

Instructional Design Project (IDP)

Part 1 - Design (150 points)

How to Be Successful in Creating Your IDP:

READ all directions (especially as you are creating each section)

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
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. (This can – and should – be accomplished during your Tech Tools Module.)

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. While this IDP is *not generally* recommended for Kindergarten or first graders because of the difficulty of the required technology product, I also recognize that this is sometimes an issue and you have to deal with the hands you're dealt. One potential solution is to go to the Apply level of Bloom's, rather than Analyze or higher. You should discuss this with your instructor if this is a problem. There are always solutions to problems like this.

This is a two-part assignment, both completed in LITE 535. You will create the IDP first, and then after teaching it, you will complete your Reflection assignment.

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:

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. Revised Bloom's Activities Module	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. Objectives & Assessments Module	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 levels, and develop your assessment rubrics for both objectives (content AND technology).
4. Tech 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.



Standards addressed in this course and Instructional Design Project: (HINT FOR PPD in LITE 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, found on Blackboard, to complete your IDP and submit it to Blackboard)
- [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](#)

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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. [I recognize there may be unusual circumstances where your standard does not fit neatly into these categories. Let me know if there is an issue. We can definitely find a standard that will fit!]

- 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.
- iii. Describe how your IDP shows best practices of Universal Design for Learning (UDL) as most applicable in your particular teaching situation.

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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.
- 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, UDL, 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.

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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 Tech 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.”

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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. 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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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.*

Please also note that these are suggested parameters, not chiseled in stone.

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.
5. Desktop Publishing – pupils create a multi-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 Google Docs may not be used for this project.
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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Instructional Design Project

Name:

Date:

Lesson Grade Level:

Subject:

Real-World Topic:

Lesson Title:

Name:

Date:

Lesson Grade Level: _____

Subject: _____

Real-World Topic: _____

Lesson Title: _____

Objectives/Standards:

Objective	Standards (with citations)
Content Objective:	
Technology Objective:	

Connections:

How does your lesson address the following?	
A. Revised Bloom's Level	Level/Cognitive Structure: Justification:
B. How will you <i>collaborate</i> with other educational professionals in this lesson?	
C. How does your IDP demonstrate best practices of Universal Design for Learning (UDL)?	

Resources:

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Type your lesson title here

Scenario:

Student Directions:

Student Worksheet:

Scoring Rubric:

Sample Student Work

Sample work for the Technology Objective:

Evaluation with Rubrics: (paste a copy here with an extra column on the right to give feedback)

References (Annotated APA Style)