

Instructional Design Project (IDP)

Part 1 (200 points)

2023

How to Be Successful in Creating Your IDP:

READ all directions (especially as you are creating each section);
REVIEW Projects in Part 2 of the Real-World Learning book for examples; and
use the scoring **RUBRIC** while you are developing each section of the IDP.



IDP Product Task:

Develop a lesson that meets the following basic requirements:

1. Pupils are engaged in higher level thinking with the **content** or curriculum (not just the technology)
2. Focuses on an authentic topic
3. Collaborate with at least one other educator in teaching this lesson (this will occur in LITE 537, not this semester)
4. Your pupils *create* a technology product from the tech project approved in your IDP Proposal [Click here to see pupil technology project ideas below.](#)
5. You will create sample student work for your lesson like you would want your students to complete. In other words, do your own lesson as if you are a student in your class. I am primarily interested in the technology objective work as a sample. You are certainly welcome to do both, but I mostly need the technology sample work.

Teaching is teaching is teaching. You may be a P-12 teacher and your lesson will be designed and taught for a specified age/grade/ability level. You may work for a business, organization, a branch of the armed forces, or university; therefore, you will probably design a lesson to teach adults. It could be a training session on any topic but remember that you will be using technology to teach the topic. This IDP is *not generally* recommended for Kindergarten or first graders because of the difficulty of the required technology product. You should discuss this with your instructor if this is a problem. There are always solutions to problems like this.

This project will be developed and completed over two semester courses. In LITE 535 students will design the Actions part of the IDP. In LITE 537 students will revise the IDP, teach the lesson, and write the Impact and Refinement sections.

While most instructional units include several lessons, this Instructional Design Project depicts one lesson in a unit. This IDP is usually the culminating lesson in a unit because of the higher-level thinking activity and because of the technology product pupils must create. Your IDP does not need to include the instruction or assessment of prior lessons.

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Flow of the IDP Process:

WORKFLOW

vised July 2023

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LME 535 IDP

Activities in Development of this IDP	What this means
1. Email your real-world topic to your instructor	This is an authentic curriculum topic that will be the focus of your lesson.
2. ID-1 Bloom's Activities Module (due	You will create student activities for the 19 cognitive processes within the 6 levels of the Revised Bloom's Taxonomy. Later you will select one of the higher-level thinking activities (Analyze, Evaluate, or Create) as a basis for your IDP.
3. IDP Proposal	You will select one of the higher-level thinking activities (Analyze, Evaluate, or Create), design your scenario and two objectives, decide on the Bloom's and Create levels, and develop your assessment rubrics for the both objectives.
4. TS-6 Web 2.0 Tools	You will create 3 technology projects. One of these technology projects could be sample student work for your technology objective for your IDP. The other two projects can be used in your instruction.
5. IDP Completion	Use the IDP Template to complete this lesson plan. You will copy information that you developed in ID-3 to the template. Then finish the IDP with the directions in the IDP Assignment file.



Links within this file to Specific Directions below for this project:

[IDP Project Task](#)

[Standards addressed in this IDP project](#)

[Resources Needed for This Project](#)

[Specific Contents of the IDP](#)

[Save the IDP Template](#)

[Objectives and Standards](#)

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[Student Directions](#)

[Sample Student Work](#)

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[Assessment Rubric for the IDP](#)

[Scoring Rubric for IDP](#)



Standards addressed in this course and Instructional Design Project: (HINT FOR PPD in 590!)

You could use all or parts of this IDP for the following standards in your Professional Portfolio:

Kentucky Teacher Standards

KTS Standard I: Content Knowledge
KTS Standard III: Creates/Maintains Learning Climate
KTS Standard IV: Implements/Manages Instruction
KTS Standard V: Assesses and Communicates Learning Results
KTS Standard VI: Demonstrates Implementation of Technology
KTS Standard VIII: Collaborates with Colleagues/Parents/Others
KTS Standard X: Provides Leadership Within School/Community/Education

Kentucky Professional Growth and Effectiveness System

Domain 1 Planning & Preparation

- A. Demonstrating Knowledge of Content and Pedagogy
- B. Demonstrating Knowledge of Students
- D. Demonstrating Knowledge of Resources
- E. Designing Coherent Instruction
- F. Designing Student Assessment

Domain 2 Classroom Environment

- A. Creating an Environment of Respect and Rapport
- B. Establishing a Culture for Learning
- C. Managing Classroom Procedures
- D. Managing Student Behavior

Domain 3 Instruction

- A. Communicating with Students
- B. Using Questioning and Discussion Techniques
- C. Engaging Students in Learning
- D. Using Assessment in Instruction

American Association of School Librarians

AASL Standard I: Information and Ideas
AASL Standard II: Teaching and Learning
AASL Standard III: Collaboration and Leadership
AASL Standard IV: Program Administration

Association of Educational Communication and Technology

AECT Standard I: Design
AECT Standard II: Development
AECT Standard III: Utilization
AECT Standard V: Evaluation

International Society of Technology Education

ISTE Standard 1: Facilitate and Inspire Student Learning and Creativity
ISTE Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments

EPSB's code of ethics (url:

https://www.wku.edu/educatorservices/code_of_ethics.php)

EPSB Themes: Closing Achievement Gap

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Resources for the IDP:

Computer, Microsoft Office, curriculum resources, Internet, software from the technology skills modules, other educators for collaboration

Resource files provided for the IDP and their purpose:

- [IDP Template](#) (use this form to complete your IDP and submit it to Anthology by the final due date)
- [Authentic Learning](#) (review this file for ideas about an authentic topic)
- [APA Annotated Bibliography](#): How to create (how to create an annotated bibliography)
- [Kentucky Academic Standards](#)
- [NETS for Students \(National Educational Technology Standards for Students from ISTE\)](#)
- [NETS for Teachers \(National Educational Technology Standards for Teachers from ISTE\)](#)
- [KY Framework for Teaching](#)
- [Cooperation vs. Collaboration](#) (This file helps you understand the difference between cooperation and collaboration.)

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Specific Content and Directions for the IDP:

Be sure to review the directions AND the scoring rubric for each section.

1. Resave the IDP Template file with your last name, “IDP”, and your topic.
Example: Logsdon.IDP.Endangered Animals
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2. Use the IDP Template.
 - a. Learning Objectives:
 - i. Copy your objectives from your approved IDP Proposal.
 - ii. Give the text and code for the related student curricular standards from Common Core (for [ELA](#), for [Math](#)); [Next Generation Science Standards](#); [Social Studies C3](#). Locate the related student technology standard for the technology objective (in the Common Core, Next Generation, or C3) or the ISTE Student Technology Standard.
 - iii. Be sure to cite the standards and give the references in the References at the end of your IDP. See how the standards are cited and referenced in the Real-World Learning Book.
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 - b. Connections:
 - i. Copy your Bloom’s level and justifications from your approved IDP Proposal. Give the Bloom’s level, Cognitive structure, and justification from the Bloom’s description and how it applies to your lesson.
 - ii. Describe how you will *collaborate* with other professional educators in teaching this lesson. It is required that you *collaborate* with at least one other educational professional to co-plan, co-teach, or co-assess (I am looking for these words in your discussion) pupil performance. See the file “[Cooperation vs. Collaboration](#)” in the CPI folder.
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 - c. Resources:
 - i. Type bullets and list all resources (i.e., all materials, software, files, assessments that you create, specific technology applications) that will be used during the instruction in this lesson. Your worksheets and rubrics are also resources for this lesson.
 1. Give Text Links, not the raw URL or Internet address. Give the name of your website or link, highlight that name, and then hyperlink it to the URL or link address.
 - ii. Give at least a one sentence annotation for each resource telling how it will be used in the lesson.
 - iii. Link to your resources whether they are online or within your document. If within your document, you add a Bookmark in front of the text you want to link to; then highlight the text you want to link, press CTRL-K, and select the Bookmark.
 - iv. This section is different from the References section later. Resources are materials used by the students and teacher in this lesson. References are sources of content or any information borrowed from other sources in designing this lesson.

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- d. Student Directions and Scoring Rubric: (This section is intended to be duplicated and given to students.)
- i. Project title:
 1. Start a new page and copy the project title and center.
 - ii. Scenario:
 1. Create a real-world scenario that establishes the context of the lesson. This could be real-world simulations or actually doing something in the real world such as creating a public service announcement that will be shared with the school or community or analyzing the river water as a service to the town.
 2. This scenario is **written directly to the students**, as if you are talking to them to set the stage for learning. It should be what grabs their attention to the lesson. For examples, see the lessons in the back of the Real-World Learning Framework book (Maxwell et al, 2016 or 2017)
 - iii. Student Directions:
 1. Give detailed student directions for the assignment; this section could be copied and given to students. These directions are like talking directly to students. It is not written like a typical lesson plan.
 - a. Be sure to number the directions to make them easy to follow for the students.
 - b. Provide any worksheets you need to design after the directions but before the scoring rubric.
 - c. Choice of technology product that pupils will create is appropriate for the content objective, age/grade level of pupils, Create Framework levels, and instructional strategies of the lesson. (See Technology Ideas). Use the approved technology product or software from your IDP Proposal.
 - d. If your students do not know how to do the selected technology, either give directions here or link to a tutorial at their level.
 2. You can add extensions to the project for differentiation.
 3. Scoring Rubric:
 - a. Copy/paste your assessment rubrics from your approved IDP Proposal.
 4. Your scenario, student directions and worksheets, and rubric should be detailed enough that another teacher could take this lesson and implement it with no problems.
 5. There are many samples of projects in your Real-World Learning Framework book (Maxwell et al, 2016 or 2017).

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- e. Sample Student Work:
1. Begin a new page entitled “Sample Student Work.”
 2. Create model student work for Technology objective that you would want your students to create. Be sure that you clearly address the objectives as you have identified them. You will create a pupil product for your lesson like you would want your pupils to design. In other words, pretend you are a pupil in your class and create the product (for both objectives) you are asking pupils to create. Do not copy and submit an online project, the idea is for **you** to do your own lesson for both objectives. You may use a technology project that you created in

the TS-6 Web 2.0 Tools module if it matches your technology objective.

3. Use your Technology objective rubrics to assess your own work. So, after your Student Sample Work, paste a copy of your rubrics and assess your sample work along with any feedback you would give the “student”. For examples, see the lessons in the back of the Real World Learning Framework book (Maxwell et al, 2016 or 2017)

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f. **References:**

- i. Include five or more annotated APA references for information and sources you used in your lesson. Be sure to cite information you used within the lesson.
- ii. Annotations should describe source contents and how source was used in creating the lesson.
- iii. See “APA Annotated Bibl” file for format. See [Sample References file](#).
- iv. You must cite and reference any “borrowed” information whether it is pictures, assessment rubrics, lesson ideas, or anything used in your lesson that is not your original idea.

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- g. Complete the **LITE 535 Personal Reflection for IDP**. It is appended at the end of the IDP template.



3. HOW TO SUBMIT YOUR IDP:

- a. Embed your IDP lesson file as a Google Doc on your 535 Instructional Design webpage.
- b. Embed your sample student work on your website on your 535 Instructional Design webpage.
- c. Upload your IDP file as a MS Word file or pdf to BlackBoard.

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Technology Ideas:

One requirement of this IDP is that your pupils create a technology product. The following are options for this product. *Your instructor must approve any other product. (At this point in this process, he’s probably already done that.)*

1. Web 2.0 Production Tools – pupils create product with a Web 2.0 tool. Your instructor must approve the tool prior to including it in your IDP.
2. Website – pupils create a blog website with at least 2-3 web pages, 2-3 posts with comments from other pupils in the class, 3-4 pictures/graphics on pages, 2-3 links, other multimedia additions are optional
3. Video – could be animation, interactive video, or digital story with still images

4. Spreadsheet – teacher creates a spreadsheet with at least five columns of information, 10 detail lines, and three types of formulas, and 15 questions for pupils to answer. (This module completed in LITE 537)
5. Desktop Publishing – pupils create an 8-page booklet signature or two-page newsletter. Software that pupils could use include MS Publisher, Adobe In Design, Serif Page Plus (free), or other program approved by your instructor. MS Word or Works may not be used for this project. (This module completed in LME 537)
6. Infographics – pupils create a creative infographic using any online Web 2.0 tools for infographics
7. Any other technology with permission from your instructor

MS Word and MS PowerPoint (or any similar tool like PowerPoint such as Google Slides or SlideShare) are not options for this project. They are too commonly used.

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Another Extra Credit Opportunity: Are you really reading this assignment? If so, email your instructor two new things that you learned when preparing your IDP. Do not tell other students about this, let's see how many find this opportunity for themselves. Responses will be awarded up to 10 points.

Scoring Rubric for the Instructional Design Project:

<p>OBJECTIVES (10 points)</p>	<ul style="list-style-type: none"> • Objectives unclear whether they are content or technology • No evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues • No standards are given or they are not related to the objectives • Cites no standards source and date 	<ul style="list-style-type: none"> • Either content or technology objective is missing • Little evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by incorrect use of verbs or context clues • Gives inappropriate student standards for either or both objectives • Cites some but not all standards source and date 	<ul style="list-style-type: none"> • One content objective and one technology objective • Evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by correct use of verbs but context clues may not be clear • Gives appropriate student standards for both objectives • Cites standards source and date 	<ul style="list-style-type: none"> • One content objective and one technology objective • Clear evidence of higher level thinking in the Content objective (Analyze, Evaluate, or Create level of Bloom's) <i>by correct use of verbs and context clues</i> • Gives excellent and appropriate student standards for both objectives • Cites standards source and date • Accomplishes all of the above on the first attempt
<p>CONNECTIONS (30 points)</p>	<ul style="list-style-type: none"> • Incorrect identification of Revised Bloom's Taxonomy level and no cognitive process given • No discussion of 	<ul style="list-style-type: none"> • Incorrect identification of Revised Bloom's Taxonomy level and/or cognitive process or justification 	<ul style="list-style-type: none"> • Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification • H. Description of true 	<ul style="list-style-type: none"> • Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification • Description of true <u>collaboration</u> with at least one professional educator when planning, teaching, <u>and</u> assessing pupil performance in this lesson.

	<p>collaboration with other professional educators; discussion of how you will conduct lesson alone</p>	<ul style="list-style-type: none"> • H. Description of collaboration in very general terms and does not indicate professional educators you will work with or may describe only cooperation 	<p><u>collaboration</u> with at least one professional educator when planning, teaching, or assessing pupil performance in this lesson.</p>	<ul style="list-style-type: none"> • Accomplishes all of the above on the first attempt
<p>RESOURCES (10 points)</p>	<ul style="list-style-type: none"> • Only 1-3 print/media/technology are listed. • Few of the instructional documents, worksheets and assessments are listed and files are included in the Appendix • Very short description telling how resources are used in the lesson or incomplete sentences. 	<ul style="list-style-type: none"> • Not all specific print/media/technology is listed. Some obvious items are left out or discussed in very general terms. • Not all instructional documents, worksheets and assessments are listed and some files are included in the Appendix. • Very short description telling how resources are used in the lesson or incomplete sentences. 	<ul style="list-style-type: none"> • All specific print/media/technology is listed. • All instructional documents, worksheets and assessments are listed and files are included in the Appendix. • 1 sentence description telling how resources are used in the lesson. • No additional technologies are used to enhance instruction. 	<ul style="list-style-type: none"> • All specific print/media/technology is listed. • All instructional documents, worksheets and assessments are listed. • 2-3 sentence description for each resource telling how this resource is used in the lesson. • 1-2 additional technologies are used to enhance instruction. • Accomplishes all of the above on the first attempt
<p>ASSESSMENT (30 points)</p>	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Assessment scoring rubrics do not address either objective. • Scoring rubrics do not have four levels and they may not quantify and qualify criteria at each level. • No alignment among assessment, instruction, and each objective 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Assessment scoring rubrics do not address both objectives. • Scoring rubrics do not have four levels or they may not quantify and qualify criteria at each level. • Alignment among assessment, instruction, and each objective is not evident 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Assessment scoring rubrics address both objectives. • Scoring rubrics have four levels and quantify and qualify criteria at each level. • Alignment among assessment, instruction, and each objective is evident 	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Assessment scoring rubrics are creative and clearly address both objectives and learning characteristics of pupils. • Scoring rubrics have four levels and clearly quantify and qualify criteria at each level. • Direct alignment and correlation among assessment, instruction, and each objective • Accomplishes all of the above on the first attempt
<p>INSTRUCTION or Student</p>	<ul style="list-style-type: none"> • Directions do not address 	<ul style="list-style-type: none"> • Directions do not clearly 	<ul style="list-style-type: none"> • Detailed directions that 	<ul style="list-style-type: none"> • Detailed creative directions that clearly address student

<p>Directions (30 points)</p>	<p>student level and is not accurate content for both learning objectives.</p> <ul style="list-style-type: none"> • Instructional activities do not connect objectives, assessment, age/ability level, identified standards. • Directions do not provide any evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils do not create a technology product. 	<p>address student level and is not accurate content for one of the learning objectives.</p> <ul style="list-style-type: none"> • Instructional activities poorly connect objectives, assessment, age/ability level, identified standards. • Directions do not provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils create a technology product that does not meet lesson requirements. 	<p>address student level and accurate content for both learning objectives.</p> <ul style="list-style-type: none"> • Instructional activities connect objectives, assessment, age/ability level, identified standards. • Directions provide evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils have the opportunity to create one technology product that meets lesson requirements. 	<p>level and accurate content for both learning objectives.</p> <ul style="list-style-type: none"> • Instructional activities clearly connect objectives, assessment, age/ability level, identified standards. • Directions provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils have the opportunity to create 1-2 technology products that meet or exceed lesson requirements. • Accomplishes all of the above on the first attempt
<p>Use of Technology and Sample Student Work (30 points)</p>	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Pupils use of technology in this lesson is not aligned with 3-4 of the following: objectives, assessment, age/ability level, identified standards • In this lesson pupils do not create a technology product at all. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is very poor 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Pupils use of technology in this lesson is not aligned with 1-2 of the following: objectives, assessment, age/ability level, identified standards • In this lesson pupils do not create a technology product that meets the lesson requirements; i.e., does not use one of the required programs or does not create a 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards • Lesson requires pupils create a technology product that meets the lesson requirements. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is good with 3 or less mistakes. <p>SAMPLE STUDENT WORK</p>	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards • Lesson requires pupils create a technology product that meets the lesson requirements. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is excellent with no mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> • Creates excellent model student project that clearly meets the criteria of objective, projects would score a level 4 on your own IDP rubrics • Accomplishes all of the above on the first attempt

	<p>with more than 10 mistakes.</p> <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> Creates sample student project that does not meet any of the criteria of IDP objective, or projects would score a level 1-2 on your own IDP rubric 	<p>required product</p> <ul style="list-style-type: none"> Your use of word processing features (such as word wrap, use of ruler markers, table management) is poor with 4-10 mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> Creates sample student project that meets some of the criteria of IDP objective but not all, or projects would score a level 2 on your own IDP rubrics 	<ul style="list-style-type: none"> Creates sample student project that clearly meets the criteria of IDP objective, projects would score a level 3 on your own IDP rubrics identified in the Context section 	
REFLECTION AND SELF-EVALUATION (30 points)	<ul style="list-style-type: none"> Names 1-2 general areas in which you need professional development (PD) with no discussion. Names 1-2 consideration for diversity of pupils with no discussion. Identifies 1-2 possible collaboration efforts with other professionals but no discussion. Lists 1-2 positive dispositions from the syllabus but no discussion. Self-evaluation is incomplete with 6-9 areas in the rubric not rated or 6-9 justifications are missing. 	<ul style="list-style-type: none"> Identifies one area in which you need professional development (PD) or discusses two areas in very general terms. Discusses one point of consideration for diversity of pupils or discussion very general. Discusses one point of discussion of possible collaboration with other professionals or discussion is very general. Discusses 1 positive disposition or discussion very general. Self-evaluation is incomplete with 1-5 areas in the rubric not rated 	<ul style="list-style-type: none"> Identify 2 areas in which you need professional development (PD). Describe each specific PD you need. Discusses 2 points providing clear, appropriate consideration for diversity of pupils. Discusses 2 points providing discussion of possible collaboration with other professionals Discusses 2 positive dispositions. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. 	<ul style="list-style-type: none"> Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the training, and new skills you will apply to your professional work setting. Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils. Discusses 3 or more points providing comprehensive discussion of possible collaboration with other professionals Discusses 3 or more points providing excellent discussion of positive dispositions. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. Accomplishes all of the above on the first attempt

		and/or 1-5 justifications are missing.		
REFERENCE S (30 points)	<ul style="list-style-type: none"> Listed at least two references, used APA format with many errors; No annotations or give very little detail of source contents and how source was used in creating lesson Very few citations Provides no reference(s) for standards from Objectives section 	<ul style="list-style-type: none"> Listed at least three references, used APA format with some errors; Annotations give little detail of source contents and how source was used in creating lesson Not all “borrowed” information was cited or incorrect APA format Provides some but not all reference(s) for standards from Objectives section 	<ul style="list-style-type: none"> Listed five references, used correct APA format with few errors; Annotations give detail of source contents and how source was used in creating lesson All “borrowed” information cited in correct APA format with 1-2 mistakes Provides reference(s) for standards from Objectives section 	<ul style="list-style-type: none"> Listed more than five references, used correct APA format; Annotations give two sentences—one gives the source’s contents and the second tells how the source was used in creating lesson. All “borrowed” information (even pictures) is cited in correct APA format. Provides reference(s) for standards from Objectives section Accomplishes all of the above on the first attempt

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4. Highlight the text or image that you want to link ***FROM***. Then click on the 'link' button or press CTRL-K. When the dialog box appears, Click "Document", Click "Locate", Click the arrow in front of Bookmarks if you do not see the list of Bookmarks, then select your bookmark from the list of named bookmarks in the current document, Click OK.
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For more information on creating links, visit http://www.internet4classrooms.com/msword_hyperlink.htm.