

Needs Analysis

1. Description of the problem

- A. Throughout academia, instructors ask students to write research papers. However, students are often confused about how to proceed with such a task. They do not understand how to find appropriate materials, how to document sources, or how to narrow a topic into a workable thesis. The PowerPoint that I designed intends to guide students on a step-by-step journey through the process. The PowerPoint will be posted

2. Description of the constraints

- A. If time permits, I will review the PowerPoint with students in a lecture-format.
- B. Whether time permits or not, the PowerPoint will be posted online in an online learning system, such as Blackboard or Desire 2 Learn (D2L).
- C. The only possible constraint as far as students are concerned is technological access. However, I intend to make copies of the PowerPoint so that all students have access.

3. Learner Analysis

- A. Students are to conscientiously take note of the research process and refer back to it frequently as they work on their papers
- B. Current Situational Analysis (your specific context, training or learning needs of your organization, problem to be solved)
- C. This PowerPoint will solve the problem of students being confused about the research process.
- D. It will enable them to ask more specific questions about what they still don't understand, rather than holistically saying that they do not understand.

Evaluation Plan

1. Identify what is going to be evaluated

- A. Students will be evaluated based on the quality of their essays.

2. Identify stakeholders

- A. Students (who will receive a grade)
- B. Instructor (who will assign a grade)

3. Set evaluation criteria (performance, successful completion or testing, etc.)

- A. There is no specific grade related to the created lesson, but it will be used towards establishing a successful research paper.

4. Define a purpose for your evaluation

- A. Evaluation of research paper will meet student objective of understanding how to conduct research at the college-level and produce a high-quality essay.

5. **Develop evaluation instrument, rubric, questions**
 - A. Rubric Included at the End of Lesson Plan
6. **Plan for collecting and analyzing data**
 - A. Instructor will evaluate grades on research essays to determine how well students understood PowerPoint
 - B. Students will be asked to complete a post-assignment reflection where they will reflect on the process that they utilized to conduct research, including discussing their successes and problems. This reflection will ask students to comment on how well the PowerPoint assisted them in producing their essay.
7. **Plan for reporting findings and implications**
 - A. Based upon findings to the post-assignment reflection, instructor can maintain or improve PowerPoint slides for clarity

Design Instruction

1. **Write Performance Objectives**
 - A. Students are to gain experience with finding primary and secondary sources
 - B. Students are to review sources and improve their interpretation skills
 - C. Students are to produce a high quality research essay with a refined thesis and compelling evidence to support their argument
 - D. Students must incorporate internal and reference citations that provide proper credit to works utilized in formulating the arguments within the essay.
 - E. Students must compiled a polished report, with a title page, outline, text of essay, and works cited page that is stapled together in the top left hand corner.
 - F. Upon completion, students will understand that if they produce a small size paper, they can complete any size paper by expanding on their resources and providing a more comprehensive discussion of the content.
2. **Determine and design a task analysis or other appropriate analysis method (e.g., concept map) for mapping out the component parts of the to-be-learned skill(s); hierarchy of tasks or skills, etc.**
 - A. Students are to utilize the PowerPoint as a guide for how to conduct research at the college-level.
3. **Design Strategy:**
 - a. **Pre-instructional activities**
 - A. Students are required to purchase supplies necessary for completion of this project, including pens, a stapler, index cards, and a highlighter
 - B. Students are to visit the library and obtain primary and secondary sources that can be utilized for the project
 - b. **Design content and its presentation (all or piece/sample of the content)**
 - A. Students will have access to PowerPoint guide, which will be submitted in a separate file.

- c. **Examples or tutorials or demonstrations to enhance instructional experience**
 - A. Examples of how to conduct research and produce a quality paper are provided throughout the PowerPoint guide.
 - d. **Activities and active learning strategies (design or describe)**
 - A. Students wishing to improve their writing are encouraged to participate in a peer review session with other students.
 - e. **Follow through activities to apply to real world**
 - A. Students may submit articles to a publisher if they desire
- 4. Design and select instructional materials**
- A. The PowerPoint guide will serve as the primary instructional material for this research assignment
- 5. Implement or plan implementation of instruction:**
- a. **Prepare or instructions for the trainer, facilitator, or administrator of learning**
 - A. If time permits, instructor should utilize PowerPoint as an in-class lesson to teach students on how to conduct research at the college-level.
 - B. Instructor should make copies of PowerPoint for students to ensure that all students have access to material
 - C. PowerPoint instructional guide may be placed in an online learning system, such as Blackboard or Desire 2 Learn (D2L) so that students may access it at any time.
 - b. **Prepare or instructions for the learner**
 - A. If material is presented by instructor, students should take notes during lecture.
 - B. Students should access and review instructional guide and use it at the basis for how to conduct research
 - C. If students have questions, they should be encouraged to consult with the instructor as soon as possible.
 - c. **Prepare or instructions for the space, learning environment, or delivery system/method**
 - A. Students will be given copies of the PowerPoint guide in a classroom setting.
 - B. A copy of the PowerPoint will be available in an online learning system, such as Blackboard or Desire 2 Learn (D2L)
- 6. Assessments: Describe approach and rationale for chosen assessment. Provide examples or a plan.**
- A. Students will be assessed based upon the quality of their essay.
 - B. Students are encouraged to seek a peer reviewer.
 - C. Students are encouraged to ask questions to the instructor for any areas of confusion

Final Project Presentation

1. 10-15 minute presentation of your final prototype.
2. Summary design brief to address the major components of the design, selected tools and delivery method, results, and your future plans for continued development, implementation, or administration of the instructional program,
3. Examples (screenshots or handouts) of your prototype
4. Final reflection about the process and experience

Assignment Resubmission: This course encourages the learning philosophy of *mastery learning*. You may revise an assignment and resubmit for re-grading and feedback at any time as long as it was submitted by the target due date. All materials are due no later than the Monday following the end of the semester. The opportunity for reworking of materials will be not be available after that date.

If you have any questions, please contact your instructor.

Updated 05.25.15

Last Name _____ First Name _____

Class Name _____ Day(s)/Time of Class _____

Essay Rubric

(Submit Rubric and Stapled Assignment to Instructor before Presentation)

Criteria	Needs			
	Missing (0)	Improvement (6)	Satisfactory (8)	Excellent (10)
Professional Appearance				
Stapled Essay in Proper Order				
Included a Cover Page				
Included Outline				
Utilized at Least 5 Sources				
Created Effective Thesis				
Supported Thesis with Intellectual Evidence				
Intellectual Material Properly Cited				
Utilized Proper Grammar				
Proper Formatting and Length				
Total Marks Per Column				
Points Per Column	x 0	x 6	x 8	x 8
Total Points Per Column				
ASSIGNMENT GRADE				