

MIT 500

Context and Conditions

The Online Learning Module for MarketBound Administrators project was completed as partial fulfillment for MIT 500: Instructional Systems Design: Theory and Research. The project was completed in the Fall 2005 semester under the guidance of Dr. Mahnaz Moallem. The self-instructional module was designed and developed for IBM Executive Briefing Center MarketBound administrators who are new to their job roles.

MarketBound is the home-grown briefing management system currently in place for use by worldwide IBM briefing center personnel. The software skill which is taught in the module is very specific to the MarketBound system and teaches the administrators how to move a background document (or Visitor Information Sheet, a.k.a. VIS) from new or pending status to confirmed status.

As a member of the worldwide IBM Software Executive Briefing Center team for five years (at the time the project was completed), I considered myself a subject matter expert for the project. I also had access to the developers and maintainers of the MarketBound system while designing and developing the self-instructional module.

Scope

The project entailed the analysis, design, development, and evaluation for the self-instructional module. Product reports were generated which included the theoretical foundation for the project, learner analysis, context analysis, needs assessment, task analysis, instructional strategies, performance objectives, assessment strategies and instruments, results of the formative evaluation, and the activities and experiences log. The formative evaluation was conducted using one-on-one and small group levels, the results of which led to revisions of the final product. The entire project was completed within one semester.

Role

This project was conducted solely by me. I acted as the instructional designer, developer, and subject matter expert. As the instructional designer, I conducted the front end analysis which included the needs assessment, as well as the learner, context, and instructional goals analyses. Based on the results of the front end analysis, I designed and developed learning goals, performance objectives, assessment strategies, assessment items, and instructional strategies. I used Gagne's Conditions of Learning model to guide my design of the instruction. In the development of the product, I used Dick, Carey and Carey's Systems Approach for Designing Instruction model (2005) as my framework.

As the developer of the module, I used the Macromedia Captivate software application to develop the product. The learners were able to work at their own pace on their own

workstations. The module was developed with a pre-test, interactive content, and a post-test.

Because I had worked in the IBM Software Executive Briefing Center program for five years at the time, and because I served on the MarketBound committee and had used the briefing management system extensively, I considered myself a subject matter expert. I also had access to the developers and maintainers of the MarketBound system while designing and developing the self-instructional module.

Reflection

MIT 500 is designed to be an introduction to instructional systems design and to set a solid foundation for all of the other courses in the MIT program. I joined the program in the spring of 2005 and completed a course that semester; however, I did not take MIT 500 until the fall of 2005. The course put the pieces of the puzzle from the spring into place and I remember several “Oh, that’s what that means!” moments during the 500 course.

Upon reflection of my project, there are two main things I would do differently if possible. For one of my first projects in the program, it probably would have been better to complete the project as part of a team instead of giving it a go solo. Likewise, I definitely would have spent much more time on the actual development of the project and written out a script for myself rather than narrating the module off the cuff.