MIT 500: A Self-Instructional Module

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Project Reports

Appendices

Instructional Product

Print-based Companion to Product

Context & Conditions:

“Burning a CD using Roxio Easy CD Creator,” a self-instructional module, was completed in the fall semester of 2005 in partial fulfillment of a course entitled: MIT 500 Instructional Systems Design: Theory and Research. Under the guidance of Dr. Mahnaz Moallem this module was designed for university faculty to teach themselves how to back-up their personal computer data using Roxio Easy CD Creator.

Scope:

This project entailed the analysis, design, development, and evaluation of a self-instructional module. The module was developed using PowerPoint and distributed on CD. Formative evaluation was conducted at the one-to-one and small group levels with the results affecting the final iteration of the module. A product plan was completed which covered all aspects of the project including: the executive summary, needs assessment, instructional goals, theoretical orientation and rationale, learner’s entry behaviors, performance context, performance objective and assessment instruments, instructional strategies, results of one-on-one evaluation, results of small group evaluation, and planning and implementation log. This project was completed within one semester.

Role:

I served as one half of the project team. Throughout the project each of use acted as an:

Instructional Designer

As instructional designers, we conducted the front end analysis which included the needs assessment, learner, environmental, and instructional goals analysis. Based on the results of the front end analysis we designed and developed learning goals, performance objectives, assessment strategies, assessment items, and instructional strategies. We used Roger Schank's Learn by Doing theory (also known as Goal Based Scenarios) to guide our design of instruction. In the development of the product we used Dick, Carey and Carey's Systems Approach for Designing Instruction (2005) model as a framework.

The self-instructional module taught UNCW faculty members how to back-up computer files to CD using Roxio Easy CD Creator, a program which comes standard on all UNCW owned computers. The module included a pre-test, step-by-step activities each with a review, and a posttest. Faculty members were able to progress through the module at their own pace, on their own computer, while using Roxio Easy CD Creator.

During development of the module, we conducted a formative evaluation in a one-to-one and small group setting and used to results to revise the instructional module.

Graphic Designers

As graphic designers, we created graphics, and designed the self-instructional screen, using Macromedia Fireworks. The module was developed and delivered using Microsoft PowerPoint to promote learner comfort.

Subject Matter Experts (SME)

Because my partner and I had burned many CDs using Roxio Easy CD Creator we also served in the role of SMEs.

Reflection

This class was my introduction to instructional systems design and set the foundation for all of my other courses in the graduate degree program. Needs assessment as a formal process was something I had never thought about before this class. I distinctly remember analyzing the results of the one-to-one and small group evaluation to discover exactly what needed to be modified. After completing this class I

recognize that the more work completed in the needs assessment stage means less revision in the formative evaluation stage and a better product overall.

Domains/MIT Competencies/Job Qualifications/Artifacts

Skip to: Design . Development . Utilization . Management . Evaluation

Domain of Instructional Design			
MIT Competencies	**Job Qualifications**	**Artifacts**	**Rationale**
Plan and conduct needs assessment.	Conduct applied research and evaluation Conduct needs analysis	MIT 500 -Needs Assessment	This artifact demonstrates my ability to successfully identify the gap between the current situation and the ideal situation. Once this gap is identified it is time to determine what factors are causing the deficiency.
Assess learner/trainee characteristics.	Recognize client's learning needs and requirements	MIT 500 -Learner Analysis	The learner analysis assists the designer to determine the needs of the learner.

Analyze the characteristics of a setting (learning environment).	Conduct needs analysis	MIT 500 -Context Analysis	The environmental analysis assess the context or environment where the learning is to occur.
Conduct analysis of jobs/tasks and content.	Write learning objectives	MIT 500 -Task Analysis	The task analysis explains how the learner gets from their current situation to the optimal task performance.
Sequence learner outcome.	Sound understanding of content development and curriculum design	MIT 500 -Self-Instructional Product -Task Analysis -Instructional Strategies	These products represent my understanding of the sequencing of learner outcome.
Specify instructional strategies and sequence the instructional strategies.	Sound understanding of content development and curriculum design	MIT 500 -Instructional Strategies	This product demonstrates the type of thinking required to determine proper instructional strategies and proper sequencing of objectives.

Determine instructional resources (media/computer technology) appropriate to instructional activities.	Researches the effectiveness of various teaching strategies and instructional technologies. Effectively assesses the feasibility of solutions in terms of client needs and available resources.	MIT 500 -Self-Instructional Module	Selecting the appropriate resource to augment or deliver instruction is imperative in effective instructional design. This products effectively represents this competency.
Select appropriate applied information technologies to achieve instructional objectives.	Effectively assesses the feasibility of solutions in terms of client needs and available resources.	MIT 500 -Self-Instructional Module	This product demonstrates my ability to choose the right technology for a given project.
Domain of Instructional Development			
MIT Competencies	Job Qualifications	**Artifacts**	Rationale
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	The MIT 500 project is an excellent example of micro level design plan.
Demonstrate knowledge and ability to design and produce self-	Experience creating	MIT 500	This product is a good example of self-

instructional modules, training manuals, instructor's guides and job aids.	learner and instructor guides	-Self Instructional Module	instructional materials I have developed.
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	The MIT 500 product utilized a computer to deliver the instruction as opposed to an instructor.
Domain of Utilization			
MIT Competencies	Job Qualifications	**Artifacts**	Rationale
Apply principles of selection and use of materials and techniques relevant to a multicultural society (e.g., non-print, print, mass media, hardware, software, other audiovisual strategies).	Demonstrate the ability to select appropriate media for the project	MIT 500 -Self Instructional Module	This product indicates my ability to be flexible in the delivery of instruction, whether it be instructor-led, or self-instructional.
Domain of Management			
MIT Competencies	Job Qualifications	**Artifacts**	Rationale
	Translate a broad		This project required

Plan, create, monitor, and facilitate instructional design projects.	project scope into detailed work plan with tasks, accountabilities, dependencies, milestones and deadlines	MIT 500 -Self-Instructional Module	organization, interpersonal skills and an ability to facilitate the instructional design process.
Domain of Evaluation			
MIT Competencies	Job Qualifications	**Artifacts**	Rationale
Plan and conduct needs assessment.	Demonstrated background and experience in selecting appropriate assessment strategies for different levels or types of courses in a variety of areas	MIT 500 -Needs Assessment	This projects demonstrates an understanding of the assessment process from the design stage through the evaluation stage.
Plan and conduct evaluation of instruction/training.	Conduct classroom observation and provides constructive feedback in one-on-one faculty consultations addressing teaching performance.	MIT 500 -Formative Evaluation Report -Assessments	These documents demonstrate my ability to evaluate instruction.
Plan and conduct product evaluation.	Evaluate learning tools and provide recommendations for their future use	MIT 500 -Formative Evaluation Report	This product represents a through understanding of individual product

			evaluation.