

## Domain of Instructional Design

Competency	Job Qualification	Artifact	Rationale
<p><b>Conduct performance analysis and determine the appropriateness of instructional solutions for the problem.</b></p>	<p>Assess the knowledge levels of employees in order to determine the learning gaps that need to be filled.</p> <p>Analyze audience needs and tying them to business requirements</p>	<p>MIT 510: DESIGN &amp; DEVELOPMENT OF INSTRUCTIONAL TECHNOLOGY – Web Page Training for Teachers to Bring Up-To-Date Information to Parents</p> <p>MIT 502: SYSTEMATIC APPROACH TO PERFORMANCE IMPROVEMENT – Increasing Student Performance on the North Carolina Online Test of Computer Skills</p>	<p>These two projects exemplify my ability to analyze a performance problem by conducting a careful analysis of current and optimal performance in order to distinguish between instructional and non-instructional solutions. In both projects, I conducted a performance and gap analyses to determine the instructional and non-instructional solutions to each problem.</p>
<p><b>Plan and conduct needs assessment.</b></p>	<p>Assess short-term vs. long-term needs.</p> <p>Determine client needs through</p>	<p>MIT 520: MANAGING INSTRUCTIONAL DEVELOPMENT – WBT Project</p>	<p>In all three of these projects, I performed a needs assessment by analyzing extant data, interviews with stakeholders and performed thorough subject-</p>

	surveys, interviews, focus groups, and management consultations.	Management Plan  MIT 502: SYSTEMATIC APPROACH TO PERFORMANCE IMPROVEMENT – Increasing Student Performance on the North Carolina Online Test of Computer Skills	matter analysis. Using this information, I was able to examine the actual and optimal performances in order to conduct a gap analysis and determine appropriate solutions, both instructional and non-instructional.
<b>Assess learner/trainee characteristics.</b>	Conducts learning needs analyses, which include audience and task analyses.  Analyzes characteristics of the learning and performance environment.	MIT 500: INSTRUCTIONAL SYSTEMS DESIGN: THEORY & RESEARCH – Connecting a Data Projector to a Laptop Computer – A Self-Instructional Module for Teachers	Conducted a thorough learner, situational and performance analysis to determine appropriate instructional objectives, strategies and inform design decisions. These decisions were based on the learners' prerequisite skills, knowledge, and attitudes.
<b>Analyze the characteristics of a setting.</b>	Conducts learning needs analyses, which include audience and task analyses.	MIT 500: INSTRUCTIONAL SYSTEMS DESIGN: THEORY & RESEARCH –	Analyzed the school setting in order to facilitate an appropriate design and sustainability.

	Analyzes characteristics of the learning and performance environment.	Connecting a Data Projector to a Laptop Computer – A Self-Instructional Module for Teachers	
<b>Conduct analysis of jobs/tasks and content.</b>	<p>Identify core learning objectives and design aligned activities.</p> <p>Work with SME's to identify source information, coordinate SME reviews, and incorporate SME feedback.</p>	<p>MIT 500: INSTRUCTIONAL SYSTEMS DESIGN: THEORY &amp; RESEARCH – Connecting a Data Projector to a Laptop Computer – A Self-Instructional Module for Teachers</p>	An extensive task analysis was conducted to determine domains of learning, prerequisite skills and module objectives.
<b>Sequence learner outcome.</b>	Identify core-learning objectives and design aligned activities in a logical fashion.	<p>MIT 500: INSTRUCTIONAL SYSTEMS DESIGN: THEORY &amp; RESEARCH – Connecting a Data Projector to a Laptop Computer – A Self-Instructional</p>	<p>MIT 500 and MIT 515 - These are examples of learning environments where concepts are taught in a sequential manner, each unit of instruction building on the previous.</p> <p>MIT 512 – This is an example of an inquiry-based unit where</p>

	<p>Module for Teachers</p> <p>MIT 515: WEB TEACHING: DESIGN &amp; DEVELOPMENT - Teaching and Learning in the 21<sup>st</sup> Century</p> <p>MIT 512: COMPUTER APPLICATIONS IN EDUCATION – Unit Plan: “The Web Enhanced Classroom”</p>	<p>concepts are taught with an over-reaching question or task. Their goal is to construct meaning by completing the task. I selected this approach due to the subjective nature of the unit learning objectives.</p>	
<p><b>Specify instructional strategies and sequence the instructional strategies.</b></p>	<p>Design instructional materials using instructional design theories.</p> <p>Design materials using innovative, engaging, instructionally sound design.</p>	<p>MIT 500: INSTRUCTIONAL SYSTEMS DESIGN: THEORY &amp; RESEARCH – Connecting a Data Projector to a Laptop Computer – A Self-Instructional Module for Teachers</p>	<p>MIT 500 – A self-instructional module was created using Richard Mayer’s SOI model of instruction. Learners were introduced to the task utilizing an interactive Flash video that included actual equipment images, graphic organizers and assessment questions. Learners are introduced to the vocabulary of the task and</p>

	<p>Design courses, including writing goals, objectives, and instructional strategies for courseware.</p> <p>Selects, modifies, and creates design and development models appropriate for a given project. Provides rationale for the selected design and development model.</p>	<p>MIT 515: WEB TEACHING: DESIGN &amp; DEVELOPMENT - Web-based Course: "Teaching and Learning in the 21<sup>st</sup> Century"</p>	<p>presented a metaphorical organizer before they are taught the actual process.</p> <p>MIT 515 – Since the expected audience included an estimated 1,000 learners in a geographically large school district, I chose Blackboard's WebCT Vista course management system as the delivery platform. The course was designed using techniques outlined in Sarah Horton's Web Teaching: A practical approach to creating course websites. Instructional materials included text, audio and video.</p>
<p><b>Determine instructional resources appropriate to instructional activities.</b></p>	<p>Selects, modifies and creates resources appropriate for given project.</p>	<p>MIT 542 INTERNSHIP – Proficient Learning: Respironics Strategic Business Planning Learning Extension</p> <p>MIT 515: WEB TEACHING: DESIGN &amp;</p>	<p>MIT 542 – Conducted materials needs analysis through careful examination of existing materials and consultation with client. Designed "pull-through" learning extension module according to specific needs for commercial distribution.</p> <p>MIT 515 – For this online course, I selected a variety of multimedia</p>

		<p>DEVELOPMENT - Web-based Course: “Teaching and Learning in the 21<sup>st</sup> Century”</p>	<p>(audio, video, text) elements for this course based on course objectives and instructional strategies. One component of the course was the use of a collaborative “library” where participants could add resources to an existing list.</p>
<p><b>Select appropriate applied information technologies to achieve instructional objectives.</b></p>	<p>Develop instructional materials using a variety of software.</p> <p>Investigate, develop, and implement programs for alternative channels of education for customers and strategic partners, such as online “webinars”, eLearning, and technical awareness seminars.</p>	<p>MIT 515: WEB TEACHING: DESIGN &amp; DEVELOPMENT - Web-based Course: “Teaching and Learning in the 21<sup>st</sup> Century”</p> <p>MIT 512: COMPUTER APPLICATIONS IN EDUCATION - Unit Plan – “The Web-Enhanced Classroom”</p> <p>MIT 511: MULTIMEDIA DESIGN &amp;</p>	<p>In each of these projects, I utilized the learning objectives, learner analysis, and task analysis to select the most appropriate environment for content delivery.</p>

DEVELOPMENT -  
Job Aid Design:  
“Getting Started with  
Digitization Online  
Community”

MIT 500:  
INSTRUCTIONAL  
SYSTEMS DESIGN:  
THEORY &  
RESEARCH –  
Connecting a Data  
Projector to a  
Laptop Computer –  
A Self-Instructional  
Module for Teachers