

# PREVIEW EDITION

This is the Preview Edition of the *Readiness Activity*. The purpose of this assignment is to survey your readiness for actively participating in this course. The items contained in this Preview Edition are exactly the same as the items in the actual *Readiness Activity*. Therefore, all items included in this Preview Edition of the *Readiness Activity* will appear in the actual *Readiness Activity*.

---

## ***Readiness Activity: Part 1***

### **Directions**

The information required to complete this assignment is available from the:

1. Course syllabus
2. eLC course website

### **Note:**

- a. This quiz contains 25 items.
- b. Each item is worth 0.2 points.
- c. This assignment is worth 5% of your course grade.
- d. You are allowed to repeat this *Readiness Activity* as many times as you desire [until the due date].
- e. In the Submission View, you will be able to see the questions you answered incorrectly.
- f. Your highest score will be recorded in the eLC Gradebook.

Discussed in April 2020 AACU Webinar: Teaching, Learning and Assessing in Remote Learning Environments <https://www.aacu.org/events/teaching-learning-and-assessing-remote-learning-environments>

1. According to the syllabus, the purpose of this course is to \_\_\_\_\_.
  - a. learn about educational communication and technology
  - b. provide opportunities for practicing instructional design using the ADDIE paradigm
  - c. provide opportunities for using instructional technology regardless of the learning objectives
  - d. create a learning space for intentional learning
  
2. ADDIE is an acronym for \_\_\_\_\_.
  - a. Analyze, Design, Develop, Implement, and Evaluate
  - b. Analyze, Design, Develop, Increase, and Evaluate
  - c. Apply, Develop, Design, Implement, and Evaluate
  - d. Apply, Design, Develop, Implement, and Evaluate
  
3. According to our course syllabus, which of the following statements is **True**?
  - a. Instruction is only one component of [the educational] system, and design must consider other parts of the system and how they affect variables related to student performance.
  - b. Instructional design for training programs is based on the fundamental assumption that the purpose of training is to move a trainee from being dependent on the instructor to becoming independent of the instructor.
  - c. Students are required to familiarize themselves with expectations for behavior in order to create supportive and thriving learning communities.
  - d. Regardless of how an instructional design process is represented, there are seven characteristics that are present in almost all instructional design efforts.
  
4. Which of the following is due for the first individual **Practice Activity**?
  - a. Design Brief
  - b. Implementation Strategy
  - c. Evaluation Plan
  - d. Analysis Summary
  
5. Which of the following is a team assignment?
  - a. Readiness Activity
  - b. Practice Activities
  - c. Complete Proposal
  - d. Final Examination
  
6. Which of the following is a procedure in the Analyze phase of the ADDIE paradigm?
  - a. Determine instructional goals
  - b. Compose performance objectives
  - c. Generate instructional strategies
  - d. Generate testing strategies

7. Assignments may \_\_\_\_\_.
  - a. be resubmitted for an improved grade up to one week after the original due date
  - b. not be resubmitted
  - c. be resubmitted indefinitely during the semester
  - d. be resubmitted for an improved grade up to two weeks after the original due date
  
8. Which of the following is one of the goals of this course?
  - a. Synthesize a lesson plan for a class
  - b. Analyze the benefits of a student-centered environment
  - c. Apply an interactive planning process to the design of learning resources
  - d. Implement instructional design in an informal learning environment
  
9. You may contact the instructor(s) \_\_\_\_\_.
  - a. via eLearning Commons mail
  - b. by making an appointment by phone
  - c. by making an appointment online
  - d. all of the above
  
10. If you submit an assignment on time, you may \_\_\_\_\_.
  - a. resubmit that assignment twice
  - b. not resubmit any assignments
  - c. resubmit that assignment once
  - d. resubmit that assignment indefinitely
  
11. The purpose of assigning **Practice Activities** is to \_\_\_\_\_.
  - a. survey your ability in instructional design
  - b. demonstrate your technology skills
  - c. provide an opportunity to practice instructional design tasks prior to class meetings and apply aspects of instructional design in advance of the team project
  - d. evaluate your knowledge of instructional design
  
12. The penalty for assignments submitted after the due date is \_\_\_\_\_.
  - a. 5% for each day late
  - b. 10% for each day late
  - c. 15% for each day late
  - d. 20% for each day late
  
13. Which phase of ADDIE includes a procedure to conduct a pilot test?
  - a. Analyze
  - b. Design
  - c. Develop
  - d. Implement

14. Which phase of ADDIE includes a procedure to generate testing strategies?
  - a. Design
  - b. Develop
  - c. Implement
  - d. Evaluate
  
15. The conceptual framework for this course advocates \_\_\_\_\_.
  - a. a behaviorist approach to learning by lecture
  - b. a constructivist approach to lecture style teaching methods
  - c. active, multi-functional, inspirational, and situated designs
  - d. didactic, limiting, passive, and singular modes of teaching
  
16. The goal of constructing a **Complete Proposal** is to plan an intervention for a performance discrepancy attributable to a lack of \_\_\_\_\_.
  - a. resources
  - b. motivation
  - c. knowledge and skills
  - d. all of the above
  
17. How many **Practice Activities** are required for this course?
  - a. Three
  - b. Four
  - c. Five
  - d. Six
  
18. Each **Practice Activity** is worth \_\_\_\_\_.
  - a. 5 points
  - b. 10 points
  - c. 15 points
  - d. 20 points
  
19. Which of the following is correct regarding your responsibilities in this course?
  - a. It is essential to review the course content and contribute data, information, and knowledge in a timely manner.
  - b. It is OK if I don't know the rules of Academic Honesty.
  - c. It is essential to finish all the required and supplementary readings.
  - d. It is OK to work alone on the Proposal.
  
20. In which section of the eLC course website can you find analysis summaries written by students previously enrolled in this course?
  - a. Samples of Work
  - b. Course Resources
  - c. Establishing Communication
  - d. Assignments

21. Which of the following statements is **True** regarding the **Individual Contributions Form**?
- The completed form should be returned to the course instructor only after the final version of the project has been submitted.
  - The completed form should be returned to the course instructor prior to submitting the final version of the project.
  - The completed form should be returned to the course instructor prior to the mid-point of the course.
  - 5 points have been allocated for the completion of the form.
22. The required **Individual Contributions Form** \_\_\_\_\_.
- is a team project
  - can be resubmitted twice
  - is worth 5 points
  - is not worth any points
23. Which phase of ADDIE suggests that you identify required resources?
- Analyze
  - Design
  - Develop
  - Implement
24. You will **NOT** receive a final grade without submitting the \_\_\_\_\_.
- Practice Activities
  - Complete Proposal
  - Readiness Activity
  - Individual Contributions Form
25. How can you communicate with your classmates and with the instructor(s)?
- via eLearning Commons mail
  - via online meeting tools
  - through [Open Forum] in eLearning Commons
  - all of the above
26. You are required to complete a **Student Profile** located in the Discussions section of our eLC course website. Did you complete a student profile for this course?
- Yes

# PREVIEW EDITION

This is the Preview Edition of the *Readiness Activity*. The purpose of this assignment is to survey your readiness for actively participating in this course. The items contained in this Preview Edition are exactly the same as the items in the actual *Readiness Activity*. Therefore, all items included in this Preview Edition of the *Readiness Activity* will appear in the actual *Readiness Activity*.

---

## ***Readiness Activity: Part 2***

### **Directions**

The information required to complete this assignment is available from the:

1. "Prologue" section of the Branch (2009) book
2. Required reading: Branch (2018a)
3. Required reading: Branch (2018b)
4. Required reading: Gagné et al. (2005) [Chapter 1]
5. "ADDIE is a Paradigm" PowerPoint slide presentation

### **Note:**

- a. This quiz contains 25 items.
- b. Each item is worth 0.2 point.
- c. This assignment is worth 5% of your course grade.
- d. You are allowed to repeat this *Readiness Activity* as many times as you desire [until the due date].
- e. In the Submission View, you will be able to see the questions you answered incorrectly.
- f. Your highest score will be recorded in the eLC Gradebook.

1. The correct order of Bloom's (1956) Taxonomy is \_\_\_\_\_.
  - a. Knowledge, Application, Synthesis, Comprehension, Evaluation, Analysis
  - b. Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
  - c. Comprehension, Knowledge, Application, Analysis, Synthesis, Evaluation
  - d. Knowledge, Comprehension, Analysis, Application, Synthesis, Evaluation
  
2. Which of the following statements about instructional design is **False**?
  - a. Instructional design is learner-centered.
  - b. Learner objectives are expressed in performance terms.
  - c. Instructional outcomes are measured in a reliable and valid way.
  - d. Instructional design does not address ill-defined educational problems.
  
3. The purpose of the **Evaluation** phase of ADDIE is to \_\_\_\_\_.
  - a. assess the quality of the learning resources and the process used to generate the learning resources
  - b. evaluate the performance of the facilitators
  - c. examine past history of learner performance
  - d. assign a grade the instructional product produced
  
4. The type of test that evaluates the degree to which a student has achieved a learning objective is a \_\_\_\_\_.
  - a. recall test
  - b. criterion-referenced test
  - c. non-recall test
  - d. norm-referenced test
  
5. The type of test that evaluates the performance of a student in terms of other students' performance is a \_\_\_\_\_.
  - a. recall test
  - b. criterion-referenced test
  - c. non-recall test
  - d. norm-referenced test
  
6. Instructional design is a set of procedures intended to respond to situations where there is a lack of \_\_\_\_\_.
  - a. knowledge and skills
  - b. motivation
  - c. resources
  - d. teachers

7. According to the *Prologue* section in the beginning of the Branch (2009) book entitled “Instructional Design: The ADDIE Approach,” which phase of ADDIE delivers the results of the process by explicitly presenting ways of knowing that are translated into ways of doing?
  - a. Input
  - b. Process
  - c. Output
  - d. Develop
  
8. According to the *Prologue* section in the beginning of the Branch (2009) book entitled “Instructional Design: The ADDIE Approach,” why does ADDIE stress a *synergistic* process?
  - a. to respond to the inextricably connected relationships
  - b. to respond to the changing variables within a learning space
  - c. to establish rules and procedures as well as to constitute responsible approaches to designing instruction
  - d. to present the sum of the parts as being greater than the whole
  
9. According to the *Prologue* section in the beginning of the Branch (2009) book entitled “Instructional Design: The ADDIE Approach,” which of the following characteristics apply to “intentional learning”?
  - a. guided and incidental
  - b. incidental and purposeful
  - c. existential and opportunistic
  - d. informal and planned
  
10. According to the *Prologue* section in the beginning of the Branch (2009) book entitled “Instructional Design: The ADDIE Approach,” what is the role of subject matter experts (SMEs) during the instructional design process?
  - a. to make the content of an instructional module relevant to the student
  - b. to work well with the client or primary stakeholders in the instructional development process
  - c. to close the gap in performance when the gap is caused by a lack of knowledge
  - d. to determine the primary causes for a performance gap
  
11. According to the *Prologue* section in the beginning of the Branch (2009) book entitled “Instructional Design: The ADDIE Approach,” what is the intent of a “procedural analysis”?
  - a. to designate how the learning outcome is expressed
  - b. to produce a flowchart representing inputs, actions, and decisions necessary to perform a task
  - c. to provide a visual representation of essential and supportive prerequisites of a task
  - d. to identify the relationships between goals, performance objectives, and enabling objectives



12. According to Gagné, Wager, Golas, and Keller (2005), some examples of learning principles are \_\_\_\_\_.
- contiguity, repetition, reinforcement, and social-cultural approach
  - information processing, behaviorism, and action learning
  - constructivism, visual literacy, and asynchronous online courses
  - pedagogy, andragogy, epistemology, and metaphysics
13. According to Gagné, Wager, Golas, and Keller (2005), “The planning of instruction in a systematic manner, with attention to the consistency and compatibility of technical knowledge at each stage of design, is usually termed the \_\_\_\_\_.”
- cybernetic approach
  - systematic approach
  - cyclical approach
  - systems approach
14. According to Branch (2018a), student-centered instruction means \_\_\_\_\_.
- students should always feel comfortable in their learning environments
  - learners and their performance are the focal points of all teaching and learning activities
  - learners should determine their own goals and objectives
  - the teacher is merely a caretaker of a curriculum that was decided by an external examining agency
15. According to Branch (2018a), instructional design is \_\_\_\_\_.
- a lock-step process
  - a computer-mediated process
  - a goal-oriented process
  - an online course development process
16. According to Branch (2018a), individual instructional designers \_\_\_\_\_.
- rarely use their creativity in designing and developing instructional activities
  - always rely on templates
  - never follow a general set of procedures in order to design instructional materials
  - usually vary the procedures they employ from one situation to another
17. According to Branch (2018a), instructional design outcomes are \_\_\_\_\_.
- subjective, coded, and normalized
  - measureable, reliable, and valid
  - standardized, quantitative, and subjective
  - qualitative, subjective, and thematic

18. According to Branch (2018a), instructional design is typically \_\_\_\_\_.  
a. accomplished by an individual working alone  
b. the result of a computer program  
c. the same as project management  
d. a team effort
19. Based on the content contained in Branch (2018b), the contention is \_\_\_\_\_.  
a. agreeing to adopt rules and procedures as a way to move through a process. However, being systematic does not mean blindly following a sequence without reflection on the process  
b. that the increase in the number of training programs has created a need for designs that systematically generate effective instruction that is student-centered  
c. a systematic approach to designing, developing, and evaluating instruction is one way to navigate the complexity of intentional learning  
d. a practical approach for maintaining an alignment of needs, purpose, goals, objectives, strategies, and assessments is possible throughout the entire instructional design process
20. Based on the content contained in Branch (2018b), action learning strategies are \_\_\_\_\_.  
a. soothing, static, hypothetical, and un-realistic  
b. intended to be nothing like real-world situations  
c. active, interactive, situated, authentic, and case-based  
d. entertaining stories told by the instructor
21. Based on the content contained in Branch (2018b), a fundamental assumption is made that the purpose of training is \_\_\_\_\_.  
a. to move the instructor from being dependent on the trainee to becoming independent of the trainee  
b. to move the teacher from being dependent on class notes to becoming an expert instructor  
c. to move the student from being a learner to becoming an instructor  
d. to move a trainee from being dependent on the instructor to becoming independent of the instructor
22. Based on the content contained in Branch (2018b), which of the following statements is **True**?  
a. Instruction is only one component of [the educational] system, and design must consider other parts of the system and how they affect variables related to student performance.  
b. Instructional design for training programs is based on the fundamental assumption that the purpose of training is to move a trainee from being dependent on the instructor to becoming independent of the instructor.  
c. Students are required to familiarize themselves with expectations for behavior in order to create supportive and thriving learning communities.  
d. Regardless of how an instructional design process is represented, there are seven characteristics that are present in almost all instructional design efforts.

23. A performance discrepancy [or performance gap] is caused by the \_\_\_\_\_.  
a. difference between the actual performance and desired performance  
b. actual performance being equal to the desired performance  
c. desired performance being equal to the actual performance  
d. lack of sufficient computing technology
24. Based on the content contained in the PowerPoint slide presentation entitled “ADDIE is a Paradigm,” instructional design is also known as \_\_\_\_\_.  
a. human performance technology  
b. instructional systems design  
c. instructional systems technology  
d. human technology and intelligent design
25. Based on the content contained in the PowerPoint slide presentation entitled “ADDIE is a Paradigm,” the concept of line-of-sight means \_\_\_\_\_.  
a. agreeing to adopt rules and procedures as a way to move through a process. However, being systematic does not mean blindly following a sequence without reflection on the process  
b. that the increase in the number of training programs has created a need for designs that systematically generate effective instruction that is student-centered  
c. a systematic approach to designing, developing, and evaluating instruction as one way to navigate the complexity of intentional learning  
d. a practical approach for maintaining an alignment of needs, purpose, goals, objectives, strategies, and assessments throughout the entire instructional design process

## [Audio Introductory Message]

1. You are expected to set up your notifications for eLC emails and activities. Here is the link to [How to Set Up Notifications](#).

## [Occasional Online Poll Questions]

1. What is your age range?
  - a. Under 20 years old
  - b. 20-24 years old
  - c. 25-30 years old
  - d. Above 30 years old
2. How many *Instructional Design* courses have you completed prior to this course?
  - a. 0
  - b. 1
  - c. 2
  - d. 3 or more
3. Please rate your personal knowledge about instructional design.
  - a. Not knowledgeable
  - b. Somewhat knowledgeable
  - c. Knowledgeable
  - d. Very knowledgeable
4. Which of the following best describes your level of expertise as an instructional designer?
  - a. Novice
  - b. Competent
  - c. Proficient
  - d. Expert
5. The following describes my prior formal online learning experiences.
  - a. Not applicable
  - b. Some familiarity
  - c. Familiar
  - d. Advanced familiarity
6. My comfort level working as part of a team is \_\_\_\_\_.
  - a. Not at all comfortable
  - b. Somewhat comfortable
  - c. Comfortable
  - d. Very comfortable

7. What do you consider essential for any course to be effective?
8. What should be avoided in order to make any course effective?
9. What is your motive for taking this course?
10. Complete the following sentence:
  - I learn best when I \_\_\_\_\_.
11. Complete the following sentence:
  - My primary expectation for this course is \_\_\_\_\_.