This packet provides you with several tools to help you design, develop, and critique instructional units. It is helpful to review it *PRIOR* to starting an instructional design project, *DURING* each phase of instructional design, and at the *END* point when the instruction will be reviewed or implemented. Thus this packet acts as an advance organizer, status checkpoint support, and final critique for instructional design projects.

MULTIPLE PERSPECTIVES: The first tool is the "Multiple perspectives … Thinking like… instructional designers, instructors, and learners" checklist. In each section you are prompted to think about key questions that each of these stakeholders ask when reviewing overall quality of instruction to prompt content learning.

EVENTS OF INSTRUCTION: The second tool is a rubric based on Gagne's 9-events of instruction and related instructional design and learning principles. Gagne studied the cognitive functions of learning and found that when external variables (instruction) aligned with each of the nine (9) internal cognitive learning functions, learners were more likely to learn content through the instruction. This rubric queries each of the 9-events and prompts for the strength of each event as represented in the instruction. Sub-queries relate to specific instructional and theoretical principles of importance. Your role is to review the target instructional unit, rate each element, sum the column ratings, add column ratings together and write the total score to the title line of the page. The higher the score (out of 75) the stronger the instructional unit is in including the 9-events of instruction.

INSTRUCTIONAL AND MESSAGE DESIGN: The third tool is a quality rubric for specific instructional design and message design principles. Your role is to review the target Instructional Unit and rate each item. The higher the score (out of 50) the stronger the uses of instructional design and message design principles.

OVERALL RATINGS: The final three questions prompt an overall rating for the unit's instructional quality, creativity in learning design, and use of instructional and message design principles. The broad nature of these questions require that you think about the instruction in multiple ways – from the three perspectives of ID, instructor, and learning … the use of 9-events… the incorporation of instructional design, learning, and message design principles.

Confluence of these reviews: The first tool prompts you to think about the overall Instructional Unit from *different perspectives*. The second two tools will be helpful in identifying the Instructional Unit's areas of *strengths and enhancements,* from learning and instructional principles. The third tool prompts for *overall rating* across the unit. It is critical to be honest in reviewing and rating each item in each of the checklists and rubrics.

These ratings are not easy to determine, given the complex nature of learning, instruction, message design, and multiple stakeholders involved with instruction. However this type of thinking and reflection can help you develop a deeper understanding of instruction and the complex relationships among instruction, learning, messages, and delivery. This can be helpful in predicting how successful an Instructional Unit under review will *perform*, and support learning, when it is implemented.

Thinking like… instructional designers, instructors, and learners

AS AN INSTRUCTIONAL DESIGNER	No ☑	Partly ☑	Yes ☑
For unit…			
• do instructional goals, learning objectives, strategies, technology tools, assessments align with each other?	☐	☐	☒
• do instructions/guidelines clearly describe assignments (e.g., introduce, explain goals of activities, describe how to complete the assignment, provide learning outcomes, describe how learning will be assessed)?	☐	☐	☒
• do assignments include a summary/debrief to help learners reflect on new content?	☐	☐	☒
• is there integration of communications among instructor, peers, and/or others?	☐	☐	☒
• are there clear grading guidelines or rubrics to support each assignment?	☐	☒	☐
• do resources (e.g., readings, graphics, manipulable resources, media) support (focus on) expected learning?	☐	☐	☒
• is it organized in a logical order that supports learner navigation through the content presentation, assignments, activities, and assessments? (identify key tasks, resources, etc.)	☐	☐	☒
• are graphics, motivational features, interactive events, resources purposefully integrated?	☐	☐	☒
For resources, do they …	☑	☑	☑
• prompt learner to physically interact with the content/subject matter to be learned?	☐	☐	☒
• prompt learner to think or act in a variety of cognitive ways (organize, integrate, evaluate) with the content?	☐	☐	☒
• prompt learner to reflect on knowledge/ demonstration and application of content?	☐	☐	☒
• prompt learner at appropriate level of expected learning outcome (e.g., recall, comprehend, problem solve)?	☐	☐	☒
• have clear instructions on how they should be used?	☐	☐	☒
• provide learner with multiple ways to demonstrate content learning, share understanding, and extend content learning within and beyond the unit?	☐	☐	☒
AS AN INSTRUCTOR	No ☑	Partly ☑	Yes ☑
Planning…			
• optimal digital/non-digital tools and online/offline strategies are selected to support *instructional* activity?	☐	☐	☒
• optimal digital/non-digital tools and online/offline strategies are selected to support *learning* activities?	☐	☐	☒
• optimal digital/non-digital tools and online/offline strategies are selected to support *assessments*?	☐	☐	☒
• resources are selected (or developed) that exemplify key content, examples, illustrative stories, data, etc.?	☐	☐	☒
• learning environment is organized to ensure learners can find, access, and use resources?	☐	☐	☒
• learning environment effectively integrates tools, strategies and resources?	☐	☐	☒
While facilitating learning instructor is…	☑	☑	☑
• engaging (e.g., facilitate, motivate, question, summarize, debrief) learners in content?	☐	☐	☒
• engaging learners with multiple pedagogical strategies (e.g., individual, collaborative, social, field work) as they align with expected learning outcomes?	☐	☒	☐
• engaging learners with multiple types of tools and resources, aligned with pedagogy?	☐	☐	☒
• using a variety of tools to monitor group dynamics and learning?	☐	☐	☒
• adapting the environment, resources, and activities as necessary?	☐	☐	☒
• employing a variety of appropriate digital/non-digital tools and online/offline strategies to engage learners in applying new knowledge and skills?	☐	☐	☒
AS A LEARNER	No ☑	Partly ☑	Yes ☑
Learning environment supports learners' needs to…			
• develop realistic expectation for working and learning online and in classroom	☐	☐	☒
• maintain determination of achieving learning goals (commit to one's self)	☐	☐	☒
• manage challenges of learning (organize, adhere to instructions, meet deadlines, adjust to/ resolve problems)	☐	☐	☒
• manage time to meet own expectations and course expectations	☐	☐	☒
• follow academic, ethical, legal standards (course requirements/deadlines, intellectual property, confidentiality, respect)	☐	☐	☒
• use technology proficiently (use tools effectively, explore digital capabilities, manage digital data, seek tech problem solutions)	☐	☐	☒
Instruction prompts learners to…	☑	☑	☑
• be active (interacts frequently, throughout instruction)	☐	☐	☒
• be resourceful (uses resources or finds additional resources to support learning)	☐	☐	☒
• be reflective (thinks about learning, application to instruction, application beyond)	☐	☐	☒
• be self-monitoring (keep track of and manage learning and study time and activities)	☐	☐	☒
• apply and extend learning (within and outside of instructional contexts)	☐	☐	☒
• engage effectively in online/offline communication, interactions, and collaborative work	☐	☐	☒

Overview: Use rubric to critique Instructional Units using Gagne's **9-events of instruction** and other instructional design principles. Rate each item from 1 (Weak) to 5 (Strong), if an element is **missing**, rate it NA. Total columns below.

	NA (0)	Weak (1)	(2)	Moderate (3)	(4)	Strong (5)
		Weak/ erroneous		**Moderate Coverage**		**Multi-faceted Coverage**
***Gain attention* to unit content** (any of a number of ways to draw attention to content of unit)	☐	☐ Prompts not related to content and/or activity	☐	☐ Prompt on content or recall prerequisites	☐	☒ Prompt content attention, recall of prerequisites, exploration of content
Establish learning objective(s) (Give or work with learners to define expected content learning)	☐	☐ Poorly stated, vague on content learning outcomes	☐	☐ Simple statement of content learning outcomes	☐	☒ Give to, or collaboratively define objectives with learners, align w/content
Formatted learning objective (observable learning outcomes, not focused on activities)	☐	☐ Focused on activities, not learning outcomes, not behavioral	☐	☐ Uses behavioral format, some not content learning outcomes	☐	☒ Correct format, clear links to content outcomes
Objectives aligned with type/ level of learning (knowledge, skills, attitudes; high-low level)	☐	☐ Unclear type and/or level of learning	☐	☐ Clearly states type and level learning; vague or unclear alignment	☐	☒ Correctly states type / level of learning and aligns with activities/ assessments
Prompts prerequisite knowledge (helps learners recall related background content)	☐	☐ Unclear what prerequisites are required	☐	☐ Prompts prerequisites, but not always clearly aligned with new content	☐	☒ Prompts prerequisites, clearly aligned to new content and activities
Present / provide content (any of a number of ways to deliver content during unit, (e.g., read, view, manipulate, discuss, search)	☐	☐ No new content presented/ provided, or vaguely presented/ provided	☐	☐ Content delivered to learners, uses multiple delivery (e.g., books, video, articles, pictures)	☐	☒ Content provided in multiple ways and formats, given or learner generated
Appropriateness of Content (content aligned with learning objectives)	☐	☐ Content vaguely presented, not clearly in support of objectives	☐	☐ Aligned with objectives, single strategy in one format /perspective	☐	☒ Present or prompt learner to find content, many strategies support objectives
Provide learner guidance (e.g., advance organizers, rubric, discussion outlines, debriefs, etc.)	☐	☐ Little evidence of guidance materials or strategies	☐	☐ Guidance tool provided to support content review	☐	☒ Multiple types of guiding tools/ strategies provided to support content review
Engage learner in practice (clear directions, appropriate strategies, alignment to learning objectives)	☐	☐ Little/ unclear direction for practice, strategies not aligned to objectives	☐	☐ Clear directions for practice, strategies aligned with objectives	☐	☒ Clear directions, multiple ways to practice content, aligns with objectives
Prompt physical interaction with content (e.g., takes note, highlight, manipulate, build)	☐	☐ Little physical interaction with content	☐	☐ Prompts specific types of physical interaction with content	☐	☒ Multiple types of physical interaction with content, aligns with deeper learning
Prompt mental engagement with content (e.g., reflection, thinking-sharing)	☐	☐ Little mental/ cognitive engagement with content	☐	☐ Prompts mental/ cognitive engagement with content	☐	☒ Multiple types of cognitive engagement with content, aligns with deeper learning
Prompt flexible interactions with content (e.g., various perspectives, various media)	☐	☐ Little flexibility in perspective, viewing, and interacting with resources	☐	☐ Prompts at least two perspectives of content, few media types	☒	☐ Prompts multiple perspectives through multiple media types
Provide learner with feedback (e.g., various formats-text, verbal, graphic; various types-corrective, supportive, progress)	☐	☐ Little evidence of feedback or reflection prompts on practice and learning assessments	☐	☐ Simple feedback (e.g., correct/ incorrect) during practice and assessments prompts reflection	☐	☒ Multiple feedback types; developmental (e.g., confirming, corrective), reflection, progress maps
Help learner transfer knowledge (e.g., apply content within unit, to prior/next units, outside unit)	☐	☐ Little evidence of supporting knowledge transfer within and outside of course	☐	☐ Strategies (cases, projects) to support knowledge transfer within course; some outside transfer	☐	☒ Multiple strategies support knowledge transfer within & outside course; work with clients, audiences, etc.
Assess content learning (e.g., single measure, multiple measures; surface to deep learning)	☐	☐ Vague measures, mono-level; lack alignment to instructional strategies and objectives	☐	☐ Clear measures (multi-level) aligned with learning objectives and instructional strategies	☐	☒ Multiple measures / testing strategies aligned with learning objectives and instructional strategies
TOTAL (0 to 75)–add to top	0	[✔ x 1 🔁] column max=15	30	[✔ x 3 🔁] column max=45	60	[✔ x 5 🔁] column max=75
Type Column SCORE per Rating⇨	**0**	**0**	**0**	**0**	**4**	**74**

UNIT Title: DLC111: Foundations in Army Writing   DESIGN Score: 49   OVERALL Score: 137

INSTRUCTIONAL AND MESSAGE DESIGN

	NA	Needs Improvement – 1	2	On the Right Track – 3	4	Ready To Go – 5
Messaging in activities prompt deep learning (oral, written, behavior)	☐	☐No display of learning required by learners	☐	☐Learning display prompted, related to expected outcomes	☐	☒Learning display required higher level thinking, creative responses
Definition of activity outcomes / products (prompt representation of learning)	☐	☐Not clearly defined	☐	☐Traditional outcomes defined, e.g., paper, drawing, etc.	☐	☒Prompts learner to produce meaningful representations of their own learning; provides sample solutions
Graphics & images (prompt content interactivity & thinking)	☐	☐Images do not prompt content thinking or interactions	☐	☐Images support learning processes by prompting interaction and engagement	☐	☒Images provide multiple media prompts to content interaction/ deep thinking
Graphics and images (Related to content)	☐	☐Images decorative, not related or distracting	☐	☐Images visualize content learning messages	☒	☐Images prompt content interaction, deeper learning
Focused topics / activities (align content and learning outcomes)	☐	☐Topic/ activity messages are unfocused and confusing	☐	☐Topic/ activity messages are focused with a clear alignment between content and learning	☐	☒Topic/ activity messages relate multiple aspects of content/ learning to each other, align with objectives
Quantity of content (enough provided to support learning outcomes)	☐	☐Insufficient or over abundance of information provided or referenced to achieve learning objectives	☐	☐Sufficient content provided or referenced to achieve learning objectives	☐	☒Significant amount of content provided in multiple connections to support deeper learning
Quality of Content (accurate, informative, valuable content that supports learning)	☐	☐Inaccurate content, uninformative and not presented as valuable to learning	☐	☐Content accurate, informative, and provides value to learning content	☐	☒Content accurate, informative, and provides value to learn and expand knowledge, and/or skills
Content connected & organized (content associated with clear logical learning message)	☐	☐Lacks clear organization, disjointed/ unrelated content, no logical order or clear learning message	☐	☐Basic organization of connected content with logical progression	☐	☒Integrated content organization with clear interconnections; content provides focused message
Impact of message on learner interactions (messages prompt interactions & thinking)	☐	☐Passive, little thought or interaction activity prompted	☐	☐Messages promote interacting with and thinking about content	☐	☒Messages highly engaging, prompts in-depth reflection during learning activities
Colors show focus & relationships (portray meaning in messages)	☐	☐Color use appears to have no purpose or is distracting	☐	☐Color uses demonstrates content themes and focus	☐	☒Color uses add depth to messages showing focus/ relationships across unit
Message Organization (organization strategies convey key messages)	☐	☐Placement of titles, graphics, audio, video, etc. distract from learning	☐	☐Placement of titles, graphics, audio, video, etc. support learning messages	☐	☒Placement of titles, graphics, audio, video, etc. strengthen message
TOTAL (0 to 50)–add to top	0	[✔ x 1 ↻] column max=10	20	[✔ x 3 ↻] column max=30	40	[✔ x 5 ↻] column max=50
Type Column DESIGN SCORE Rating ⇨	**0**	**0**	**0**	**0**	**0**	**49**

OVERALL UNIT CRITIQUE

Cumulative critique…	Weak (1)	(2)	Moderate (3)	(4)	Strong (5)
Unit Instructional Quality Score	☐ Missing most 9-events; poorly integrated design	☐	☐ Contains all 9-events, not in fully synergistic design	☐	☒ Contains all 9-events, fully synergistic design
Creativity in Learning Engagement Design	☐ Lacks creativity in engaging learners in multiple ways	☐	☐ Engages learners in multiple ways with content	☒	☐ Prompts learners to engage in traditional and new ways, make own choices
Use of Instructional and Message Design principles	☐ Lacks clear & consistent messaging of learning	☐	☐ Includes clear and consistent messages to complete instruction and pursue learning	☐	☒ Messages inform & prompt learners to interact/ engage in both traditional & new ways of pursuing learning
TOTAL (0 to 5)–add to top	[✔ x 1 ↻] column max=3	6	[✔ x 3 ↻] column max=9	12	[✔ x 5 ↻] column max=15
Type Column OVERALL score ⇨	**0**	**0**	**0**	**0**	**14**