

Development Competency

Domain of Instructional Development			
MIT Competencies	Job Qualifications	Artifacts	Rationale
Develop projected and non-projected graphic instructional materials.	Experience developing multimedia learning objects required	MIT 511 -Asheville Web site MIT 513 -CBI Module	These two products are good examples of my instructional multimedia development skills.
Demonstrate ability to produce audio scripts and audiotapes.	Experience recording and editing sound files	Taskstream Video Science Notebooks Video	These two video projects are good examples of my by script writing ability.
Demonstrate the ability to produce still and motion photographic instructional materials, including knowledge and competencies in: film characteristics, camera operation, exposure, darkroom processes, lighting and color photography.	Experience planning, shooting, and editing video projects	Taskstream Video PDS Office Video Andy and Hatha Hayes Tribute Video Science Notebooks Video Tech Busters Video	These projects demonstrate my ability to take a project from script to screen.
Demonstrate knowledge of the principles of perception and visual learning	Knowledge of composition and	MIT 511 -Asheville Website MIT 513 -CBI Module	These projects represent my awareness and ability

applicable to the design and production of photographic instructional materials.	screen design	MIT 542 -Be Brief Screen Design	in screen design as it relates to visual learning.
Demonstrate knowledge of computer utilization practices and the ability to apply them in instructional settings including: computer literacy, software selection and evaluation, instructional management, hypermedia development and distance learning.	Experience designing and developing online courses using WebCT, Blackboard, or Moodle Experience using computer and online based learning solutions.	MIT 512 -WebQuest MIT 513 -CBI Module MIT 522 -Implementation Plan	The WebQuest demonstrates my ability to develop basic, web-based instruction to be used with a facilitator, while the CBI is much more interactive and can be completed individually by the learner.
Design and produce computer-based instruction including drill-and-practice and tutorial programs.	Experience creating computer-based instruction using Toolbook or Authorware	MIT 512 -WebQuest MIT 513 -CBI Module	This CBI shows a good example of the drill and practice format that computer-based-instruction is very good for.
Design and produce interactive multimedia systems.	Experience using various development tools (video, graphics, sound) to develop multimedia enhanced courses	MIT 511 -Asheville Web site MIT 512 -WebQuest MIT 513 -CBI Module	Interactivity was incorporated into each of this products in an attempt to keep the learner engaged and increase retention.

Develop curriculum and apply instructional technology to the curriculum at the systems level, the macro level and the micro level.	Experience developing curriculum both system-wide and for individual courses	MIT 500 -Micro-Level Design Plan MIT 510 -Macro-Level Design Plan MIT 522 -Implementation Plan	The MIT 500 project is an excellent example of micro level plan while the MIT 510 project is a good example of a macro system wide plan.
Demonstrate knowledge and ability to design and produce self-instructional modules, training manuals, instructor's guides and job aids.	Experience creating learner and instructor guides	MIT 500 -Self Instructional Module MIT 513 -CBI Module	Both of these products are self-instructional.
Design and produce mediated instruction.	Demonstrate the ability to incorporate multimedia design tools into the development of instruction Demonstrate a strong background in all phases of the instructional development process	MIT 500 -Self Instructional Module MIT 513 -CBI Module MIT 515 -Web-based Course	The MIT 500 product and the MIT 513 both utilized a computer to deliver the instruction as opposed to an instructor.