

IDT 995 – Scholarly Project Course Requirements

Course Goals

The Scholarly Project is the IDT program's capstone course designed to provide an opportunity for students to demonstrate professional competency as an instructional designer, including the opportunity to:

- demonstrate professional competence in the Instructional Design process;
- demonstrate professional competence by developing useable instructional materials;
- engage in a comprehensive formative evaluation of the complete package of produced materials;
- develop a final portfolio product.

Course Requirements

You will develop an instructional product using an instructional design model of your choosing. You will develop the product "from cradle to grave." This is equivalent to the process and design document that you created in the IDT 520 and 525 classes, and that document should serve as your model in this regard. We will, however, be looking for the equivalent of "A" work in those classes, so strive to do that level of work in this project.

You will be personally responsible for making all of the instructional design and development decisions. While you may consult with any IDT faculty member, student, or other knowledgeable person, you are ultimately responsible for all decisions. The nature of your support and interactions with the IDT faculty should be commensurate with those that are appropriate for a practicing instructional designer to have with his or her peers on the job.

You will be required to publicly display your products at an oral examination that will be open to other IDT students. However, your final evaluation of your project will be conducted by the IDT faculty in a closed session.

You will be required to:

- Submit project proposal for approval by your IDT advisor.
- Submit topic proposal for approval by the Graduate School.
- Prepare a complete instructional design document including decisions on problem identification, goal analysis, learner and setting analysis, and other appropriate front end analysis elements.
- Prepare appropriate instructional support materials including but not limited to: teacher guides, student guides, instructional aids, visual aids, and assessment tools.
- Design, implement, and write up the results of a multi-method evaluation process at the formative level.
- Prepare the final package of instructional materials and accompanying documentation.
- Successfully defend all design and development decisions before a panel of ID&T faculty.

NOTE: Because of the confines of the semester system, it is strongly recommended that students work self-paced paper-based materials for an instructional unit between 30 minutes and one hour. Other media will need to be approved by the ID&T faculty. Projects outside of the one outlined here may be done, but must be approved by the supervising ID&T faculty member. If you designed a facilitator-led unit for your IDT 520/525 project, you may be able to do so for your scholarly

project as well. Development of teacher/facilitator-led instruction requires different skills (e.g. guiding others to teach) and material (e.g. teacher guide, student guide), so prior experience is very helpful.

Course Procedures and Timeline

Below is a list of procedures and an ideal timeframe for completing the Scholarly Project. Please note that you can only register for IDT 995 in the Spring or Fall semester. Additionally, you will most likely not be able to complete the Scholarly Project in one semester. You are expected to complete the Proposal Form, Front-End Analysis, and Design Documentation in the semester that you are registered for the course. In the following semester you are expected to develop, implement, and evaluate your instruction, in addition to completing your final defense. *Note: We are aware of financial constraints, therefore, if you need to register for IDT 995 in the second semester of project completion, let your advisor know.*

It must be understood that the purpose of this is to certify that you can manage the instructional design and development process with minimal supervision. This means that while a supervising faculty member will help with reviews and guidance, you must make and, ultimately, defend all of your design and development decisions. Success in the course depends not on your ability to make the same decisions that the supervising faculty member would make, but rather on your ability to successfully defend the decisions that you do make.

	Procedures	Timeline
First Semester	1. Register for IDT 995: Scholarly Project	Spring or Fall Semesters Only
	2. Submit Scholarly Project Topic Proposal Form to Advisor	First 2-3 weeks of semester
	3. Submit Topic Proposal Form to the Graduate School	Once approved by advisor
	4. Complete Front-End Analysis and Design Documentation (Similar to IDT 520 course).	If you would like feedback the committee to review your design document, please submit to your committee by Week 12.
	7. File Application to Graduate with Graduate School	To be safe, submit 2 weeks prior to the end of the semester. You can also check the Academic Calendar for the final submission date.
Second Semester	8. Develop, Implement, and Evaluate instruction (Similar to IDT 525 course).	Second Semester of Project (take advantage of summer/winter break)
	9. Schedule Oral Defense with Committee	About 10-12 Weeks into semester
	10. Submit Defense Documents to Committee (discuss with your advisor about to distribute documents to committee).	2 weeks prior to scheduled Oral Defense
	11. Oral Defense	Note: If you are distance student, your Oral Defense is done through Adobe Connect.
	12. Graduate	

Design Documentation Review (Optional)

You have the option to submit your design documents materials to your committee for review before starting work on your development, implementation, and evaluation as noted on the timeline above. At this point, the committee will offer feedback and guidance or schedule a meeting with you to discuss your Scholarly Project if necessary.

Oral Defense

All candidates must defend their design and development decisions to an ID&T committee of at least two faculty members. The oral defense will consist of questions specific to the candidate's project, and generic to the field of Instructional Design & Technology. For example, if the candidate elects to use a particular instructional design model, the candidate could be asked to explain the rationale for choosing that model over a different model. Or, if a candidate chooses to create self-paced product instead of a leader led product, the candidate may be asked to defend the instructional method or choice of media used. Candidates typically present a 10-15 minute overview of their project, process, findings, etc. via PowerPoint and/or other tools.

Additionally, do not plan to defend your project in the summer unless it is very early on and/or you have verified with your committee that they will be available. Not all faculty teach in the summer, and when we are off contract, we are not compensated in any way for work done on campus. Accordingly, we tend to be pretty scarce because of vacation or neglected scholarship.

Committee

Your committee currently includes all IDT faculty, Dr. Mark Grabe, and Henry Borysewicz. It is your responsibility to contact and schedule your defense independently- your advisor does not do this for you. We suggest you use www.doodle.com or some other equivalent scheduler.

Defense Documentation

Discuss with your advisor and committee members about whether or not they would prefer a printed and bound copy of your materials or an electronic version. Regardless, you must provide copies to each of your committee members a **minimum** of 2 weeks in advance of your scheduled Defense date. Failing to do so may result in not being able to defend as planned.

Your final defense documentation should **definitely not be drafts**, but should be in your mind the best possible work that you can do, and which is equivalent to what any professional instructional designer would do given time and resources. Appearance counts- put a display cover sheet on your work, use title pages, number your pages, and definitely attend to spelling, grammar, and appearance.

- If providing printed copies, they must be presented in a bound fashion of some sort (such as 3-ring binder).
- If you have any multimedia materials, discuss with your advisor on how best to display and distribute the materials.

Oral Defense Tips

- Don't get defensive, even though it is your defense.
- Our job is to ensure that you are a competent instructional designer by the time you graduate. To do this, we will hold you to the highest standards for your project so that we can document for ourselves that you are proficient (which helps us make recommendations for jobs, for example), and so that you have an exemplar process and document that you can refer to in the future.
- We will ask you questions about your project, ask you to defend the decisions you made, and otherwise engage you in a professional discussion of your work, as we would a colleague. Remember that our goal is not to criticize, but to provide constructive criticism that will make you and your project better.
- Nobody likes to hear that their work was imperfect in some way, and it is hard not to take it personally. And yet we all get criticism of this nature, much of it significantly harsher than what you may hear from us. We get feedback on our grants and our articles, which usually take longer and involve more than a scholarly project; it is the nature of this field.
- Know that our suggestions and requirements do not necessarily imply that you will not pass—everyone who has passed their defense has had modifications of some kind to make.