

Getting Started with Intune: Digital Prototype

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Link to Digital Prototype

My digital prototype is available at <https://barryplanger.wixsite.com/edci569>. Building this project required me to use a few different technologies.

- [Microsoft Intune](#), for the source content
- [Wix](#), for building and hosting the website
- [Camtasia Studio](#), for recording the video
- [Google Forms](#), for creating and serving the assessments

There is no account required to access the course website. The passive content, including text explanations and videos, do not require any specific tools. To complete the hands-on activities, there is a password required to access a trial tenant of Microsoft Azure. Please use either Microsoft Edge, Google Chrome, or Mozilla Firefox to access Intune. If you are normally logged in to an Office 365 account, you will need to complete the exercises using a private browsing session or log out of your regular account in order to use the test account provided below.

- Website: <https://portal.azure.com>
- Username: admin@docsteamA.onmicrosoft.com
- Password: docsteamA123

Final Report

Please provide a brief overview of the process you followed and explain key decisions you made, or changes you made along the way.

I began working on this project when I mentioned it to my manager, Angela. I asked her if I could find a way to make this project a work priority in addition to a school priority. She thought it would be a great idea, and helped me to scope it to something that would work for both. What I thought was that I had accomplished the goal and would be able to meet the requirements for both school and work. This was immediately untrue, as now I had two sets of requirements to meet. This led me to making a series of changes over the course of my project.

The largest major change in my project was the way I needed to handle assessments. I was not meeting the project requirements simply because I thought I was satisfying the work requirements so well that it would not matter. I placed the new formative assessments after each module, with a summative, non-graded checklist that allows them to confirm their knowledge against their upcoming experiences with the product. This led to a firming up for my project, which was further cemented by

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the paper prototype. It largely holds the same form now, though with certain minor upgrades set throughout.

List three things that were the most successful for you during this project. How did these successes help you and impact your project?

The first success I had was in quickly deciding on and learning to use my technology. I have ample experience with a wide variety of complex technologies. This let me quickly determine what tools I would use to create my course. When combined with the product I help design for my career, it was an easy landing into the hard work of this project.

Another success was the discovery of the [Balsamiq](#) web app as an easy way to consider storyboarding my learning site. It had some standard elements, such as menu bars, that caused me to simplify the way I was approaching some of my layout decisions. I had been considering going with something simple all along, but seeing something referred to as the “standard menu bar” gave me outside confirmation.

A third success was the creation of my site map. I was discussing the project with my girlfriend and was trying to explain to her how the course activities connected. She told me that the initial draft of my course map was somewhat unclear, and that I should consider streamlining it. I drew a series of straight lines that led to a conclusion, and I immediately knew that I had a much better version of how the navigation should function.

List three things that were the most challenging for you during this project. Why were these things so challenging for you and how did you overcome them?

The biggest challenge, from which all others have stemmed, has been the consistency with which I have been further behind than I expected to be. I thought that my time management skills were enough, but I often was running ragged trying to meet all the deadlines. It also did not help that this class arrived during a particularly travel-filled few months, and so I have been completing comments with the Blackboard app for iOS, and working off my work laptop while in rented rooms. I have overcome this through simple force of will, and often expunging any social commitments from my calendar.

Another challenge faced due to time restrictions were the weeks where we had multiple comments alongside project requirements. Although that tapered off towards the second half of the

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class, managing this workload in tandem with the project and sometimes multiple discussion threads was much more difficult than I had anticipated.

As I mentioned earlier, there was a unique set of difficulties in this project by having it be a hybrid of work and school assignments. While it has been helpful in gaining some time, I have not been able to devote as much time on it as I thought I would be able to during the work day. I end up pulled away from it, while still receiving ongoing feedback from others about how they think the content should evolve. I tried to block time using Outlook, but this did not prevent persistent colleagues from emailing or IMing without warning to ask for work from me. This led to more meetings than usual, which also prevented me from doing more work on the project during work hours.

Which course activities/resources in combination with your learning process help you to reach your project goals?

The class discussions were the most valuable overall. I used others' contributions to help hone my project. This class has a variety of different types of experiences, and understanding from classroom teachers and actively employed instructional designers allowed me to see how others were solving the same kinds of problems I was facing. I also felt fortunate in that I had no financial issues with the tools I was using. I had the opportunity to compare to my progress to others to make sure that I was moving forward at an acceptable pace, and knowing that my project was not out of line with the requirements was exceptionally helpful. If there is one thing that I take away from this class, it is the essential need for feedback throughout the development process.

The other course activity that I would cite as being particularly valuable was the creation of the paper prototype, then have a tester go through that prototype and rate it based on their perceptions of the course offering. It was difficult to hear some of the feedback that I thought I had worked through, but I believe being able to receive negative feedback will be a distinct part of an instructional design career. It was difficult to know where I could have done things differently to make communicating my materials clearer, especially when I thought I had done such an excellent job of transmitting the message.

What role did your peers and their feedback play in your learning and development process?

The feedback I received from my peers came from two peer groups: my classmates and my coworkers. These two groups provided different feedback based on what I shared with them. My coworkers provided me feedback that was much more pointedly about the content, with some

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questions about the objectives and assessments; I will discuss this later in the Formative Evaluation section. For my classmates, the largest part of the feedback I received came from working through the assessments for my project. I was simply not providing any proper assessment activities, and was called out for it by Elisa in Week 4's Discussion 2. When I asked for feedback on some of my content directly, I received feedback from Avi that helped me determine which tool to use to create my quizzes in Week 5. A back and forth with Gloria in Week 6 helped me confirm that my storyboard was on the right track.

I have known that I require outside affirmation to be sure that my intuition is on track. This is not because I am usually incredibly far from the intended goal, but to understand that my classmates are working on similar problems within their modules is heartening. We are all trying to learn how to design content for an audience that we may or may not have worked on before, and trying to do it in the same limited timeline as well. I felt that this emotional and understanding state of feedback, which was often voiced in the comments, well-represented our collective growth.

What lessons have you learned that will be most beneficial in your career?

I have learned three lessons during this course that will be beneficial for my career as an instructional designer. The first, as I will continue to stress, is placing time management at the forefront of your project development lifecycle. Planning the project using a Gantt chart, which was a new tool to me, set in motion how I could be managing projects going forward. I have mostly managed my projects through thinking only of the next immediate priority rather than planning them at length for what needs must be met throughout the duration. This was a huge shift for me, and though I do not think I executed it perfectly, it has been the right place to begin.

The second lesson that I learned was how to set up your learning resources so that they are simpler to understand. Navigation does not need to be complicated, nor does a website need to embrace whatever the current design trends are, so long as they appear modern while working well. For example, when we did the analysis of Alison's website, their modern design was eye-catching, but it was the ease of use that would make me want to stay as a potential customer. Previously, I would have leaned towards a highly modern site design that may have placed more emphasis on showiness at the possible expense of functionality.

The third lesson that I learned from building this module is to be unafraid of failing in your initial design phases. A commitment to perfectionism has often stifled my schoolwork in the past. This project proved no different, and I had to make sure that the paper prototype worked well enough rather than

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working perfectly. Accepting failure is hard, especially when you think there may be any amount of public shame because of sharing your project with a group of professionals. The class was nothing but supportive, even when I did not believe in my own project, and sharing in-progress work with others gave me an opportunity to show progress rather than failure.

How do you intend to continue to develop your knowledge and skills using the lessons learned and resources in this course?

The second lesson I am taking away is the easiest to project to the future: I will take the lesson of designing a simple interface to every design conversation I have at work. I am currently working on several design projects where we are rebuilding apps for iOS, then Android, then Windows. The original intent of the design work was to make the apps identical across all three platforms, but that is not the way I believe I will advocate for the simplification and updates going forward. A small minority of us were considering making the apps different to reflect their individual platforms, and I now think that this will be much simpler than trying to find a universal design language for three very different operating systems.

For the first and third lessons, the issue for incorporating these will be time-based and through seeing the personal growth that comes with accepting ongoing progress as a sign of success and managing my time more effectively. I have been a procrastinator for virtually my entire life, and part of how I have procrastinated has been to say, “that work is being completed now” without providing a progress update. If asked for more detail, I am often forced to freeze and then fumble around for an answer until I can come up with something that sounds like I have been working. These have not been healthy work habits, and have caused me noticeable stress. This project showed me where the problems occur in a very measured, week-by-week timeline. I will especially use this in the next class, but am looking forward to using these lessons in the practicum next semester.

Formative Evaluation

Summary of Results

I had three of my coworkers go through my course. These three individuals work on various areas of documenting the Intune interface for the same audience of IT Pros for whom this project is intended. These coworkers all have innate understandings of the audience, along with years of experience working directly with professionals in the field. Like me, they solicit feedback and give it often within our group to improve our content. They are heavily embedded in this space, and are the first group that I would show this to before choosing to publish any of this content publicly. Their

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priorities in rating, however, may differ from someone in the program, as they understood that the final result needs to be published to the Microsoft Docs site rather than the prototype location.

I went through the module in person with each of them, and then asked them questions using the Elearning Module Evaluation form that was provided for us to use in tests during Week 6. Since this was occurring during work hours, I sat with them during the module and then asked the fill-in-the-blank questions from the form. I also chose to remove some of the questions that were not fully related to the destination of Microsoft Docs for this content. I have included the results from the tables from that form here and will then discuss what feedback they had for the individual sections. I have highlighted any cells where I received a score of Neutral, Disagree, or Strongly Disagree.

Overall Module Expectations, Content, and Structure			
	User A	User B	User C
Clear objectives	Strongly Agree	Strongly Agree	Strongly Agree
Stated module objectives	Strongly Agree	Strongly Agree	Strongly Agree
Clearly arranged content	Strongly Agree	Strongly Agree	Strongly Agree
Platform is intuitive	Strongly Agree	Strongly Agree	Strongly Agree
Layout is easy to use	Strongly Agree	Strongly Agree	Strongly Agree
Free of grammar errors	Strongly Agree	Strongly Agree	Strongly Agree
All links work	Strongly Agree	Strongly Agree	Strongly Agree
Content flow is uninterrupted	Agree	Neutral	Strongly Agree
Scaffolding is built in	Agree	Agree	Agree
Content is appropriate for elearning	Strongly Agree	Strongly Agree	Strongly Agree
Module is engaging	Strongly Agree	Strongly Agree	Strongly Agree
Module is conducive to learning	Strongly Agree	Strongly Agree	Strongly Agree

Assessment			
	User A	User B	User C
Pre-assessment is available	Strongly Disagree	Strongly Disagree	Strongly Disagree
Post-assessment is available	Strongly Agree	Strongly Agree	Strongly Agree
Assessment is easy to navigate	Strongly Agree	Strongly Agree	Strongly Agree
Assessment is appropriate for audience	Strongly Agree	Strongly Agree	Strongly Agree

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Assessment is aligned with module objectives	Strongly Agree	Agree	Strongly Agree
Assessment feedback is provided	Strongly Agree	Strongly Agree	Strongly Agree
Feedback is timely	Strongly Agree	Strongly Agree	Strongly Agree
Feedback encourages learning	Strongly Agree	Strongly Agree	Strongly Agree

Time, Pace, and Navigation			
	User A	User B	User C
Time required to complete the module is adequate for the topic	Agree	Agree	Strongly Agree
Pace of the module is adequate	Disagree	Strongly Agree	Strongly Agree
Navigation is intuitive	Strongly Agree	Strongly Agree	Strongly Agree
Navigation is easily accessible	Strongly Agree	Strongly Agree	Strongly Agree
Navigation is logical	Strongly Agree	Strongly Agree	Strongly Agree
All parts of the module are easily accessible	Strongly Agree	Strongly Agree	Strongly Agree

Multimedia and Interactivity			
	User A	User B	User C
If narration is used, it adds value to the module	Strongly Agree	Strongly Agree	Strongly Agree
If narration is used, it is of good quality	Strongly Agree	Strongly Agree	Strongly Agree
If other audio is used, it adds to the module	Strongly Agree	Strongly Agree	Strongly Agree
If audio is used, it is optional and activated by the user	Strongly Agree	Strongly Agree	Strongly Agree
If animation is used, it adds value to the module	N/A	N/A	N/A
If animation is used, it is of good quality	N/A	N/A	N/A
If animation is used, it is optional and activated by the user	N/A	N/A	N/A
If interactive activities are used, they are of good quality	Strongly Agree	Strongly Agree	Strongly Agree
Non-textual content is available at regular and	Strongly Agree	Strongly Agree	Agree

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frequent intervals to maintain interest and engagement			
Technical support is adequate to the needs of the module	N/A	N/A	N/A

Visual Design			
	User A	User B	User C
Overall module is visually appealing	Strongly Agree	Agree	Strongly Agree
Layout is conducive to learning	Strongly Agree	Strongly Agree	Strongly Agree
Headers are legible and stand out	Strongly Agree	Strongly Agree	Strongly Agree
Body text is legible	Strongly Agree	Strongly Agree	Strongly Agree
Visuals are appropriate for text	Strongly Agree	Strongly Agree	Strongly Agree
Visuals support learners' understanding	Strongly Agree	Strongly Agree	Strongly Agree
Color scheme is appropriate	Strongly Agree	Strongly Agree	Strongly Agree
Color scheme is not distracting	Disagree	Strongly Agree	Strongly Agree
If corporate branding is present, it is not distracting	N/A	N/A	N/A

Accessibility Design			
	User A	User B	User C
General Layout and Navigation			
Module does not rely on single sense or ability	Disagree	Neutral	Neutral
Navigation is accessible	Strongly Agree	Strongly Agree	Strongly Agree
Navigation is consistent	Strongly Agree	Strongly Agree	Strongly Agree
Navigation does not rely on color	Strongly Agree	Strongly Agree	Strongly Agree
Online help or instructions are available	Strongly Agree	Strongly Agree	Strongly Agree
Module or site map is available	Strongly Agree	Strongly Agree	Strongly Agree
Scrolling is minimized	Agree	Agree	Strongly Agree
Font sizing is relative	Strongly Agree	Strongly Agree	Strongly Agree

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Page print is possible	Strongly Agree	Strongly Agree	Strongly Agree
Video/Audio and Interactive			
Closed captioning is available	Strongly Agree	Strongly Agree	Strongly Agree
Interactive elements are available	Strongly Agree	Strongly Agree	Strongly Agree
Text only pages available for slides that cannot be accessed by screen readers are available	Strongly Agree	Strongly Agree	Strongly Agree
Graphics			
Alternative text for content-related images is available	Strongly Agree	Strongly Agree	Strongly Agree
Colors are appropriate	Agree	Strongly Agree	Agree
Contrast is appropriate	Strongly Agree	Strongly Agree	Strongly Agree
No flickering/strobing images	Strongly Agree	Strongly Agree	Strongly Agree
Text is not displayed as an image	Strongly Agree	Strongly Agree	Strongly Agree
Assessment			
Accommodations for timed responses available	N/A	N/A	N/A

Explanation of Necessary Changes and Rationale for Why Some Changes are Inappropriate

Similar to how this evaluation was approached in class, I will now respond to anything rated Neutral, Disagree, or Strongly Disagree.

- Content flow is uninterrupted:** User B felt that the content flow would be uninterrupted if more of the content were presented on a single page rather than split across three pages. This change is appropriate for transfer into the Microsoft Docs site, where the video would be displayed directly above the written instructions. For this website, it would be inappropriate to change this, as it would break the site map. I do think that this would work well so long as I keep the assessments on a separate page from the instructional content.
- Pre-assessment is available:** All the users correctly noted that there was not a pre-assessment activity available for this lesson. As this lesson is designed for users that have virtually no experience with Intune, I determined that there was no need for a pre-assessment. If the users

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know what a given part of them module is teaching, then they can skip that lesson and move to the next part of the course.

- **Pace of the module is adequate:** User A felt that the first two exercises, adding a user and adding a group, could have been combined into one, as the hands-on components for these are shorter than the other components of the module. This is feedback I would consider integrating after getting more feedback to support it. Since the other two users felt that it was fine, I would not make any immediate moves to change this pacing.
- **Color scheme is not distracting:** User A did not like the use of an inverted, white-on-black color scheme. I used this scheme to make it high contrast and easy to read. The other two users again agreed that it was easy to read, and that this was a common enough color scheme to not be alienating. If possible, I would offer a color switcher that would allow the user to switch between high contrast (current theme) and low contrast (inverted theme) modes, but that would be a later priority. It is also something that is available currently on the Microsoft Docs site.
- **Module does not rely on a single sense:** Although the content can be consumed purely through the narration and through screen reading, it is designed with a sight-only, sight-first mentality. I did not test directly with a screen reader to see how easy this is to navigate without sight. When publishing this to the Microsoft Docs site, I will have to undergo an accessibility review; within this prototype, I believe that I have met enough accessibility requirements to be satisfactory.

Self-Evaluation Using Merrill's Five-Star Rating

The self-evaluation of my course is below. Bronze, silver, and gold ratings are applied based on how well I believe my course adheres to Merrill's criteria.

Stage	Criteria	Explanation
Problem Is the courseware presented in the context of real world problems?	Does the courseware show learners the task they will be able to do or the problem they will be able to solve as a result of completing a module or course? Are students engaged at the problem or task level not just the operation or action levels? Does the courseware involve a progression of problems rather than a single problem?	My course approaches real-world problems for thousands of IT admins. All the lessons are based around tasks that these admins will use, and they get to connect what they learned to their real-life environments. The learners will solve a set of problems that lead towards a larger goal of understanding how to use basic Intune functionality.

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Stage	Criteria	Explanation
Rating for Problem Stage: Gold		
<p>Activation</p> <p>Does the courseware attempt to activate relevant prior knowledge or experience?</p>	<p>Does the courseware direct learners to recall, relate, describe, or apply knowledge from relevant past experience that can be used as a foundation for new knowledge?</p> <p>Does the courseware provide relevant experience that can be used as a foundation for the new knowledge?</p> <p>If learners already know some of the content are they given an opportunity to demonstrate their previously acquired knowledge or skill?</p>	<p>My course has users participating in and learning about activities that they will need to complete every day when using the product. Most users will have sufficient background knowledge with related software such as Configuration Manager or on-premises Active Directory.</p> <p>While users will not have a chance to display previous knowledge to another individual or group, they will be able to use their knowledge towards the completion of the course.</p>
Rating for Activation Stage: Gold		
<p>Demonstration</p> <p>Are the demonstrations (examples) consistent with the content being taught?</p>	<p>Are the demonstrations (examples) consistent with the content being taught?</p> <ul style="list-style-type: none"> • Examples and non-examples for concepts? • Demonstrations for procedures? • Visualizations for processes? • Modeling for behavior? <p>Are at least some of the following learner guidance techniques employed?</p> <ul style="list-style-type: none"> • Learners are directed to relevant information? • Multiple representations are used for the demonstrations? • Multiple demonstrations are explicitly compared? <p>Is media relevant to the content and used to enhance learning?</p>	<p>The demonstrations are an exact representation of the activities that the users are about to do. They can alternate between the two, or if they are so inclined, they could skip the video and move directly into the written directions. The intent is for them to use both the written and video representations to inform the hands-on components.</p> <p>There are no non-examples for these concepts provided. The restrictions of Intune would simply not allow them to create a non-example that would communicate what not to do within the context of the lessons.</p>
Rating for Demonstration Stage: Gold		
<p>Application</p> <p>Are the application (practice) and the posttest consistent with the stated or implied objectives?</p>	<p>Are the application (practice) and the posttest consistent with the stated or implied objectives?</p> <ul style="list-style-type: none"> • Information-about practice requires learners to recall or recognize information. • Parts-of practice requires the learners to locate, 	<p>The application and posttests are consistent with the objectives. There are no implied objectives; all objectives are clearly stated on the landing pages for each of the five lessons within the course.</p> <p>To maintain the feel of a brand-new environment, the training</p>

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Stage	Criteria	Explanation
	<p>name, and/or describe each part.</p> <ul style="list-style-type: none"> • Kinds-of practice requires learners to identify new examples of each kind. • How-to practice requires learners to do the procedure. • What-happens practice requires learners to predict a consequence of a process given conditions, or to find faulted conditions given an unexpected consequence. <p>Does the courseware require learners to use new knowledge or skill to solve a varied sequence of problems and do learners receive corrective feedback on their performance?</p> <p>In most application or practice activities, are learners able to access context sensitive help or guidance when having difficulty with the instructional materials? Is this coaching gradually diminished as the instruction progresses?</p>	<p>environment cannot have any previously-created examples in it. Because the environment I used to create these videos is shared, it does show some existing content. This will not be present in the user's environment. This is to ensure predictability and consistency across all new users accessing this course.</p> <p>Learners use the knowledge that they will learn from this course to solve the problems presented here and to fill out their checklist, which connects to their real-life environments. The feedback that is offered from the quizzes for incorrect answers links them directly to the correct part of technical documentation outside of the module. In the final version, this will be part of the whole product; it is not an ideal experience in this self-contained prototype. This would be the primary form of contextual help offered for users within the learning module. Intune additionally offers contextual help, although that help may not provide them with the exact answers they seek. That contextual help, however, will lead them directly to technical documentation.</p>
Rating for Application Stage: Silver		
<p>Integration</p> <p>Does the courseware provide techniques that encourage learners to integrate (transfer) the new knowledge or skill into their everyday life?</p>	<p>Does the courseware provide an opportunity for learners to publicly demonstrate their new knowledge or skill?</p> <p>Does the courseware provide an opportunity for learners to reflect-on, discuss, and defend their new knowledge or skill?</p> <p>Does the courseware provide an opportunity for learners to create, invent, or explore new and personal ways to use their new knowledge or skill?</p>	<p>This course, unfortunately, does not conclude with a certification or other indication of completion that can be shared publicly. The true value will be realized when the learner uses these skills in their professional capacity as an IT admin. If they wish to show off their test environment with newly-populated groups, users, and devices, they certainly can; this is not a part of the course.</p> <p>Learners are provided with opportunities to find the</p>

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Stage	Criteria	Explanation
		connections between their new skills and their live environments by using the checklist. This is a way they could show what they have done to another coworker or to their manager. They will also use this as the chance to create a personal connection to the materials they have just learned.
Total Rating for Integration Stage: Gold		

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Rubric

Your assignment will be evaluated on the completeness of each of the requirements above and on whether your e-Learning lesson implements the design recommendations in the course materials. I will use the following rubric to grade your work:

Criteria	Ratings			Score /35	Comments
	Excellent	Satisfactory	Wanting		
The Digital Prototype					
Content	The e-Learning lesson contains all the necessary content to help students achieve all five objectives. All topics have a series of absorb, do, connect and assessment activities (may be combined when necessary). (5 points)	The e-Learning lesson is missing some content that is necessary to help students achieve all five objectives, some of the topics lack absorb, do, connect and/or assessment activities (or there is no indication of activities that are somehow combined). (1-4 points)	The e-Learning lesson does not contain any of the necessary content to help students achieve all five objectives. None of the topics have a series of absorb, do, connect and assessment activities (and there is no indication of activities that are somehow combined). (0 points)	/5	
Presentation of Content	The e-Learning lesson implements design recommendations regarding color, screen layout, design elements and type. (5 points)	Some parts of the e-Learning lesson do not implement design recommendations regarding color, screen layout, design elements and type. (1-4 points)	No part of the e-Learning lesson implements design recommendations regarding color, screen layout, design elements and type. (0 points)	/5	
Navigation	Navigation throughout the entire lesson is consistent, predictable and implements best practices related to the type of navigation mechanism used. (5 points)	Navigation in some parts of the lesson is inconsistent, or unpredictable or does not implement best practices related to the type of navigation mechanism used. (1-4 points)	Navigation throughout the entire lesson is inconsistent, unpredictable and does not implement best practices related to the type of navigation mechanism used. (0 points)	/5	

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Criteria	Ratings			Score /35	Comments
	Excellent	Satisfactory	Wanting		
Functionality	Throughout the lesson, there are no dead links, all documents open and display the expected content, all media files display/play/open. (5 points)	Throughout the lesson, there are some dead links, some documents do not open or do not display the expected content, some media files do not display/play/open. (1-4 points)	Throughout the lesson, all links are dead, documents do not open or do not display the expected content, no media files display/play/open. (0 points)	/5	
The Final Report					
Formative Evaluation	The formative evaluation section includes a summary of the results of the formative evaluation, an explanation of necessary changes and a rationale for when changes are inappropriate (if applicable). (5 points)	The formative evaluation section does not include a summary of the results of the formative evaluation, an explanation of necessary changes or a rationale for when changes are inappropriate (if applicable). (1-4 points)	The formative evaluation section does not include a summary of the results of the formative evaluation, an explanation of necessary changes and a rationale for when changes are inappropriate (if applicable). (0 points)	/5	
Report	The report addresses all required questions. (5 points)	The report does not address some of the required questions. (1-4 points)	The report does not address any of the required questions. (0 points)	/5	
Self-Evaluation	The self-evaluation provides answers to the questions in all sections, an explanation for the answer and a general rating of each section. (5 points)	The self-evaluation provides answers to the questions in some sections, but not all, or some of the explanations for the answers or the general rating of each section are missing. (1-4 points)	The self-evaluation does not provide answers to any of the questions in all sections, an explanation for the answer and a general rating of each section. (5 points)	/5	