

INSTRUCTIONAL DESIGN DOCUMENT

Locating the Correct Course ID

A self-paced eLearning module for curriculum alignment and content development specialists

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Front-end analysis • Task analysis • Objectives & assessment • Instructional strategy • Formative evaluation plan
Originally developed for EDET 722, Instructional Design, University of South Carolina (Fall 2022). Revised for portfolio use.

Confidentiality note

This project was designed for a real team at an education technology company. To protect that organization, its name, internal system names, location codes, and staff names have been removed or generalized. All system screenshots in this document are recreated mock-ups populated with fictional data; no proprietary screens or records are shown.

Project at a Glance

Element	Summary
Performance problem	A newly formed alignment and content team started work in the wrong course nearly 30% of the time in one sprint because they selected an incorrect Course Identification Number (CID) from a catalog of 150,000+ course records.
Consequences	Rework on alignment projects, failed alignment reviews, and content edits applied to courses that live students and teachers were using.
Audience	Six remote, degreed, state-certified educators (ages 30–55) working as curriculum alignment and content development specialists.
Solution	A 15–20 minute self-paced, menu-driven eLearning module (branching PowerPoint) with a job-aid checklist, narrated screencast demonstrations, immediate-feedback practice, and a posttest.
Design model	Morrison, Ross, Kalman & Kemp model (Designing Effective Instruction), organized across the ADDIE phases.
My role	Sole instructional designer and subject matter expert: needs assessment, analysis, objectives, assessment, strategy, prototype development, and evaluation planning.
Deliverables	This design document and an interactive eLearning prototype (provided separately).

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1 Needs Assessment

Purpose

Every course the company offers is assigned a unique Course Identification Number (CID), and more than 150,000 CIDs exist in the course system. Some courses are built for a single state's standards, others are shared across many locations, and CIDs can change from one school year to the next. Together, these factors make it difficult to identify the right CID for two core tasks the team performs:

- **Alignment projects**, which analyze a course against a state's standards. Using the wrong CID means the work must be redone or the alignment fails review.
- **Gap-filling projects**, which add or create content to close gaps found during alignment. Using the wrong CID means changes land in a live course students and teachers are using, while the intended course is left unchanged.

Observation of the team showed that work began with an incorrect CID nearly **30% of the time** during the previous sprint. The needs assessment set out to confirm whether training was the right intervention and, if so, what it should cover.

Process

An eight-item Google Forms survey (Appendix A) was sent to six of the seven members of the newly formed team, and follow-up interviews were held with team members. The survey targeted felt, expressed, and anticipated needs (Morrison et al., 2019):

- Questions 1–2: tenure with the company and time spent regularly locating CIDs
- Questions 3–5: 0–5 Likert-scale ratings of confidence, perceived value of training, and willingness to complete a 15-minute self-paced module
- Questions 6–7: multiple-choice preferences for content and format
- Question 8: open-ended thoughts and feelings about locating CIDs

Responses were summarized with mean, median, mode, and sample standard deviation. With six respondents, the statistics are descriptive and are read alongside interview and observation data rather than on their own.

Results

Question	Mean	Median	Mode	SD
Q1 Tenure with company (years)	2.5	1.6	1.5 / 1.6	2.2
Q2 Time regularly locating CIDs (months)	6.5	3	3	8.6
Q3 Confidence locating the correct CID (0–5)	3.0	3	3	1.4
Q4 "More, targeted training would help" (0–5)	3.8	4	4 / 5	1.2
Q5 Willingness to take a 15-minute training (0–5)	4.3	4.5	5	0.8

Table 1. Descriptive statistics for survey items 1–5 (n = 6).

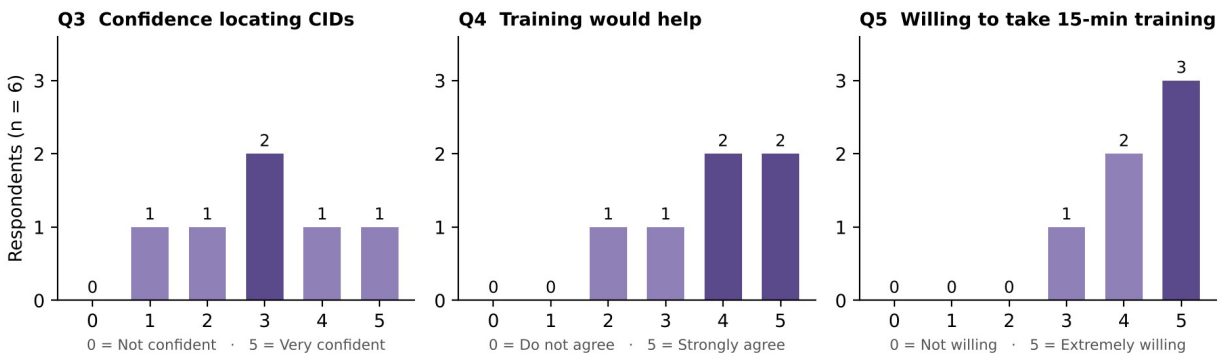


Figure 1. Distribution of Likert responses for Q3–Q5.

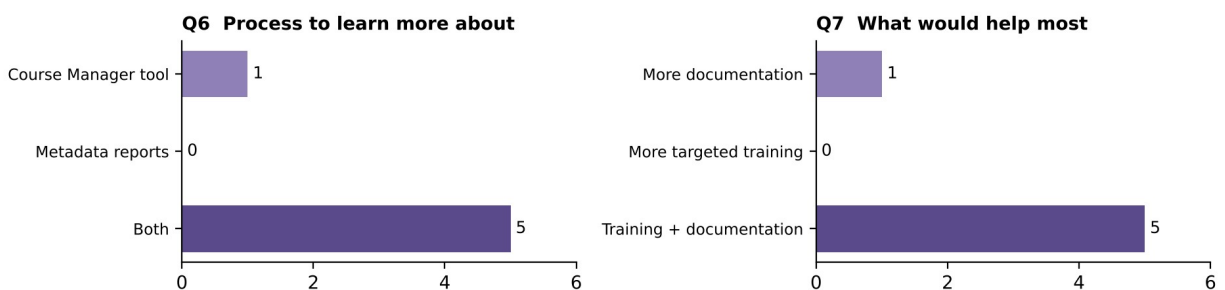


Figure 2. Content and format preferences (Q6–Q7).

Five of six respondents had been locating CIDs for only about three months. Open-ended responses (lightly edited to remove names and internal tool names) reinforced the numbers:

- "I would like more training on locating CIDs."
- "I feel pretty confident, but only because a colleague took time to train me ... it is not something I do very often and I would love more documentation. Others could benefit from the same kind of training I received."
- "I could use [the learning platform] to look for the most recently updated course in a given state, but I'd be nervous about whether that CID was correct."
- "An overview or refresher every six months to a year would be helpful."
- "I think more practice is what I need, so maybe the training can include some examples that we need to go and find."

Recommendations

Training is warranted. Two-thirds of the team rated their confidence at 3 or below (Q3), and five of six said targeted training **paired with documentation** would help most (Q7). Every respondent was willing or extremely willing to complete a short self-paced module (Q5), and five of six wanted to learn **both** search methods (Q6). Interviews confirmed a 15–20 minute module would fit within current workloads.

Design decisions driven by the data

Short and self-paced (Q5, interviews): target 15–20 minutes of instruction, delivered asynchronously to a remote team.

Both tools (Q6): teach the Course Manager search and the Course Metadata Report.

Training plus a job aid (Q7): build the module around a reusable CID Checklist learners keep after training.

Practice with real-feeling examples (Q8): each topic ends with a "find the CID" practice item with immediate feedback.

2 Goal, Learner, and Contextual Analysis

Goal Analysis

Aim: Learners will locate the correct CID needed for an alignment or gap-filling project, building both skill and confidence.

An initial list of eleven candidate goals was generated, then refined in three passes against one question: is this a direct step in locating the correct CID?

Pass	Change and rationale
Initial list (11)	Brainstormed every skill related to finding CIDs, including tool documentation, course lists, and historical CID lookups.
First refinement (8)	Merged the two "use the documentation" goals into the matching tool goals, since documentation would be embedded in the module. Removed "find an older CID from prior years" as an infrequent edge case.
Ranking	Ordered remaining goals by the sequence an expert follows on the job: decide what you need, then search, then verify.
Second refinement (5)	Descoped "review company content course list" and "review vendor content course list" (ranked 7–8): useful reference, but not part of the locating process. Folded "determine the content/vendor of a course" into the checklist, where it became checklist item 2.

Table 2. Goal refinement.

Final instructional goals

1. Utilize a checklist of questions to answer before searching for a CID
2. Locate a CID using the Course Manager tool
3. Determine a base course vs. a linked course in the Course Manager tool
4. Locate a CID using a Course Metadata Report (CMR)
5. Determine a base course vs. a linked course in a Course Metadata Report

Learner Analysis

General characteristics. Six adult learners on a fully remote curriculum alignment and content development team, distributed across six states. The team rarely faces customers directly, but produces teacher-facing alignment documentation and creates or updates course content used by students and teachers.

Academic background. All hold at least a bachelor's degree in a content area or education; four hold master's degrees in Education or Special Education. All hold active state teaching certifications.

Personal and social characteristics. Mid-career professionals aged 30–55 (average about 35); this is not an entry-level team. Survey and interview data show high motivation to build the skill. They already understand standards alignment deeply; what is new is the course system and its data model.

Entry skills assumed. Learners can log in to the course system, navigate it comfortably, and have the permissions needed to run searches and reports.

Contextual Analysis

Orienting context. Learners are motivated by a clear payoff: mastering this skill improves team flow and self-sufficiency and removes a dependency on another team. The module should state that payoff up front (avoid rework, prevent changes to the wrong live course).

Instructional context. Because the team is remote and working inside active sprints, the module is delivered online as a self-paced, menu-driven PowerPoint that can be completed between tasks and revisited as needed.

Transfer context. The module should be released just before sprint and user-story planning so learners apply the checklist immediately on real tickets. Fast application helps the new skill transfer to the job and shows the efficiency gains right away.

3 Task Analysis

The analysis combines a **procedural** analysis (the observable steps an expert follows) with a **topical** analysis (the concepts and facts needed to make the right decisions inside those steps). Screens shown are mock-ups with fictional data.

I. Complete the CID Checklist before searching (procedural)

1. Determine the school year the course is needed for (current or upcoming).
2. Determine the content source of the course (company-developed, vendor, legacy, or new curriculum).
3. Identify whether the project needs a base course or a linked course (or a state-specific base course).

II. Locate a CID using the Course Manager (procedural, with topical support)

a. Set the search parameters.

- **Search Text:** Enter all or part of a course name or display name.
- **Curriculum:** Leave as "Any." Changing it searches the wrong subset and returns inaccurate results.
- **Subject Area:** Leave as "Any." It can be narrowed, but courses may be filtered out if they are tagged to an unexpected subject.
- **School Year:** Select the year(s) identified on the checklist.
- **Include Linked Courses?:** Check to return linked copies of base courses.
- **Managed At:** Always set to the organization root so the correct catalog is searched.
- **Available At (additional filters):** "Any location" returns every course for the selected year; "Specific location" limits results. Courses are tagged to individual schools, not states, so expand the location tree and select the specific school.

Course Manager

Course Catalog System

Search Text:	Math 6
Curriculum:	-- Any --
Subject Area:	-- Any --
School Year:	2022-2023
Include Linked Courses?	☒ Include courses created as linked copies
Managed At:	Organization Root

▼ Additional Search Filters

Available At:	☐ Any location	☒ Specific location(s):	Virtual School 07	☒
			Sub-locations?	
Status:	-- Any --			
Course Placement:	☒ Both ☐ Allows ☐ Does not allow			
Search				

Illustrative mock-up · fictional data

Figure 3. Course Manager search parameters (mock-up).

b. Analyze the results against the checklist to select the correct CID (demonstrated in a narrated screencast).

c. Distinguish base and linked courses (topical). If the Base Course ID column is empty, the course is a base course. If the column shows a CID, the course is a linked copy of that base course.

Course Manager

Course Catalog System

Search Text:

Curriculum:

Subject Area:

School Year:

Include Linked Courses? ☒ Include courses created as linked copies

Managed At:

► Additional Search Filters

ID	Name	Base Course ID	Management Description
345	Connected Math 6 A	789	Physical, Standard C, Non-Standard M
456	Connected Math 6 B	901	Physical, Standard C, Non-Standard M
789	Essential Math 6 A		Physical, Standard C, Standard M
901	Essential Math 6 B		Physical, Standard C, Standard M
432	Math 6 A		Physical, Standard C, Standard M
678	Math 6 B		Physical, Standard C, Standard M

Illustrative mock-up · fictional data

Base courses: Base Course ID is blank

Course Manager

Course Catalog System

Search Text:

Curriculum:

Subject Area:

School Year:

Include Linked Courses? ☒ Include courses created as linked copies

Managed At:

► Additional Search Filters

ID	Name	Base Course ID	Management Description
345	Connected Math 6 A	789	Physical, Standard C, Non-Standard M
456	Connected Math 6 B	901	Physical, Standard C, Non-Standard M
789	Essential Math 6 A		Physical, Standard C, Standard M
901	Essential Math 6 B		Physical, Standard C, Standard M
432	Math 6 A		Physical, Standard C, Standard M
678	Math 6 B		Physical, Standard C, Standard M

Illustrative mock-up · fictional data

Linked courses: Base Course ID points to the base

Figure 4. Base vs. linked courses in Course Manager results (mock-up).

III. Locate a CID using a Course Metadata Report (topical and procedural)

a. Choose the report type (topical). A full report (Available At: Any location) pulls every active course at every location. A specific-location report pulls only the locations selected.

b. Run the report (procedural).

1. **School Year(s):** select every school year needed.
2. **Output Type:** leave as "Generate report in Excel." The inline option adds rich-text and cost data that is out of scope for this task.
3. **Managed At:** leave at the organization root. The report will not run otherwise.
4. **Available At:** choose Any location or a specific location (expand the location tree to individual schools).
5. Select **Generate Report**.

Course Metadata Report

[View recent reports](#)

School Year(s): ☒ 2023-2024 ☐ 2022-2023 ☐ 2021-2022 ☐ 2020-2021
☐ 2019-2020 ☐ 2018-2019 ☐ 2017-2018 ☐ 2016-2017

Output Type: ☒ Generate report in Excel
☐ Generate report inline (includes rich-text content)

Managed At:

Available At: ☒ Any location
☐ Specific location(s) ☐ Sub-locations?

Show cost detail: ☐ Show cost detail in the generated report

Illustrative mock-up · fictional data

Figure 5. Course Metadata Report settings (mock-up).

c. Filter the spreadsheet to find the CID by location, school year, subject, and grade (demonstrated in a screencast).

d. Analyze results against the checklist, using the Base Course ID column to separate base and linked courses, exactly as in the Course Manager.

4 Performance Objectives and Assessment Items

Each goal maps to one performance objective, classified with Merrill's content-performance matrix as used in Morrison et al. (2019). Each objective has two posttest items. Items referencing exhibits use the mock-ups in Appendix B.

Goal and performance objective	Classification	Assessment items (✓ = key)
Goal 1: Utilize the CID Checklist Objective 1: Given a list of characteristics, the learner will identify the characteristics of the CID Checklist correctly.	Concept / Recall	1. Which characteristic is NOT part of the CID Checklist? a. School year b. Content c. Base/linked d. Retired ✓ 2. True/False: Course content is a characteristic on the CID Checklist. (True)
Goal 2: Locate a CID in Course Manager Objective 2: Given a set of course characteristics and the CID Checklist, the learner will identify the correct CID in a Course Manager results screen with 100% accuracy.	Procedure / Application	1. Using Exhibit 1, which CID is correct for the 22/23 Math 6 A course at Virtual School 07? a. 345 b. 456 c. 432 ✓ d. 678 2. Using Exhibit 3, which CID is correct for the 23/24 American Government course for Arkansas? a. 134567 b. 141123 ✓ c. 156743 d. 121311
Goal 3: Base vs. linked in Course Manager Objective 3: Given Course Manager search results, the learner will classify base and linked courses with 100% accuracy.	Concept / Application	1. Using Exhibit 1, which two courses are linked courses? a. 345 and 456 ✓ b. 789 and 432 c. 432 and 678 d. 789 and 901 2. True/False: A course with a CID in the Base Course ID column is a base course. (False)
Goal 4: Locate a CID in a CMR Objective 4: Given a set of course characteristics and the CID Checklist, the learner will identify the correct CID in a Course Metadata Report with 100% accuracy.	Procedure / Application	1. Using Exhibit 4, which CID is correct for the 23/24 Geography and Society course for Utah? a. 141140 ✓ b. 114504 c. 154672 d. 140347 2. Using Exhibit 2, which CIDs are the 22/23 Texas State History 7 A/B base courses? a. 905 and 765 b. 587 and 586 c. 905 and 894 d. 583 and 584 ✓

Goal and performance objective	Classification	Assessment items (✓ = key)
Goal 5: Base vs. linked in a CMR Objective 5: Given Course Metadata Report results, the learner will classify base and linked courses with 100% accuracy.	Concept / Application	1. True/False: If the Base Course ID column is blank, the course is a base course. (True) 2. Using Exhibit 2, which is NOT a linked course? a. 905 b. 894 ✓ c. 586 d. 587

Table 3. Objectives, classifications, and posttest items.

5 Instructional Strategy and Design Plan

Sequencing Strategy

The module uses **task-expertise sequencing** (English & Reigeluth, as described in Morrison et al., 2019), moving from the simplest task to the most complex. Learners first get the CID Checklist, the decision framework used in every later task. They then apply it in the simpler, form-based Course Manager tool (locate, then verify base vs. linked) before repeating the same pattern in the more complex Course Metadata Report, where they must also filter a large spreadsheet. Repeating the locate-then-verify pattern across both tools builds a consistent mental model and gives learners spaced practice applying the checklist.

Preinstructional Strategies

Two preinstructional strategies orient learners. **Objectives** are shown up front so learners can see how each topic connects to the posttest; Morrison et al. (2019) note that the orienting effect of objectives grows when learners see test items linked directly to them. An **overview** explains what the module covers, why it matters (saved time, no edits to the wrong course), who it is for, and how long it takes.

Instructional Plan by Objective

Obj.	Initial presentation	Generative strategy	Practice item (feedback branch)
1	Integration: present the CID Checklist with a definition of each item.	Elaboration: learners paraphrase each checklist item and when to use it.	Which list of characteristics is the correct CID Checklist? (c. School Year, Content, and Base/Link Course)
2	Demonstration: narrated screencast locating a CID in Course Manager from a set of characteristics; annotated screen of search parameters.	Elaboration: learners open Course Manager and apply the checklist to their own searches.	Which CID is correct for the 23/24 American Government course for Nevada? (a. 140998)
3	Demonstration: screencast and annotated screens contrasting base and linked courses in Course Manager results.	Elaboration: learners run searches and identify base vs. linked courses.	Which CID is the national base course for 23/24 American Government? (a. 140627)
4	Demonstration: screencasts running a CMR and filtering it by location, year, subject, and grade.	Elaboration: learners download a CMR and practice filtering with the checklist.	Which CID is correct for the 23/24 Economics course for Colorado? (b. 117486)
5	Demonstration: screencast and annotated report contrasting base and linked courses in a CMR.	Elaboration: learners identify base vs. linked courses in their own report.	Which CID is the national base course for 23/24 Geography and Society? (d. 149418)

Table 4. Initial presentation, generative strategy, and practice for each objective. Every practice item branches to "Correct" or "Try again" feedback.

Design Plan Matrix

Sequence	Description	Obj.	Time	Strategy
Preinstructional	Navigation, overview, objectives, course map	—	1 min	Orienting
Topic 1	CID Checklist	1	2 min	Integration → Elaboration → Practice
Topic 2	Locate a CID in Course Manager	2	5 min	Demonstration → Elaboration → Practice
Topic 3	Base vs. linked in Course Manager	3	3 min	Demonstration → Elaboration → Practice
Topic 4	Locate a CID in a CMR	4	5 min	Demonstration → Elaboration → Practice
Topic 5	Base vs. linked in a CMR	5	3 min	Demonstration → Elaboration → Practice
Summary + posttest	Recap; online posttest (Google Forms)	1–5	5 min	Assessment

Table 5. Design plan matrix (about 19 minutes of instruction plus a 5-minute posttest).

6 Formative Evaluation Plan

Purpose

The evaluation will determine whether the prototype adequately teaches learners to locate the correct CID and whether the module should be expanded or offered to other teams as new-hire training or a refresher.

Audience

Results are for the stakeholders who manage the learners and own training decisions: the Manager of Course Management, the Product Owner for Content and Alignment, the Director of Course Operations, and the Director of Digital Product Management. The product owner and course operations director decide whether the prototype needs to be expanded for this team. The digital product management director, who oversees training for course management staff, decides whether to extend it to other teams.

Evaluation Questions

1. To what degree are the learning objectives achieved?
2. Is the content sufficient?
3. Does the content need to be expanded?
4. Can or should the module be offered to additional teams?

Resources

Prototype copy; computers; six team members (1-2 for one-to-one trials, 2-3 for small-group trials, all six for the field trial); stakeholder access; one additional subject matter expert (SME); and five instruments: SME Notes Form, Observation Notes Form, Interview Protocol, Attitude Survey, and Posttest.

Evidence, Data Gathering, and Analysis

Instrument	Who / when	What it captures	Analysis
SME Notes Form	1 additional SME, during SME review	Likert and open-ended review of content accuracy and alignment to objectives	Comments synthesized into a narrative of required revisions
Observation Notes Form	Designer, during one-to-one and small-group trials	Observed issues, questions, and time to complete, by page and objective	Issues organized by objective and page; narrative summary
Interview Protocol	One-to-one and small-group participants	Likert and open-ended items on design, layout, and expectations	Mean per Likert item with histograms; themed comments

Instrument	Who / when	What it captures	Analysis
Attitude Survey	Trial participants and field trial	Layout, flow, practice items, content, and post-module confidence	Mean and frequency distribution with histograms; themed comments
Posttest	All learners	Mastery of Objectives 1–5 (10 items)	Item-level percent correct and frequency distribution to find content gaps; total-score mean and distribution

Table 6. Evaluation instruments mapped to evidence and analysis.

Evaluation Schedule

Stage	Version	Timeframe	Purpose	Testers	Instruments
SME review	Prototype	1 day review + 2 days revision	Content validity	1 SME	SME Notes
One-to-one trials	Revision 1	1 day + 2 days revision	First impressions; find obvious errors	1–2	Observation, Interview, Attitude
Small-group trials	Revision 2	1 day + 2 days revision	Identify strengths and weaknesses	2–3	Observation, Interview, Attitude
Field trial	Revised unit	1 day to complete	Assess the product in its real context	6	Attitude, Posttest

Table 7. Formative evaluation schedule.

Reporting

Findings will go to stakeholders as a written report and, where schedules allow, a short presentation after revisions are made. The presentation will emphasize the attitude survey and posttest results, and the written report also serves as documentation if a meeting cannot be scheduled.

Appendix A: Needs Assessment Survey

1. How long have you worked for the company? (Please provide years and months if possible.)
2. How long have you regularly been searching for CIDs?
3. How confident are you in your ability to locate the correct CIDs needed for alignment or gap analysis work? (0 = Not confident ... 5 = Very confident)
4. How much do you agree with this statement: "More, targeted training would help build my confidence in locating correct CIDs." (0 = Do not agree ... 5 = Strongly agree)
5. How willing are you to complete a 15-minute self-paced training to build and refine CID-locating skills? (0 = Not willing ... 5 = Extremely willing)
6. Which process would you like to learn more about? (A) Locating CIDs via the Course Manager search tool (B) Locating CIDs via metadata reports (C) Both A and B
7. Which statement do you think is more accurate? (A) More documentation will help improve my confidence (B) More, targeted training will help improve my confidence (C) More, targeted training with documentation will help improve my confidence
8. Please share any thoughts or feelings about locating the correct CIDs for alignment or gap-filling work.

Appendix B: Assessment Exhibits

Recreated mock-ups with fictional data, used by the posttest items in Section 4.

Exhibit 1. Course Manager search results: Math 6 (22/23, Virtual School 07)

Course Manager
Course Catalog System

Search Text:

Curriculum:

Subject Area:

School Year:

Include Linked Courses? ☒ Include courses created as linked copies

Managed At:

▼ Additional Search Filters

Available At: ☐ Any location ☒ Specific location(s): ☒ Sub-locations?

Status:

Course Placement: ☒ Both ☐ Allows ☐ Does not allow

ID	Name	Base Course ID	Management Description
345	Connected Math 6 A	789	Physical, Standard C, Non-Standard M
456	Connected Math 6 B	901	Physical, Standard C, Non-Standard M
789	Essential Math 6 A		Physical, Standard C, Standard M
901	Essential Math 6 B		Physical, Standard C, Standard M
432	Math 6 A		Physical, Standard C, Standard M
678	Math 6 B		Physical, Standard C, Standard M

Illustrative mock-up - fictional data

Exhibit 2. Course Metadata Report extract: state history courses

	A	B	C	D	E
1	Course ID	Name	Display Name	Base Course ID	Management Description
2	583	22/23 P: Texas State History 7 A	Texas State History 7 A		Standard C, Standard M, TX
3	587	22/23 P: Texas State History 7 A	Texas State History 7 A	583	Standard C, Standard M, School 11
4	584	22/23 P: Texas State History 7 B	Texas State History 7 B		Standard C, Standard M, TX
5	586	22/23 P: Texas State History 7 B	Texas State History 7 B	584	Standard C, Standard M, School 11
6	765	Alabama State History 4	Alabama State History 4		Standard C, Standard M, AL
7	905	Alabama State History 4	Alabama State History 4	765	Standard C, Standard M, School 02
8	894	Arizona State History 3	Arizona State History		Standard C, Standard M, AZ

Illustrative mock-up - fictional data

Exhibit 3. Course Manager search results: American Government (23/24)

Course Manager

Course Catalog System

Search Text:

Curriculum:

Subject Area:

School Year:

Include Linked Courses? ☒ Include courses created as linked copies

Managed At:

► Additional Search Filters

ID	Name	Base Course ID	Management Description
149715	23/24 Honors American Government B		Standard C, Standard M, National
149725	23/24 Honors American Government B	149715	Standard C, Standard M, School 03
149726	23/24 Honors American Government B	149715	Standard C, Standard M, School 05
140627	23/24 American Government		Standard C, Standard M, National
149549	23/24 American Government	140627	Standard C, Standard M, School 01
149550	23/24 American Government	140627	Standard C, Standard M, School 02
149551	23/24 American Government	140627	Standard C, Standard M, School 03
149552	23/24 American Government	140627	Standard C, Standard M, School 04
149553	23/24 American Government	140627	Standard C, Standard M, School 05
149554	23/24 American Government	140627	Standard C, Standard M, School 06
149555	23/24 American Government	140627	Standard C, Standard M, School 07
149556	23/24 American Government	140627	Standard C, Standard M, School 08
141123	23/24 American Government (AR)		Standard C, Standard M, National, AR
140998	23/24 American Government (NV)		Standard C, Standard M, NV
140995	23/24 American Government (CA)		Standard C, Standard M, Multiple
140507	23/24 American Government (FL)		Standard C, Standard M, National
148953	23/24 American Government (FL)	140507	Standard C, Standard M, Coastal

Illustrative mock-up · fictional data

Exhibit 4. Course Metadata Report extract: Geography and Society (23/24)

	A	B	C	D	E
1	Course ID	Name	Display Name	Base Course ID	Management Description
2	149445	Geography and Society	Geography and Society	126201	Standard C, Non-Standard M, National
3	141140	23/24 Geography and Society (UT)	Geography and Society		Standard C, Standard M, National, UT
4	140244	23/24 Geography and Society (TX)	Geography and Society		Standard C, Standard M, National, TX
5	141132	23/24 Geography and Society (MN)	Geography and Society		Standard C, Standard M, National
6	149146	23/24 Geography and Society (MN)	Geography and Society	141132	Standard C, Standard M, School 09
7	140923	23/24 Geography and Society (AR)	Geography and Society		Standard C, Standard M, National, AR
8	149418	23/24 Geography and Society	Geography and Society		Standard C, Standard M, National
9	149419	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 01
10	149420	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 02
11	149421	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 03
12	149422	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 04
13	149423	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 05
14	149424	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 06
15	149425	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 07
16	149426	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 08
17	149427	23/24 Geography and Society	Geography and Society	149418	Standard C, Standard M, School 09

Illustrative mock-up - fictional data

Appendix C: Evaluation Instruments

The SME Notes Form, Interview Protocol, Attitude Survey, and Posttest were built as Google Forms (the posttest uses the items in Table 3). The Observation Notes Form used during one-to-one and small-group trials is reproduced below.

Observation Notes Form: Locating a CID Learning Module

Name: _____ Date: _____ Time to complete module: _____

Trial type (circle): One-to-One Trial / Small-Group Trial

Objective	Page #	Observation / question	By (L/O)	Improvement / answer
			L / O	
			L / O	
			L / O	
			L / O	
			L / O	
			L / O	
			L / O	

L = Learner; O = Observer.

References

Morrison, G. R., Ross, S. M., Morrison, J. R., & Kalman, H. K. (2019). *Designing effective instruction* (8th ed.). Wiley.