

Assignment 3: Performance Objectives and Assessment

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Assignment 1: Project Proposal

Background Description

This proposal describes the design of an instructional lesson to be developed by a Nova Southeastern University (NSU) student. The lesson is a print-based instructional paper. It describes the procedures necessary for a learner to create a PDF portfolio. This instructional lesson should take no more than 30 minutes to follow and complete. After completing this lesson, learners should have developed a customized and organized PDF portfolio comprised of a multiple files assembled into an integrated PDF unit.

Learners

Students are anticipated to be adult learners. These learners are faculty and staff at the university seeking to create a professional portfolio. They are a part of a Leadership Academy that will help them build their professional competencies. This lesson will help the learners showcase their skills, abilities, and accomplishments.

Learners will need to have Adobe Acrobat 9 or higher installed in their computers. They will also need to have basic computer skills such as typing, saving and opening a document. Learners should also be familiar with programs like Microsoft Word, PowerPoint and Excel. Having this basic knowledge will allow students to easily understand the instructions when creating their portfolio. This instructional based lesson will be a self-instructional, paper-based lesson and will be placed on our department's website for faculty and staff to download a copy. We will also e-mail a copy to students currently enrolled in the Leadership Academy.

Goal Statement

Goal: *Given some sample files, learner will use Adobe Acrobat 9 or higher to develop a PDF portfolio.*

Learning Domain: Intellectual Skill

Goal Analysis

A goal analysis was conducted with the goal stated above and the learning domain was classified as *intellectual skill* according to Gagné's domains of learning described by Dick, Carey, and Carey (2009). This intellectual skill is an ill structured problem, in which Gagné states does not require a solution and can have multiple processes to reach the solution (Dick, Carey, and Carey, 2009, p. 42). Learners will be guided step-by-step on how to assemble a PDF portfolio with this print-based instructional lesson. After completing lesson learners will have the skillset required to create a professional portfolio documenting their professional development.

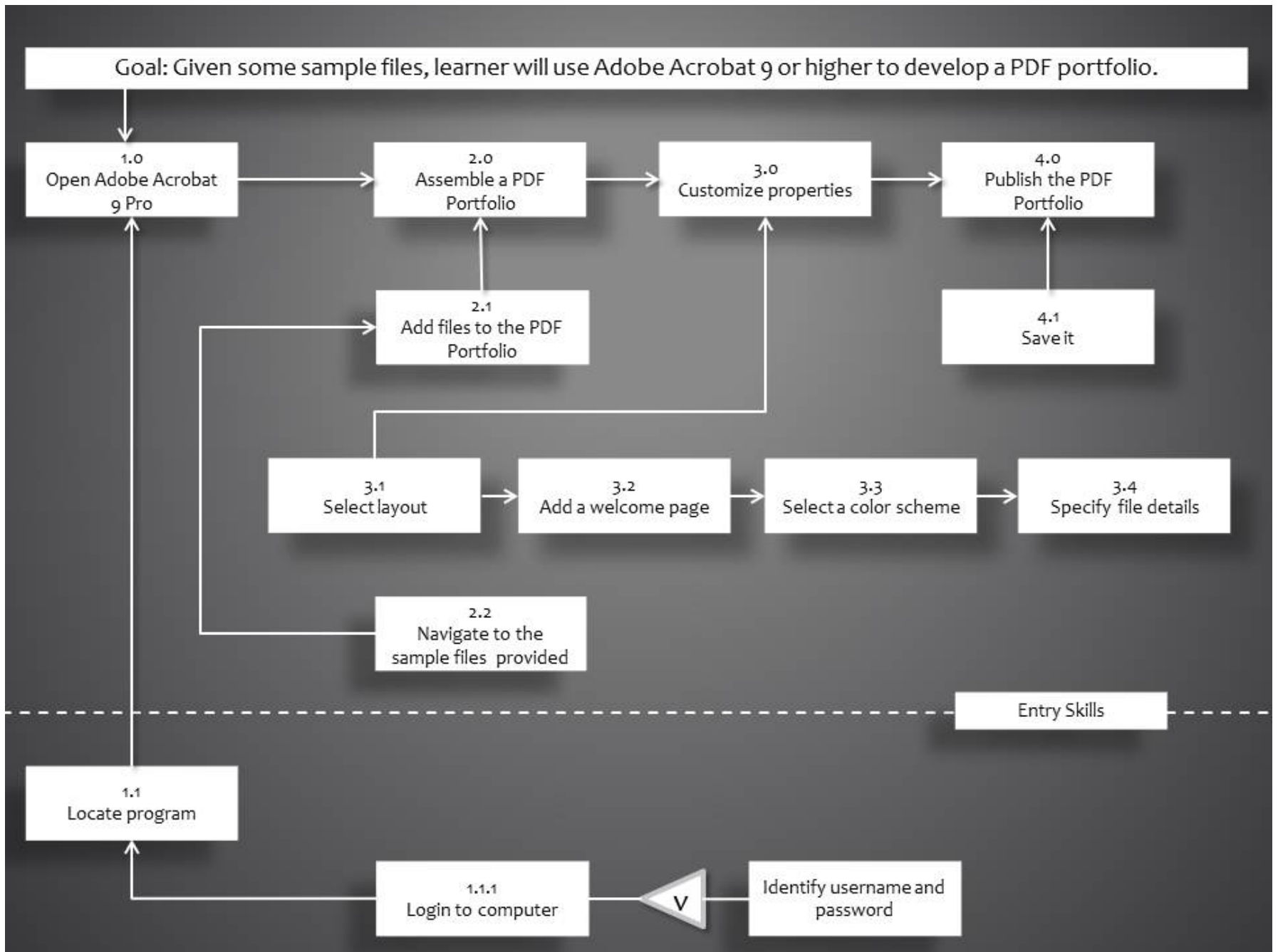


Figure 1

Skill	Performance Objective	Assessment Item
(Goal) Given some sample files, learner will use Adobe Acrobat 9 or higher to develop a PDF portfolio.	(Terminal Objective) Given some sample files, learner will use Adobe Acrobat 9 or higher to develop a PDF portfolio.	The assessment for this learner performance is a checklist to be used by an observer as a learner follows the stepwise procedure. (See checklist below.)
1.0 Open Adobe Acrobat 9 Pro	<i>Note sub-step objectives shown below</i>	<i>Note sub-step assessments shown below</i>
1.2.1 Login to computer (Entry skill)	1.2.1. Given a username and password, the learner will log in to the computer, within 60 seconds.	Observer notes on checklist that the learner has logged in to the computer.
1.1 Locate program (Entry skill)	1.1. The learner will locate the Adobe Acrobat 9 Pro program on the computer, within 30 seconds.	Observer notes on checklist that the learner has located the program.
2.0 Assemble a PDF Portfolio	<i>Note sub-step objectives shown below</i>	<i>Note sub-step assessments shown below</i>
2.2 Navigate to the sample files provided	2.2 The learner will locate sample files by clicking on the "Add Files" icon in the program, within 90 seconds.	Observer notes on checklist that the learner has navigated to sample files.
2.1 Add files to the PDF Portfolio	2.1 The learner will select the sample files, within 90 seconds.	Observer notes on checklist that the learner has added the sample files to the PDF Portfolio.
3.0 Customize properties	<i>Note sub-step objectives shown below</i>	<i>Note sub-step assessments shown below</i>
3.1 Select layout	3.1 The learner will select one of four basic layouts, within 30 seconds.	Observer notes on checklist that the learner has selected a layout.
3.2 Add a welcome page	3.2 Provided sample text, the learner will add a text to welcome page, within 90 seconds.	Observer notes on checklist that the learner has added sample text to welcome page.

3.3 Select a color scheme	3.3 The learner will select a color scheme by clicking on a color of their choice, within 30 seconds.	Observer notes on checklist that the learner has selected a color scheme.
3.4 Specify file details	3.4 The learner will select columns with file details to display, within 30 seconds.	Observer notes on checklist that the learner has selected columns with file details to display.
4.0 Publish the PDF Portfolio	4.0 The learner will save the PDF portfolio, within 30 seconds.	Observer notes on checklist that the learner has saved the PDF Portfolio.

Adobe Acrobat 9 PDF Portfolio Observer Checklist

This assessment is for a learner performance and is a checklist to be used by an observer. The observer will watch a learner as they follow the stepwise procedures necessary to assemble a PDF Portfolio utilizing the Adobe Acrobat 9 Pro software.

Entry Skills	
<input type="checkbox"/>	Learner has logged in to computer, within 60 seconds
<input type="checkbox"/>	Learner located Adobe Acrobat 9 Pro program, within 30 seconds
Open Adobe Acrobat 9 Pro	
<input type="checkbox"/>	Learner has clicked on Adobe Acrobat 9 Pro icon to open program, within 30 seconds
Assemble a PDF Portfolio	
<input type="checkbox"/>	Learner has navigated to the sample files provided, within 90 seconds
<input type="checkbox"/>	Learner has navigated to sample files, within 90 seconds
<input type="checkbox"/>	Learner has added sample files to the PDF Portfolio, within 90 seconds
Customize properties	
<input type="checkbox"/>	Learner has selected a layout, within 90 seconds
<input type="checkbox"/>	Learner has added sample text to welcome page, within 90 seconds
<input type="checkbox"/>	Learner has selected a color scheme, within 90 seconds
<input type="checkbox"/>	Learner has selected columns with file details to display, within 90 seconds
Publish the PDF Portfolio	
<input type="checkbox"/>	Learner saves the document, within 30 seconds

References

Dick, W., Carey, L., & Carey, J. O. (2009). *The systematic design of instruction* (7th ed.). New York, NY: Allyn & Bacon.

Gagne, R. M., (1985). *The conditions of learning and theory of instruction*. (4th Ed) New York: Holt, Rinehart, and Winston, Inc.