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**Defense Acquisition University**

**FPD 200 (Instructional Product Design and Development)**

**Assignment for Lesson 2**

**Items you need to complete this lesson’s assignment**

1. Course Participant Text - pages 11-13
2. The ‘Writing Learning Objectives’ refresher reading under the References tab on Blackboard.
3. The work you have already completed.

**Concepts you need to understand to complete this lesson’s written assignment**

Using the selected lesson, course material, and any additional research you choose, these are concepts you should feel comfortable with before engaging in the assigned activities:

* Course goal/performance outcome.
* The differences between Performance Outcome, Terminal Learning Objective, and Enabling Learning Objective.
* Mager-criteria learning objectives for different cognitive levels.
* The differences between assessment and evaluation.
* The relationship between learning objectives and course tests and/or assessments.

**Written Assignment and Discussion Board posts**

Post your responses under the correct week on the class discussion board. You may opt to enter your answers directly as text, or you may scribe them into a Word document and attach that file to the discussion forum.

You can earn up to 10 points per lesson for the quality of the assignment you post and up to 10 points per week for the quality of your discussion board participation/feedback to your peers. Your own posts should be approximately the equivalent of one single-spaced sheet for each question. Depending on the lesson, there may be more than one question. Peer responses should be 1-2 paragraphs.

Consult the grading rubrics for more information.

**Due Date: COB Day 2, Lesson 2**

**This week, you will complete either**

Alternative A and All Students

OR

Alternative B and All Students

ALTERNATIVE A: If your project is an existing DAU product.

Using materials from your project course/module and any other resource you select from the list above:

1. Analyze the objectives. Use the following guidelines:
2. Is the TLO or Performance Objective consistent with the Mager criteria?
3. Are the enabling objectives consistent with the Mager criteria?
4. Do the enabling objectives build (correctly sequenced using Bloom’s Taxonomy) to the terminal learning outcome? How do you know?
5. Are the objectives “referenced” to specific test items and/or performance outcomes?
6. Submit/post on the Discussion Board a written review/critique of the objectives.
   1. What is the relationship between the Analysis activities you completed in Lesson 1 and your learning objectives?
   2. In your opinion, are the levels at which the learning objectives written appropriate for the intended audience?
   3. In your opinion, will the learning objectives prepare the intended students to enhance their job performance or acquire a more complete understanding of their career field?
   4. In your opinion, is the course assessment strategy sufficient to measure and/or observe the students’ performance of the learning objectives?

ALTERNATIVE B: If your project is a new course/module.

Using any project materials available to you and any other resource you select from the list above:

1. Formulate a course goal/performance outcome and write proposed TLOs for the course/module that support that goal.
2. Draft an assessment strategy.
   1. How will students demonstrate mastery?
3. Submit/post on the Discussion Board your responses to #3 and #4. Also, answer these questions:
   1. What is the relationship between the Analysis activities you completed in Week 1 and your project’s performance outcome and TLOs?
   2. How did you determine the levels at which the course goal/performance outcome and TLOs should be written?
   3. What is your rationale for the assessment strategy you selected?

ALL STUDENTS:

1. Propose an assessment strategy. Take a close look at your objectives and/or desired performance outcome.
   1. How will students demonstrate their achievements to you? *NOTE: This should be an overview approach. You are not being asked to write exam questions. You need to articulate what you think at this time, given the info you have based your project’s development lifecycle, is the best way for students to show their achievements.*
   2. How will they receive feedback?
   3. How will instructors differentiate between acceptable and unacceptable student performance? *NOTE: Again, take an overview approach. Are there right and wrong, self-evident answers (as in a math lesson) or will instructors need to make more qualitative judgments as per a case study activity? You are not expected to write answer keys, focus on planning the overall assessment approach.*

All Students:

Discover a site that relates to this week’s topic and that you found interesting. Post the link at the end of your Discussion Board submission. Write one sentence (or two) telling why you chose the link. Avoid posting one of the links already given in the course resources unless you delve deeply into one and have novel information to share. You will do this each week of the course in order to build an annotated resource for our group.