

MIT 510: A Macro-Level Design Plan



Macro-Level Design Plan

The Operating System

Gantt Chart

Context & Conditions:

“Tech Town: Strengthening employee skill level and knowledge of the online ordering in-store pickup system,” a front-end analysis and training plan, was completed in the spring of 2006 in partial fulfillment of a course entitled: MIT 510: Design and Development of Instructional Technology. Under the guidance of Dr. Mahnaz Moallem this analysis was conducted in response to customer dissatisfaction. Customers at Tech Town, an electronics retailer, were ordering products from the company’s web site, selecting the in-store pickup delivery option, and having to wait longer than the advertised thirty minutes to pick up their order.

Scope:

The front-end analysis report consisted of a needs analysis, problem analysis, cause analysis, and summary of proposed solutions. Information was gathered through an analysis of the operating system, interviews with stakeholders, and an extent data analysis. Extant data revealed that 40% of orders placed online for in-store pickup took longer than 30 minutes to fill, while interviews revealed the optimal performance to be 90% of orders filled within 30 minutes.

The implementation plan included the problem statement, proposed solution and rationale, deliverables (products), and phases of development. Training was identified as the proposed solution. The implementation plan outlined the design, development, and delivery of the training. Microsoft Project was used to manage the project by setting a timeline, budget, and the allocation of resources.

Role:

I worked with two other graduate students to conduct the analysis, as well as write the front-end analysis report and implementation plan. We all served as both systems analysts and project managers. As system analysts we analyzed the operating system, identified gaps, proposed a solution, and explained what products and phases of development for a successful training implementation. As project managers we defined the scope, deliverables, and budget for the project.

Reflection:

This project allowed me to think of instructional systems design on a macro-level. I quickly realized that you can have a sound instructionally designed product but if you fail to consider the operating system, the stakeholders, and the existing policies your project is not going to be successful. The knowledge I gained working on this project combined with MIT 500, Instructional Systems Design: Theory and Research, I gained a much better idea of what is necessary to successfully analyze, design, develop, and deliver a high quality program that will solve performance problems.

If I were to conduct this project again I would add to the formative and summative evaluation pieces to ensure the project was meeting the needs established in the front-end analysis.

Domains/MIT Competencies/Job Qualifications/Artifacts**Design . Development . Utilization . Management . Evaluation**

Domain of Instructional Design			
MIT Competencies	Job Qualifications	Artifacts	Rationale
Conduct performance	Collaborate with faculty and other clients to determine complex objectives, learning activities and materials,		These artifacts were included because they

analysis and determine the appropriateness of instructional solutions for the problem.	and assessment strategies. Demonstrate experience writing project, strategic and operational plans.	MIT 510 -Macro-Level Design Plan	show examples of the various performance analysis I have conducted.
Plan and conduct needs assessment.	Conduct applied research and evaluation Conduct needs analysis	MIT 510- Macro-Level Design Plan	These artifacts demonstrate 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.
Analyze the characteristics of a setting (learning environment).	Conduct needs analysis	MIT 510 -Contextual Analysis	The contextual analysis assesses the environment where the learning is to occur.
Conduct analysis of jobs/tasks and content.	Write learning objectives	MIT 510 -Macro-Level Design Plan	The task analysis explains how the learner gets from their current situation to the optimal task performance.

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 510 -Macro Level Plan	The MIT 510 project is a good example of a macro system wide plan.
Domain of Utilization			
MIT Competencies	Job Qualifications	Artifacts	Rationale
Apply leadership techniques with individuals and groups (interpersonal skills, group dynamics, team building and diffusion of innovations).	Excellent written and verbal communication skills Ability to manage projects within deadlines and budgets	MIT 510 -Macro-Level Design project	The Macro-Level Design project demonstrates how I incorporate team building into my design.
Domain of Management			
MIT Competencies	Job Qualifications	Artifacts	Rationale
Plan, create, monitor, and facilitate instructional design projects.	Translate a broad project scope into detailed work plan with tasks, accountabilities, dependencies,	MIT 510 -Macro-Level Design Plan	This project required organization, interpersonal skills and the ability to facilitate

	milestones and deadlines		the project.
Organize the instructional project or service unit to operate effectively and efficiently.	Successfully manage an instructional design and development team Demonstrated ability to be a team player	MIT 510 -Macro-Level Design Plan -Gantt Chart	The MIT 510 course project demonstrates my ability plan the implementation (in both narrative and chart form) as well as formulate a budget. The products were developed by myself and two other team members.
Manage personnel and facilities.	Successfully manage an instructional design and development team Work effectively with multiple co-workers, faculty and other contacts	MIT 510 -Gantt Chart	This Gantt chart demonstrates my ability to allocate resources and define a timeline.
Plan and implement organizational change.	Create solutions and policies which address gaps and needs	MIT 510 -Macro-Level Design Project	This product demonstrates my ability to manage stakeholder perceptions and change.
Design instructional	Strong management and communications	MIT 510 -Macro-Level Design	These projects demonstrate my ability to manage and plan

management systems.	skills	Project	instructional design projects.
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 510 -Macro-Level Design Project	This project demonstrates my understanding of the assessment process from the planning stage through the evaluation stage.