**Design Journal Excerpt**

Our design journal was shared among the two designers and the professor via a Google document. We each used a specific color throughout the journal. All names have been changed and any other identifiers have been removed. This is a small excerpt.

Designer 1

Design 2

Professor

1. Email information below to students.

Hello (Insert specific student names),

My name is. Welcome to IT 7110. I am your design expert and will be working with you throughout the semester to help you create a wonderful design product for our client, Responsible Parenting, Inc. I will be available to assist with questions on your individual projects, but will be most involved with the Responsible Parenting part of the semester.

We have a lot of work to do this semester. Please be prepared to work anywhere from 8-12 hours a week for this class. Before you proceed, you must have already sent Dr. Tracey your design documents for your individual projects. To move forward you will need to have a Skype account and a Google Account. If you need directions on creating either of these accounts, please email me separately..

Once you have a Google Account, one person in the group will need to create a Google Doc so that each group member, Professor, Designer 1, and Designer 2 can have access to. Each week your group will work on your design through this open document. Every group member will pick one color of ink to use throughout the semester. So if I choose red, then I will only type in the Google doc using red. We are creating a dynamic, moving document. There will be numerous changes, so it’s important to revisit the document often in order to stay on track.

The first order of business for your group is to select a weekly time that all of us can meet **this week** for 30-60 minutes. This initial meeting will include Professor, Designer 1 and Designer 2. You must select from the following times for this week only:

Tuesday 1/24: 1:30 - 4:30 p.m. or after 7:30 p.m.

Wednesday 1/25: after 7:30 p.m.

Friday 1/27: 12:00 - 6:00 p.m. or after 7:30 p.m.

Saturday 1/28: after 2:00 p.m.

You must also determine a weekly group meeting time for the remainder of the semester. This must be same time every week. For example, a group might select Mondays, from 7:30-8:30 pm, so we would meet via Skype every Monday during that time. We will need anywhere from 30-60 minutes to go through the progress of the week. To select a time, please work with one another to provide me 3 or 4 possible times that work for ALL of you. I will make one of times work for me and select it as our meeting time going forward. Note that ALL team members must attend this meeting; it is up to you all to make the meeting time work.

To prepare for each weekly meeting, you will choose a different point person every week. Each team member will act as the point person several times through the semester. The point person will review the week’s progress, what work has been accomplished, go over any concerns/challenges, and finally discuss the next set of objectives for the next week’s meeting. You must have your design up to date **before** this meeting occurs, so that I can provide immediate feedback. The purpose of the meeting is to review your design, not to actually design. This means you will receive points when you are prepared to share your design and receive feedback.

Keep in mind, aside from our weekly feedback meetings you should also schedule design sessions as a group. Sometimes groups need to meet 2 or 3 times a week, in order to complete the objectives.

Lastly, as many of you know working collaboratively in an online class can be challenging. Most of us are guilty of posting to a Blackboard discussion board right before the deadline. This approach does not work for group design. So, it is important that your team identifies a day of the week for all members to provide their initial, detailed design response. It may very well be during the first of your weekly design meetings. Then, each member can post thoughts and design elements throughout the week, knowing that all members have provided input. This makes for a much richer design.

That’s all for now. Please be sure to use your team resources moving forward so you can most effectively design an amazing product.

2. Journal thoughts for after feedback meetings with students.

Journal Questions for Professor, Designer 1 and Designer 2

This should include our perceptions and thoughts on groups we are working with, to be used when completing a Journal entry after you have met with each of your groups.

**Directions:** During the course of the semester as you are guiding your groups to create design, you as a leader and instructional designer are keeping a reflective journal. Use these questions as a guide to document your thoughts and feelings after you meet with your assigned group. You do not have to address every question as some may not apply nor do you have to limit yourself to statements in response to these questions. These are to be used as a guide.

Begin your journal entry with the date, what your activity was and then complete the journal entry.

Questions Addressing Group Interactions:

1. How does the group conduct problem analysis as they come into contact with situations?

2. How do the members of the group work together to generate solutions or ideas related to the design?

3. How do the group member’s communicate with each other?

4. How have you influenced the communication process?

5. How does the group identify missing or unclear information and ask questions to seek clarity?

6. How has your input to the group helped the group to work in a more cohesive manner from week over to the next week?

7. How does the group develop ideas and information that expands on what the initial design solution is?

8. How does the group reflect on the ideas generated to determine what path should be followed?

9. How do you as a designer guide the group onto certain paths?

10. How does the group condense multiple ideas into a cohesive and comprehensive summary using their own personal connections and interpretations?

11. How is the groups design consistent with your own personal values?

12. How have your personal values impacted the groups design process?

13. How has the group been flexible with each other?

14. How has the group made decisions together?

15. What challenges has the group faced?

16. How does the group going to overcome these challenges?

17. How do you help the group overcome challenges?

18. What kinds of risks is the group taking?

19. How does the group handle uncertainty?

20. What kind of commitment level is the group experiencing from each member?

21. What kind of level is the group residing at? Are they attaining deep level thinking/creative solving levels?

22. How do you help the group achieve critical thinking/high awareness of the whole project?

23. How does the group stay organized?

24. How do you help the group stay organized?

25. How are you leading the group to maintain control of the work and make sure they are able to produce a final product that has value and worth?

These might be best if they are questions that you ask the groups to answer throughout the semester. Not all of them every week, but maybe insert a few each week in their Peer Group Document and have them answer them. I think that will be very interesting data and excellent feedback on how this process is or is not working.

In terms of your journaling. You will be designing along with them. You will not just be leading the groups; you will be assisting in the design of the courses so I suggest your journaliing come from the designer perspective when you are designing on the project.

I think your email looks good and you have a great outline for them to get started. You are all going to be meeting with them this week. I want to be a part of those meetings as well. Thursday nights are out for me. Wednesday night might be tough, I have to take my mother-in-law for dinner at 5pm. Might be able to be home by 7pm.

Tuesday after 7:30 p.m.

Wednesday after 7:30 p.m.

Friday after 5:30 p.m.

1/23/2012

So, a couple things I thought of after I sent out my emails.

* Some of my people do not have gmail accounts. After I noticed this, I sent out an email to them indicating they needed to create google accounts. I agree, make them understand that this class will be so much more difficult if they don’t use Google. Also suggest they download Google Chrome as their search engine for this class. It makes everything run quicker
* I created a folder for Group 1 and a folder for Group 3. I shared the appropriate folder with each group and asked that they place their documents in those folders, so things would stay organized for us. I have hundreds of documents in Google docs, so this will keep things organized. Sara this is something that you need to do with your Groups
* I also am going to ask that when they email, they place “Group 1:” followed by the topic so that I can quickly identify which email is from which group. Designer 2, you might want to do the same since I’m sure they’re going to email both of us. Agree
* I also would like to discuss the business side of email. If they are determining the best times to give me for a meeting, I do not need to see those discussions. I’m hoping to address the poor business processes from the design team standpoint. Agree and make sure they don’t email about font color. They can use Google docs to talk about font color.
* It seems like they are struggling to organize their meetings. I think the weekly meetings will be easier for them to arrange, but I can already see a few people who don’t seem like they can commit the time necessary for this class. then they mayneed to move on......

Objectives for this evenings Skype meetings:

Whoever’s group, runs the call

1. Welcome, (should we do allow everyone to give a little introduction here? If so, make it VERY short, tell them exactly what to say..... name, masters student etc,

2. Who is Responsible Parenting, Inc. (Should we give a bit of a bio of Joe here? and possibly a little background of why he is doing this?) I can do this, it will be no more than 2 sentences

3. Review of Housekeeping issues:

* Current meeting is just for today, we need to pick another time (unless convenient for design expert. You also need to be available to meet to design and that might be 1 or 2 meetings a week. These meeting need to occur before you meet with me.
* This class is part of the Instructional Technology department. As part of that, everyone should embrace and experiment with new technologies that improve output and collaboration. All students must have a gmail account and I would recommended downloading Google Chrome because we are doing so much of our design project on Google Docs.
* When you email the group please put Group ( ) in the subject so I have a quick reference as to which group is sending the email
* Please place all your documents in the folder I shared with you. If you want to create sub-folders within that folder, that great! Anything you can do to keep us all organized.
* You do not need to include me Or me! on every email. You should email me when you have a question that your group cannot find an answer to. In this case, include all members in the email.
* Remember when typing in a Google Doc to use different color ink for your contributions. Your names should be listed at the top of the document with the corresponding color

4. Design Project

* If you look on the 7110 site under Week 3 at the bottom you will find pdf’s to all the content for this course.
* For this group ( ) you will specifically need the following chapters:\_\_\_\_\_\_\_\_\_\_, but you have access to all the chapters for reference.
* You need to pick a point person for next week’s meeting with me. This person’s role is to lead the meetings with your team as well as with me. (What else?)
* You need to walk through the process. They work on the assignment for the week in their group, they then present it to you.They then turn it into me. And so forth. Be specific with how long the design expert meeting should be versus their work meetings.
* Design is iterative and group oriented. they can not “divide and conquer” It will show in their work and they will end up doing double the work!

5. Next Steps

Good Luck!

should we tell them they are going to pilot their project to a small group of parents and the client? I could make that happen. If they know that, they might be excited to do a better job?

Notes about end users

Improving their lives, desire to be better parents. - not individuals who have been court appointed. Some kind of life event causes it. -loneliness, loss, etc.

People who really want to improve - when they try to change, that’s when the fires start.

Budget - desire from client, and us, we do something in these middle weeks that is online.

These are private pay individuals.

Case studies, you tube videos, assessments. all instructional strategies, content, chunked, sequence, storyboard.

1/31

I found it interesting that Group 1 found out about the murder of Bar-Levav. As a result, one member immediately turned away from the idea of group therapy as a solution.