

## **MIT 522: Organization and Management of Instructional Design**

### Project Report I

- Change Management Proposal

### Project Report II

- Technology Standards & Use Policies

### Project Report III

- Project Implementation Plan

## **Context and Conditions**

*“Read On” at Lakeside High School* was the project completed for MIT 522: Organization and Management of Instructional Design. Dr. Mahnaz Moallem was the instructor for this course taken in the spring of 2006.

Lakeside High School is a ninth grade recovery school for those students who were unable to pass the eighth grade EOG (End of Grade) math /reading tests. New Hanover County School (NHCS) personnel had been directly involved in focus groups and classroom observations with teachers at Lakeside High School in an attempt to improve student performance on the EOG. According to NHCS administrative personnel, classroom instruction at Lakeside High School continued through the traditional “sit and get” environment, with teachers lecturing to the entire group as opposed to focusing on individual needs. Lakeside had a library and a computer lab, using Windows 98. During a recent observation time, not one student used either of these resources.

*“Read On” at Lakeside High School* was completed in teamwork two other graduate students. As in MIT 510, Lakeside High School was again the focus of the project, however, MIT 522 focused on creating a technology change plan in order to help improve the reading levels of students.

## **Scope**

MIT 522 course required the student to conduct an assessment of a school and its readiness for technology implementation, and then based on the results, to design and develop a technology change plan. Three reports were generated as the outcome of this class.

Report I was a Change Management Proposal. As a team, we first reviewed the scope and purpose of the technology change, how the change would be initiated and which systems would be affected. We then identified the change management team within Lakeside High School and defined their responsibilities.

Report II involved the analysis of the current and needed resources to successfully implement the project. Technology standards for students and teachers on the national, state and local levels were reviewed. Current technology and human resources were compared with those resources

required to complete the project, thus establishing the gap. Current technology use policies were reviewed in relation to their effect on the proposed change management plan.

Report III was the Technology Plan itself. Included in the plan was the technology mission statement and goals, implementation plan, communication plan, design of the infrastructure, staff development plan, technology support services, and the budget and time line for implementation.

### **Role**

I worked in collaboration with two other graduate students as instructional designers on this project. We shared the responsibility equally. Together we met frequently with the client, interviewed multiple personnel and obtained extant data to define the problem. We conducted a front-end analysis to determine the current conditions at Lakeside. Based on this information, we determined the needs in order to successfully implement the technology change plan. Together we designed the mission and goal statement, communication plan, staffing needs, implementation and support plans.

### **Reflection**

This class project was an introduction to the concepts of change management and the processes involved in designing, developing and implementing a change initiative. This project made me realize the vast amount of research and planning that must go into any change plan and how crucial communication is in effectively implementing any change.