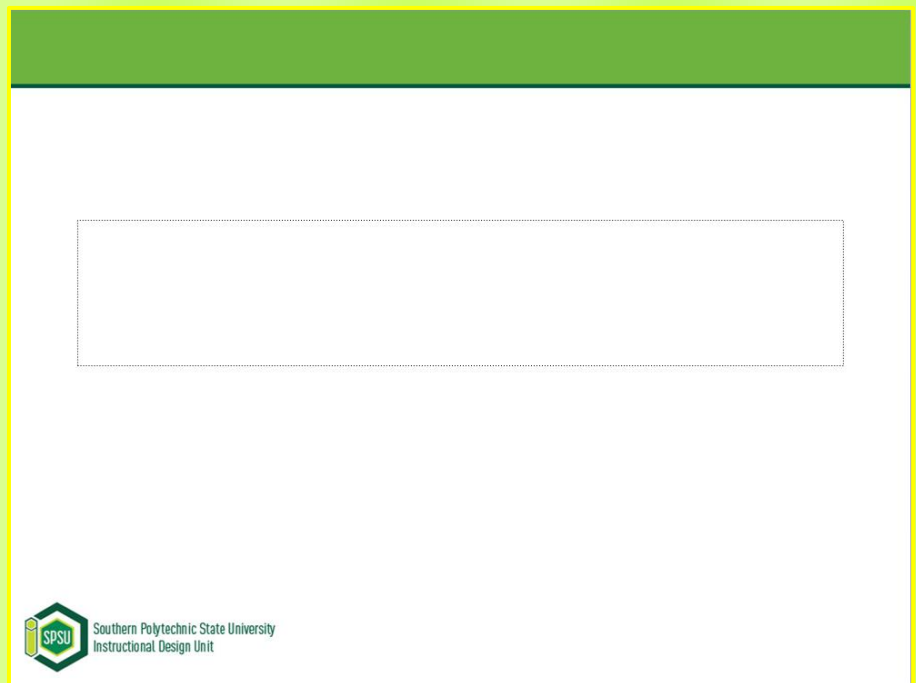


- Framed from the perspective of the end user, not the facilitator.
- They have four parts (The ABCD format):
 - **Audience:** Who is doing the learning activity?
 - **Behavior:** What is the learning activity?
 - **Condition:** What resources will they use to complete the learning activity?
 - **Degree:** At what level must they be able to perform the learning activity?
- Audience statements should usually be more specific than “faculty member”.
- Behavior statements must be observable or measurable. They do not use verbs like “learn” and “understand” because the technology of mind-reading has not yet been developed.

Chapter 3: Document Format and Page Elements

3.1- PowerPoint Background

If the PowerPoint background depicted below does not appear in the Design tab of your PowerPoint program, ask an instructional designer or student assistant where you can get a PowerPoint that has one to use as a template. Afterwards, it should appear automatically as an option. Most of the time, you can apply the “Two Content” layout, and delete the second place holder as a space to put the screenshots.



2 PowerPoint Background

3.2- Font and Font Size

The font and font size should be set up as part of the template. However, you may find yourself needing it up yourself. In the master slide, adjust the fonts to:

- Titles: Arial bold size 28.
- Body text: Calibri regular size 16.



3.3- Title Slides

It is important to first identify what is to be learned and any pre-requisite information the user will need to recall. It should therefore include a conceptual summary (50-100 words) and a bulleted list of the topics covered. The bulleted list should appear below bolded “**Help Topics:**”. In some cases you may want to include an additional bulleted list with common tasks.

What is the Classlist tool?

Classlist is a central location for viewing users’ profiles, homepages, blogs, shared locker files, progress, and enrollment reports. You can use the list to see who is online, message online users, and email individuals or your entire course.

Use the Classlist tool to:

- Enroll and remove users
- View user progress
- Change enrollment roles
- Print the classlist
- Email and message users

Help Topics:

- How do I access the Classlist tool?
- How do I manage and view user information?
- How do I view classlist reports?
- How do I add course participants from classlist?
- How do I view user progress?

3 Title Slide

3.4- Checklist for Title Slides

You should go through this checklist to ensure Title Slides are correct in every PowerPoint:

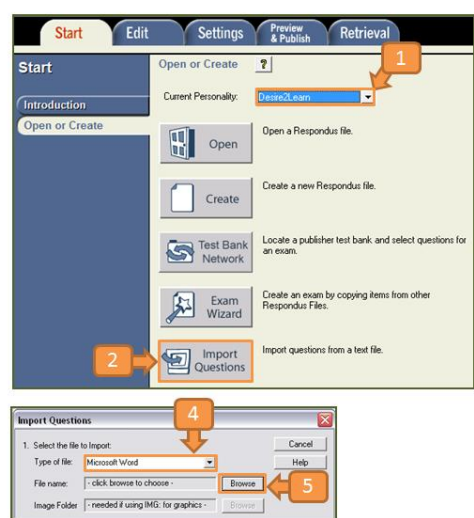
- ☐ Title: begins with “How do I”, ends with question mark
- ☐ Title: Arial, Size 28, bold
- ☐ Intro paragraph: Calibri size 16
- ☐ Uses bulleted list prefaced by bolded text and colon
- ☐ Help topics bullet list prefaced by bolded text and colon, sentence case
- ☐ Order of help topics reflects order of topics in instructions
- ☐ Line spacing is 0 pts (6 pts for rest of document)

3.5- Task Slides

Task slides are generally split in half with instructions appearing on the left and screenshots appearing on the right. Text can take up to half of the screen, but usually takes less. The only limitation on how narrow the space for text is readability. Each line should probably contain at least 4-6 words.

How do I import questions?

1. Select Desire2Learn from the **Current Personality** drop down menu.
2. Click on **Import Questions**.
3. Under Import Questions window, **select the type** of file by clicking on the drop-down menu.
4. Click on **Microsoft Word (DOC)** or **Microsoft Word (DOCx)**.
5. Click **Browse** to find and open your file.



Import Questions

1. Select the file to import:

Type of file: Microsoft Word

File name: . click browse to choose . Browse

Image Folder: . needed if using IMGs for graphics . Browse

Cancel Help

Southern Polytechnic State University
Instructional Design Unit

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4 Task Slides

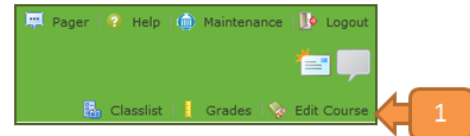
In rare cases where the screenshots are so long that even with cropping and resizing they cannot fit to the right. In these cases, they can be stacked on each other.

3.6- The Access Slide

The first step in almost every handout should begin with the slide about how to initiate whatever tool, program, or process necessary for the completion of all the tasks. Only in rare cases and with rationale in hand should this slide be neglected. The title will always be formed “How do I access [the tool]?”

How do I access the Course Builder tool?

1. On the right side of the course navbar, click **Edit Course**.
2. In the Design section, click **Course Builder**.



5 Access Slide

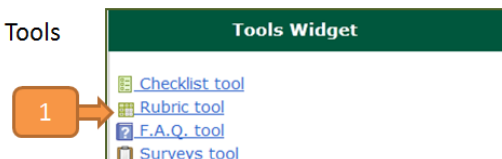
3.6.1- Access tasks with only one step

Often the procedure for accessing a tool is only one step.

- Number the step anyway.
- Do not move the textbox, whitespace is okay.
- Align the screenshot with the step near the top.

How do I access the Rubric tool?

1. Click the Rubric tool link in the Tools widget.



6 One-step Slide

3.6.2- Access tasks with multiple options

"There are two ways to [do action]."

How do I use the canvas? (cont.)

Modules

Modules represent chapters, units, or sections of your course. You must create a module in Course Builder before you can begin adding objects and placeholders.

Placeholders

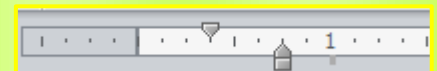
7 Multiple Options

3.7- Spacing

3.7.1- Indent for Numbered and Bulleted Lists

The indent for numbered and bulleted lists should be identical.

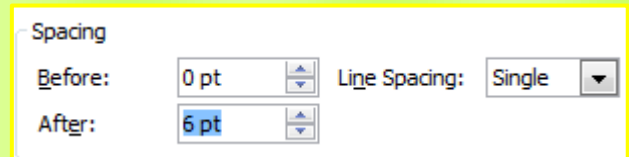
Highlight the text and give it the proper indentation by moving the first line indent to the fourth dash, and the left indent to the seventh as demonstrated in the image to the right.



8 Indent for Numbered and Bulleted List

3.7.2- Between Steps

Steps should have 0 pt spacing before and 6 pt spacing after. To find the spacing menu, right click the text and click Paragraph.



9 Spacing Between Steps

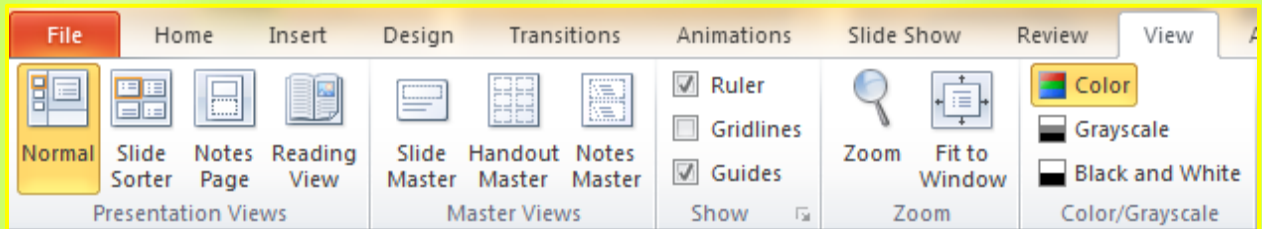
3.7.3- Between Screenshots

Screenshots should never touch one another (unless the screenshot is of a pop-up window, then you can make an exception) or touch the text. The minimum amount of space between them should be a single tick mark on the ruler. Try to keep spacing the spacing between all elements on a page as similar as possible.

3.7.4- Margins

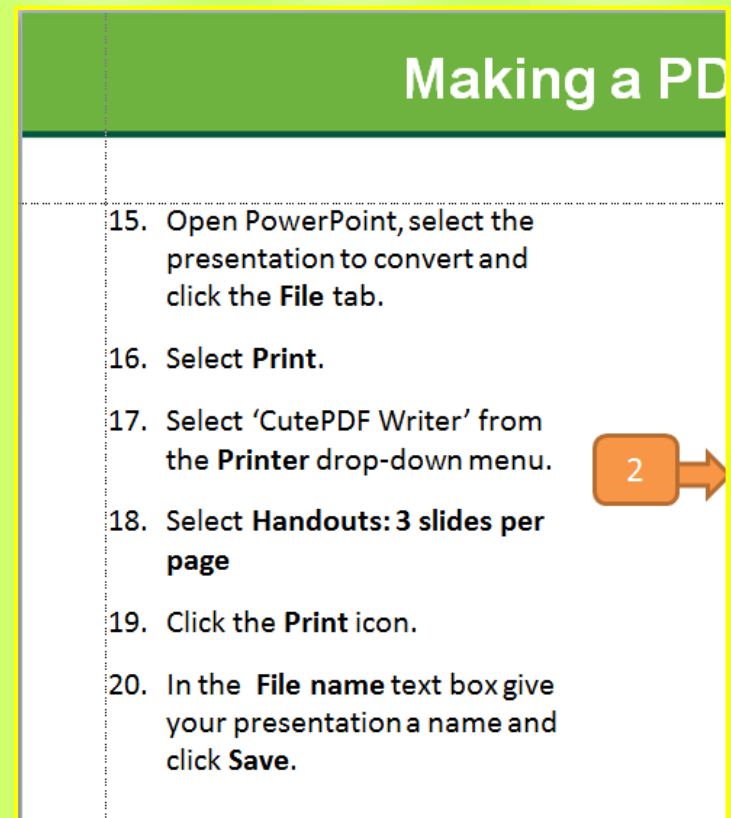
The best way to keep the appropriate margins is to not alter the automatic placement on the left corner of Content text box. If you are editing a document by someone else, or have accidentally moved the Content text box, you can use Guides to make sure alignment is the same across slides.

To see Guides, go to the View tab in PowerPoint and select the checkbox for Guides.



10 Show Guides

The Guides will appear as dotted lines on the document, which you can move by clicking and dragging. They will stay in place as you navigate through your slides.



Making a PDF

15. Open PowerPoint, select the presentation to convert and click the **File** tab.
16. Select **Print**.
17. Select 'CutePDF Writer' from the **Printer** drop-down menu.
18. Select **Handouts: 3 slides per page**
19. Click the **Print** icon.
20. In the **File name** text box give your presentation a name and click **Save**.

2

11 Guides

3.8- Avoid Widows

Widows are lines with only one word. They reduce readability. Sometimes fixing one widow causes another. Just keep working on it until they are gone.

1. Check the box next to the name of the person(s) to unenroll.
2. Click on the unenroll option at the top of the Classlist.
3. In the Confirmation window, click **Yes**.
4. Look for the “**Unenrolled Successfully**” confirmation that appears in the bottom-right corner of your screen.

12 Widow

1. Check the box next to the name of the person(s) to unenroll.
2. Click on the unenroll option at the top of the Classlist.
3. In the Confirmation window, click **Yes**.
4. Look for the “**Unenrolled Successfully**” confirmation that appears in the bottom-right corner of your screen.

13 No widows

3.9- Indicating choice of step

If there are two ways to perform an action, assign one procedure ‘A’ and the following ‘B’. Use capital A and B. Maintain the same spacing as with regularly numbered steps.

To get the list of all your courses:

- 1A. On **My Home** page under the **My Courses** widget click the **Search** button.
- 2A. If you have over 20 courses, you will need to move to the next page to see all the courses.



My Courses

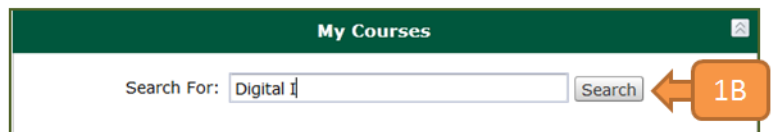
Search For:

Page: 1 of 2

Course Offering Name ▲	Course Offering Code	Semester	Depa
Film Appreciation Section 900 Spring 2012 CO	ARTS 4999		0
Foundations of TADL	TADL 2013		0
2013 Sandbox_kathy_09132012			

To search for a particular course:

- 1B. On **My Home** page under the **My Courses** widget, in the **Search Text Box** type in the course you are looking for and click the **Search** button.



My Courses

Search For:

14 Choices

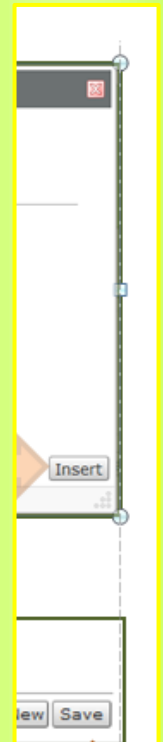
Chapter 4: Screenshots and Bubble Rules

4.1- Usability principles

- ☐ Do your screenshots clearly show the user where to perform tasks?
- ☐ Is each step accompanied by the necessary bubbles, arrows, and highlighting?

4.2- Rules for alignment

When there are multiple screenshots on a page, they should be aligned on one side, or both whenever possible. When you click and drag a screenshot, a grey dashed line will appear when the slides are aligned. Most of the time, align on the left-side facing the text. However, in some cases, space constraints will make it so that aligning on the right-side looks better.

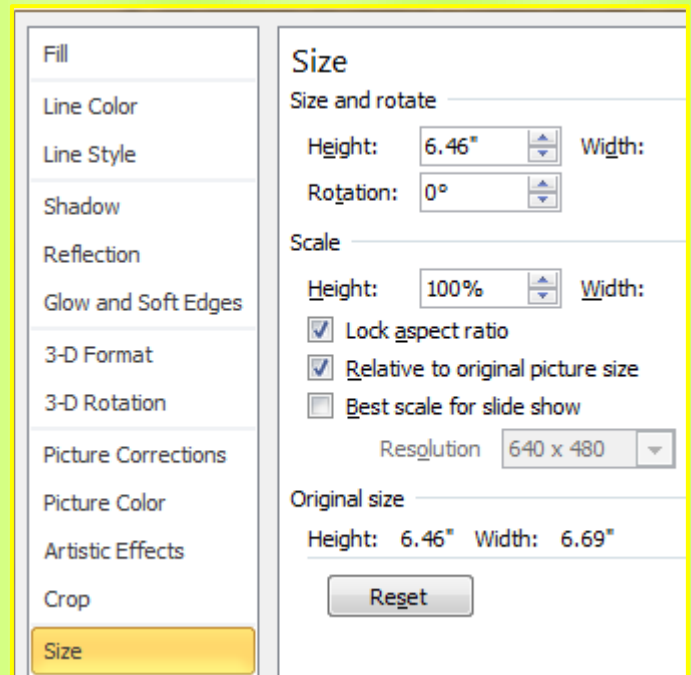


15 Example of the dashed line

4.3 - Rules for resizing

Sometimes screenshots need to be resized to fit on the page. There are two rules to keep in mind:

- Preserve the aspect ratio. You can ensure this via the Format Picture menu. In the Size submenu, you will find a checkbox for Lock aspect ratio. Check it and save the settings, and it should ensure you resize properly.



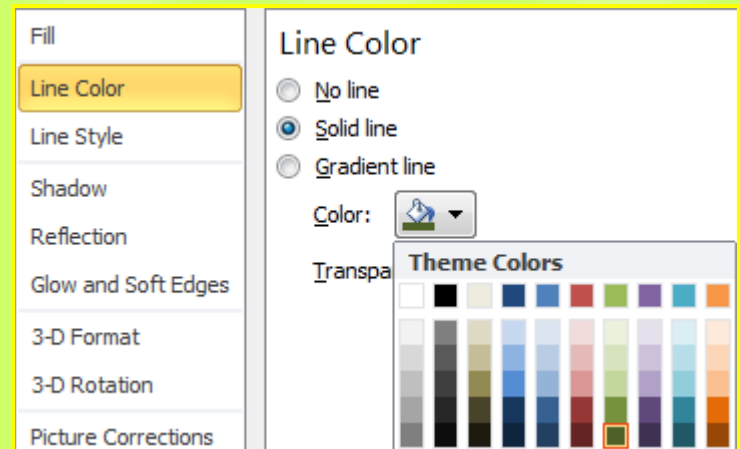
16 Lock aspect ratio

- Do not scale screenshots below 60%. You can check this in the information under Scale in the Size submenu.

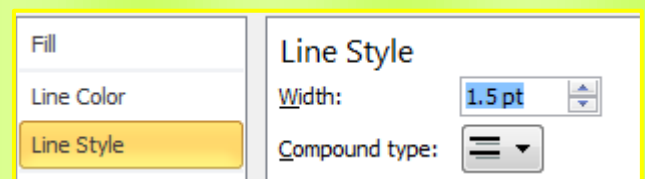
4.4- Rules for border

All screenshots should have a border. You can edit the border properties via the Format Picture menu, in the Line Color and Line Style submenus. Give the line the following properties:

- 1.5 pixels
- Olive Green Accent 3
- Darker 50%



17 Setting the Line Color



18 Setting the Line Style

4.5- Rules for cropping

Size constraints prohibit us from including the entire screen for every step.

- Retain enough elements so that the user can plainly see where the action takes place on the Interface.
- Never include screenshots that have only cropped out a single button or element.
- For screens requiring scrolling

4.6- Rules for bubbles and arrows

Every bubble should be identical in size and color. The properties are:

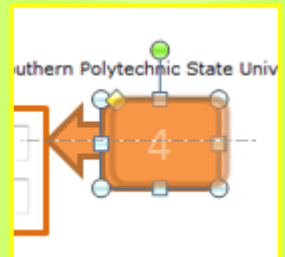
- 0.48" by 0.57"
- Fill Orange, Accent 6
- Line Orange, Accent 6 Darker 50%
- Calibri Regular size 18

Every arrow should also be identical in size and color. The properties are:

- 0.33" by 0.42"

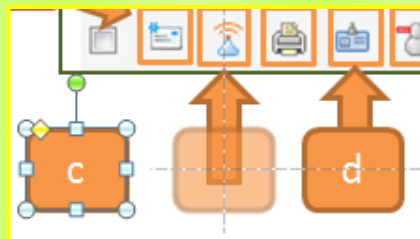
- 90° angle from the bubble
- Fill Orange, Accent 6
- Line Orange, Accent 6 Darker 50%

Every arrow should be centered in the bubble. A grey dashed line will bisect the image when placed properly.

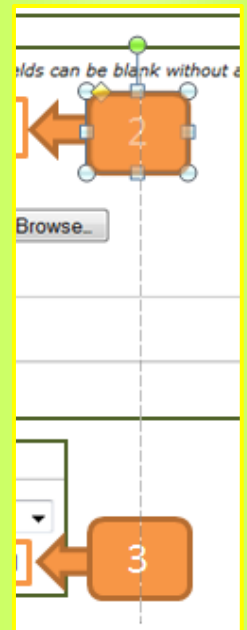


19 Arrow centered in bubble.

When possible, bubbles and arrows should be aligned with one another. This helps create a clean look.



20 Bubbles aligned with one another horizontally



21 Bubbles aligned with one another vertically

Lastly, ensure bubbles and arrows should not cover up important parts of the screenshot.



Chapter 5: Bolded Terms and Notes

5.1- Terms that are bolded

The following terms should be bolded-

- Optional:
- Actions
- Tools
- NOTE:
- The name of any field, dropdown menu, or element within the LMS

5.2- Notes accompanying a specific step

- Notes accompanying a step should be prefaced as usual by NOTE: in all caps.
- They should be the same indention level as the step they accompany.

4. Select an existing grade item or click **New Grade Item** and fill in the details.
5. Enter the highest possible numerical score into **Score Out of** field.
NOTE: It is usually convenient for this value to equal your grade item's **Max Points**.

22 Notes accompanying a specific step

5.3- Notes accompanying a task

- Notes accompanying a step should be prefaced as usual by NOTE: in all caps.
- They should be aligned with the text on both sides.
- They should be bordered by a black 1.4 pixel line.

6. Create a placeholder for an introduction discussion by clicking and dragging the **Create a discussion placeholder** icon into the module you created.
7. To reorder files placed on the canvas, click and drag the **placeholder** into the place you want it until the black line appears.

NOTE: Hierarchy is indicated by indentation. Ensure the black line is aligned with the appropriate level of indentation.

23 Notes accompanying a task

Chapter 6: Grammar and Style

6.1- Use the active voice

Active voice sentences are written in the form.

6.2- Use imperative mood

6.3- Avoid faulty sentence parallelism

6.4- Check for subject and verb agreement

6.5- Spelling

6.6- Capitalization

6.7- Punctuation

The rules of punctuation are as follows:

- Most titles should be a question starting with “How do I” and end with a question mark (?).
- Every step should be a sentence and end with a period (.).
- Avoid using exclamation marks (!).
- If the last word of the sentence is bold, the punctuation mark should not be bold.

6.8- Bloom’s Taxonomy Verbs

Knowledge	Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write
Comprehension	Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell
Application	Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use
Analysis	Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate
Synthesis	Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite
Evaluation	Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify,



Predict, Prioritize, Prove, Rank, Rate, Select



Chapter 7: Notational Conventions

7.1- Abbreviations

If the audience is new, first spell out the word and include the abbreviation in parentheses.

Example: Welcome to Desire2Learn (D2L).

The list of words to abbreviate and how to do so follow:

- Southern Polytechnic State University should be abbreviated SPSU.
- Instructional Design Unit should be abbreviated IDU.
NOTE: Careful! Writing IDU unit is redundant.
- Desire2Learn should be abbreviated D2L.
- Learning management system should be abbreviated LMS.
- Digital media specialist should be abbreviated DMS.

7.2- Desire2Learn Terms

Desire2Learn

Navbar

NOT navigation bar nav bar

My Home

Course Home

7.3- SPSU Terms

7.4- General Terms

Pop-up

Left-side

Right-side



Chapter 8: Quality Characteristics

8.1- Task-Oriented

The focus of the information included should be on the tasks the audience needs to be able to perform. Information is usually presented in numbered steps in chronological order. Conceptual information is included to help understand the tasks, and does not delve into irrelevant information.

Ask the following questions when developing task oriented instructions:

- What circumstances trigger the task?
- Where do users do the tasks?
- What are the steps of the task?
- What are the resources required for the task?
- Why do the users do the task?
- How often do users do the task?
- How long does it take to do the task?
- What is the relevant jargon/terminology?
- What errors can happen performing the task?
- How can the user detect and remedy the errors?
- What bottlenecks can occur performing the task?
- What problems can occur performing the task?
- What are the workarounds for bottlenecks and problems in the task?
- What exceptions to normal procedures are present in the task?

These questions, used with well-developed task scenario/use cases, can ensure the instructions help the learner achieve their goals.

8.2- Conciseness

8.3- Consistency

8.4- Preciseness

8.5- Readability



8.7- Relevance

8.8- Simplicity

8.9- Adequacy

Usability goals must be prioritized. Features that can accelerate tasks for advanced or expert users can confuse basic level users. Identifying the minimum requirements for completing a task is important for keeping the procedure short enough to remember and execute quickly and minimize problems and bottlenecks that will appear for the user. Screenshot crops should only show the portion of the screen required for the user to be able to implement the step.

8.10- Correctness

The information should be verified. The person who writes the instructions should perform the task first. If they need to do research or consult a coworker for help, they should do so at this step. Once the steps and screenshots have been created, a student assistant who has not been working on the project should perform the steps using the instructions and report back or fix any incongruities.

8.11- Error handling

8.12- Minimalist vs. elaborative



Chapter 9: Revising Projects



Appendix I: User Feedback Questionnaire

Attitude and Motivation

1. How do you feel about working with Desire2Learn?
 - ☐ I like working with it.
 - ☐ I do not like working with it.
 - ☐ I have no strong like or dislike working with it.
2. How do you feel about the way Desire2Learn has affected your job?
 - ☐ It has affected my job positively.
 - ☐ It has affected my job negatively.
 - ☐ It has not affected my job either positively or negatively.
3. Would you say Desire2Learn has facilitated or complicated your job?
 - ☐ It has made my job more satisfying/easy/interesting/efficient.
 - ☐ It has made my job more frustrated/complicated/boring/inefficient.
 - ☐ It has neither facilitated nor complicated my job to any significant degree.

Experience and Knowledge

4. Have you participated in any Desire2Learn training programs?
 - ☐ Yes
 - ☐ No
5. Before beginning to use Desire2Learn, how much experience did you have working with any other learning management systems?
 - ☐ Yes
 - ☐ No

If any prior experience, which ones?

Job and Task Factors

6. How would you classify your use of Desire2Learn?
 - ☐ I teach >4 fully online courses.



- ☐ I teach >4 hybrid courses.
- ☐ I teach <4 fully online courses.
- ☐ I teach <4 hybrid courses.
- ☐ I teach no online or hybrid courses.

7. How important is a task using Desire2Learn within your job as a whole?

- ☐ It helps me in one or more minor tasks in my job.
- ☐ It helps me in one or more major tasks in my job.
- ☐ It *is* my job.

8. On average, how often do you use Desire2Learn?

- ☐ Less than an hour a day
- ☐ Up to four hours a day
- ☐ More than four hours per day



Appendix II: Desire2Learn Tools and Functions

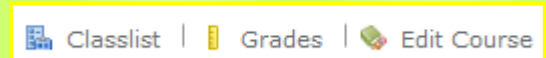
Course Tools

Use this document as a quick reference guide when you need to know the function of each tool within Desire2Learn.

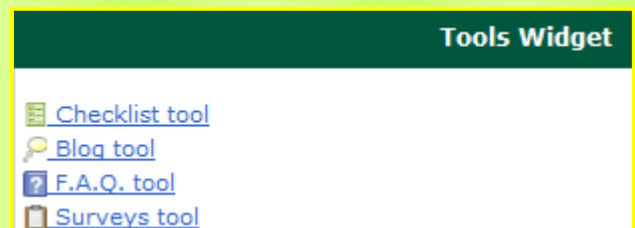
Course Tools are found in the lower left and right navbars and in the Tools Widget on the Course Home page.



24 Left Navbar

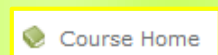


25 Right Navbar



26 Tools Widget

Functions of Course Tools



Course Home: Returns you to the course homepage.

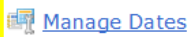
Explanation: The Course Home button serves as a return to the homepage of your course. No matter what section of the course you are in, the Course Home button will return you to the homepage.



Content tool: Organize and present content and activities to students.

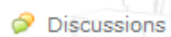


Explanation: Learning Modules are folders that can be representative of each week or topic of the course. All interactions for the week should be presented to the students to eliminate the possibility of students missing critical information or assignments.



Manage Dates: Enter important events and deadlines that will appear in student calendars
Note: Access this tool by entering the Content tool or clicking Edit Course.

Explanation: The Calendar can contain reminders for information that pertains to interactions (quizzes, dropbox assignments, projects, or discussions) within the course or up-coming holidays or events that affect the availability of the instructor.



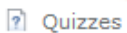
Discussions: Post and respond to messages on specific topics.

Explanation: Discussions are the online equivalent to a forum or face-to-face discussion, but in an asynchronous application.



Dropbox tool: Create a folder for assignments for students or student groups to submit online.

Explanation: Dropbox folders can accept submissions in most file formats. Include clear instructions, grading criteria, and an example of a good submission to communicate the expectations the instructor has of the students.



Quizzes tool: Create quizzes and self-tests.

Explanation: The Quiz tool provides an opportunity for instructors to get an idea of how much information is being understood and retained by students. You can create quizzes, exams, and self-tests. The types of questions could be multiple choice, multiple answer, true or false, matching, fill-in-the-blank, short answer, and essay questions. You can also make quizzes with time limits, randomized questions and answer choices, and/or automatic feedback upon submission.



Chat: Chat with other users in the course in real time, or use the whiteboard to display images.

Explanation: The Chat tool is a synchronous communication tool that allows students and the instructor to interact with each other via typed dialog. The chat rooms can be set up for



group collaborations, a student lounge, or any other means that may enhance the learning experience.



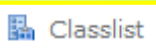
Groups tool: Create groups of students that work together or have similar needs.

Explanation: One person can submit on behalf of a group, or everyone can submit individually their part of the project. You can mix up students by picking randomize groups so that the same people are not always working together.



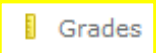
Links tool: Create links to Internet resources.

Explanation: The Links tool is a repository in Desire2Learn for links to different resources outside of the course content.



Classlist tool: View and email course members.

Explanation: The Classlist tool shows all of the users and their role in the course.



Grades tool: Give students grades on the work they have submitted in the course.

Explanation: The Grades tool is a great place to setup the grade book for the course you're developing. Use this as a location to provide students a grade or indicator of how well they are doing on the assigned material.



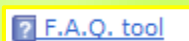
Checklist tool: Create objectives that list the qualitative and quantitative performance expected in your course.

Explanation: The Checklist tool is a way of guiding students through the course material so that they can gauge their progress with the course.



Blog tool: Instructors and students can share information they think will interest others in chronological format.

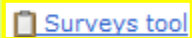
Explanation: The Blog tool is a place where students and instructors can go and share their opinions on current events, or personal narratives to be shared with other members of the course.



F.A.Q tool: Store the answers to questions students frequently ask each semester.



Explanation: If you hear the same questions every semester, this repository can be a central location for students to check. It is also a way to keep students held accountable to expectations.



Survey tool: Poll students on a topic.

Explanation: You can create surveys to find out information about the students in your class to learn their demographics, opinions about content or course structure, levels of proficiencies, or other information.



News tool: Post important information and updates in a central location.

Note: This tool is not actually in the tool widget itself but is right beside it as its own widget.

Explanation: Create News items on the front page that display when students or faculty first log into their course. The information provided in this area can be anything from greetings, assignment/assessment reminders, or tips and suggestions to help students progress with the course.



Appendix III: Strategy 10 of the Complete College Georgia Plan for Southern Polytechnic State University

Date: 22 August 2012

Strategy 10: Implementation of alternative delivery methods

Primary metrics addressed: Fraction of Courses Taught in Hybrid and Online Formats; Increased Access; Enrollment; Degrees Conferred.

Implementation: SPSU plans to expand courses offered in a high-quality format that are cost-effective and meet the needs of diverse learners. Converged courses are offered simultaneously in face-to-face, hybrid, synchronous online, and asynchronous online formats. A student registers for the course (not the modality) and can participate in an asynchronous online discussion one day, switch to a face-to-face lecture another day, and participate in a synchronous discussion another day as required by work, home, health, or learning considerations. Laboratories are offered through simulation, remote access, or bundled in groups of three or four on several Saturdays during a semester to minimize the need to travel to campus. This format allows students to align their particular learning style to the modality of presentation that best suits them for a particular activity.

All learning objects and course materials are available in classroom and interactive online modes, as well as through synchronous webcasts and asynchronous podcasts, thereby enhancing the learning experience of all students. A variety of hardware and software (such as Echo 360 and Camtasia) is used in offering converged courses.

Offering courses in multiple or converged modalities was tested in 2011-12 by SPSU's Information Technology, Industrial Engineering Technology, and Electrical Engineering Technology departments, and this format will be implemented in additional programs starting in 2012-13. We have expanded the number of classrooms equipped to offer converged courses to 16 in Fall 2012. Online orientations have been developed, and all supported online courses are rigorously assessed by outside evaluators.

Responsibility for implementation: Director of Educational Support and Online Learning; Director of Instructional Design; academic deans.

Effectiveness: Increasing the percentage of converged and online courses is part of the strategy to support articulation with the TCSG and enhance access for adult and military learners. Our goal is to increase the percentage of converged and online courses from the current 24.2% to 33% by 2015.



Appendix IV: Instructional Design Unit Assessment Plan and Goals

Unit Name: Instructional Design Unit
Year: 2012-2013
Department Mission: The Instructional Design Unit supports the purpose of the Office Of Faculty Support and Department. We assist faculty developing and teaching hybrid to online courses at SPSU. We share best practices on quality of online teaching and offer various faculty development opportunities and one-on-one sessions with instructional designers and digital media specialist. We also offer hands-on trainings on emerging technology to enhance the online teaching and learning experience at SPSU.
Vision/Mission: The mission of the Office of Faculty Support and Development is to focus on learning excellence by providing integrated support for SPSU faculty as they pursue excellence in teaching, service, professional growth and development, and scholarship by providing staff expertise to guide and assist with planning, development, assessment and delivery of instruction, to provide orientation, training and mentoring, to assure continual exploration of promising delivery alternatives, to provide faculty with a sounding board for idea generation, and to support educational outreach activities.
Goal #1
Review the current Distance Learning (DL) rubric and propose a new version with an emphasis on electronic media.
Goal # 2
Migrate course content and train faculty to transition from GeorgiaView Vista to Desire2Learn.
Goal # 3
Develop a new version of the Teaching Academy for Distance Learning (TADL) course that accommodates the change to Desire2Learn.

Assessment Planning and Results

Goal #1—Objective 1

Objective: Review the current Distance Learning (DL) rubric and propose a new version with an emphasis on electronic media.		
Action Step	Measures	Timeline
Review the current version of DL rubric and identify the missing components	Will fill the gap between new and old distance learning courses to emphasize electronic media.	Fall 2012-Spring 2013



Research and propose alternatives for reviewing DL courses at SPSU	Recommend options to DLTF and help form sub-committee to decide the new DL rubric.	Spring 2013
Train staff in Quality Matters quality matrix testing.	GAP analysis will decide whether to use quality matrix or other review method.	Summer 2013
Recommend the process change to AVPAA.	AVPAA will make final decision on whether process change is implemented.	Fall 2013
Resources required: Access to Quality Matters rubric, Instructional Designers, IDU director, help from DLTF sub-committee members.		

Goal # 2—Objective 2

Objective: Migrate course content and train faculty to transition from GeorgiaView Vista to Desire2Learn (D2L).		
Action Step	Measures	Timeline
Provide migration workshops to all SPSU faculty	Faculty will successfully migrate content from Vista to D2L.	Fall 2012
Encourage all SPSU faculty to attend tools training sessions.	Faculty will be able to successfully use D2L tools to teach their hybrid and online courses.	Spring 2013
Provide online tools training, knowledge base, and tutorials.	Faculty will have access to 24/7 online support as they transition to D2L.	Summer 2013
Resources required: Instructional designers, digital media specialist, CTE computer training room, various technology, and support and assistance from various departments on campus.		

Goal # 3—Objective 3

Objective: Develop a new version of the Teaching Academy for Distance Learning (TADL) course that accommodates the change to Desire2Learn.		
Action Step	Measures	Timeline
Develop self-paced modules online that provide flexibility and independence for participants.	Faculty will complete modules at their own pace.	Fall 2012
Match an in-depth look at the seven teaching principles with current educational technology.	Faculty will develop quality instructional content that reflects an understanding of	Spring 2013



	the seven principles.	
Confirm 100% success for courses developed within TADL.	Courses developed will showcase skills faculty gained in teaching and learning in the online environment.	Summer 2013
Resources required: Instructional designers, digital media specialist, CTE computer training room, various technology, and support and assistance from various departments on campus.		



Sources

Science and Technical Writing A Manual of Style Philip Rubens

ISD From the Ground Up Chuck Hodell

Developing Quality Technical Information: A Handbook for Writers and Editors. IBM Press.

Web Style Guide



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