| INSTRUCTIONAL DESIGN CERTIFICATE PROGRAM | | | | | | |
|---|--|--|--|---|--|--|
| ı | LEARNING OUTCOMES | Exceeding | Meeting | Developing | Not Meeting | Institutional Outcomes |
| ID1 | Explain current learning theory and how it applies in varied instructional situations | Using current research, the learner can explain a variety of learning theories and their evolution over time as well as how they apply in daily instruction. | Learner can explain a variety of learning theories as well as how they apply in daily instruction. | Learner can explain basic learning theories as well as how they apply in daily instruction. | Learner does not demonstrate an understanding of learning theories or cannot apply those theories to daily instruction. | Critical Thinking, Cultural Competence, Communication Competence |
| ID 2 | Utilize backwards design to align learning outcomes with relevant assessment strategies | Assessments demonstrate exceptional skill in creative design, critical thinking, and technological applications. Learner-created assessments are both valid and reliable measures of student learning that effectively utilize backwards design. | Assessments demonstrate skill in creative design, critical thinking, and technological applications and apply backwards design methods. | Assessments demonstrate basic skill in creative design, critical thinking, or technological applications and attempt to use backwards design methods. | Assessments do not demonstrate basic skill in creative design, critical thinking, or technological applications. | Critical Thinking, Design Competence |
| ID 3 | Design educational media that is instructionally effective, visually pleasing, and user-centered | Instructional media demonstrates exceptional creativity and critical thinking as well as an in-depth understanding of cognitive science. Products support student learning through thoughtful, incremental, and creative instruction. Design is visually interesting and builds engagement. | Instructional media demonstrates creativity and critical thinking as well as an understanding of cognitive science. Products support student learning through thoughtful, incremental instruction. | Instructional media demonstrates a basic understanding of cognitive science or design principles. Products support student learning and apply basic technology tools. | Instructional media lacks consistent application of cognitive science and design principles. Significant revision required to meet learning needs or poor application of technology. | Critical Thinking, Cultural Competence, Design Competence |
| ID 4 | Apply current research in educational technology and communicate findings to stakeholders | Learner is able to effectively communicate educational technology trends to a variety of stakeholders. Communication is customized to the needs of each group of stakeholders and is grounded in educational research. Learner is able to share research findings and trends in a way that is practical, clear, and jargon-free. | Learner is able to communicate educational technology trends to a variety of stakeholders, grounding their findings in research. | Learner is able to communicate some basic educational technology trends to stakeholders using educational research as support some of the time. | Learner is unable to communicate effectively about educational technology trends or does not ground their findings in research. | Communication Competence, Cultural Competence |
| | to stake folders | practical, clear, and jargon-nee. | | | | |
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