

Artifacts

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MIT 500: Self-Instructional Module

[Taking Care of Technology](#)

Context:

This project was completed as a requirement for MIT 500: *Instructional Systems Design: Theory and Practice*, under the direction of Dr. Mahnaz Moallem during the fall 2004 semester. This project consisted of a self-instructional module as well as three product reports. The self-instructional module that was created was *Taking Care of Technology*. This module was created for a group of Kindergarten through eighth grade teachers at a charter school to address a performance problem that the group demonstrated in properly using the basic functions of the school's laptop mobile carts. At the time this project was completed the two laptop carts were the schools primary means of technology for over three hundred students and twenty five teachers to utilize. A print-based module was designed as the results of analyses indicated that it was the most effective delivery system. The learners were continuously exhibiting difficulties with basic: procedures, use and functions of the laptops. The performance problem existed for over a year and cost the organization money in repairs due to misuse and mishandling of the laptops. The self-instructional module was created to specifically close this performance gap.

In addition to a print-based self-instructional module, three product reports were completed.

Product Report I contents:

- Executive Summary
- Summary of the theoretical assumptions
- Instructional goals
- Task analysis
- Learner analysis
- Contextual analysis
- Needs analysis-identify performance gap
- Possible Solutions

Product Report II contents:

- Instructional Strategies
- Performance Objectives

- Assessment Items

Product Report III contents:

- Results of formative evaluation
- Symbols key
- Terms glossary
- Time log

Conditions:

This project was completed independently. There was no budget for this project. The schedule was for the instructional module to be completed in approximately four months. Analysis data indicated that a “low tech” instructional delivery system would be more effective for the learners and the context.

Scope:

This module was created for the school where I am employed. The instruction was implemented with approximately twenty teachers as it is a small charter school. The instruction was actually put into place and adopted by the organization as a training solution for this performance problem. The self-instructional module being print-based allowed for the learners to use the content as a reference later. The assessments and surveys were collected but the learners were able to keep the instructional manual. The table of contents would allow them easy access to content if and when they need to refer to it in the performance context, or when they use the carts in their classrooms.

Role:

For the completion of this project I assumed the roles of: Instructional Designer, developer, SME and manager of the implementation of the project. I conducted all analysis and needs assessment activities, developed performance objectives, wrote assessment items, chose instructional strategies, designed and developed the module and completed the formative evaluation activities. I served as the Subject Matter Expert during this project as the content was essentially basic technology and school procedures in the use of the laptop carts which I had first hand knowledge of. Additionally, I organized the implementation including the use of: facilities, resources, technology, scheduling and materials.

Reflection:

This was the first instructional design project that I had completed. I am also a trained special education teacher and had been teaching for six years when this project was completed. Therefore, the design, sequence and organization of the content was a relative strength for me. However, I had never developed self-instructional materials up to this point. As a special educator the analysis process was also a relative strength or comfort area for me. The challenge was that this was my first experience in engaging in the specific systematic instructional design processes. In retrospect, the completion of this project was the catalyst for a shift in mindset as an educator. This project laid the foundation for approaching performance problems and thinking through them systematically as well as applying specific foundational theories, models and processes in order to effectively solve performance problems. If I were

to develop this module again I would choose a different time of the year to have the learners complete the instruction. In this particular case, I was completing the project during the spring semester so I did not have much choice. However, the beginning of the school year would have been a more logical time to conduct the training.

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MIT 502: Systematic Performance Improvement

[Special Education Records Compliance](#)

Context:

This project was completed as a partial requirement for MIT 502: *Systematic Performance Improvement*, under the direction of Dr. Arnold Murdock during the summer 2004 semester. The client for this project was the Cape Fear Center for Inquiry, a Kindergarten-eighth grade charter school. At the time of project completion, I was employed at the organization and had first hand knowledge of the performance problem. The client reported general compliance issues as related to the implementation of federal guidelines under the Individuals with Disabilities Education Act (IDEA). The project's purpose was to improve the efficiency, quality and compliance of federal paperwork that is governed by special education law. A thorough performance analysis and subsequent implementation plan were developed for this project.

The products that were completed include:

Performance Analysis Report

- Background and Executive Summary
- Project Focus
- Performance Analysis: Organization, Worker, and Work
- Selection of Performance Intervention Strategies

Human Performance Enhancement Implementation Plan (For each of the three levels: Organization, Worker, and Work)

- Measurable Objectives
- Methods and Procedures
- Schedule
- Projected Gains in Performance
- Implementation Costs and Resource Needs

Conditions:

This project was completed independently. There was no budget for this project. The schedule was for

the project to be completed in approximately four weeks.

Scope:

This project was completed for the school where I am employed as the Exceptional Children's Coordinator. The performance problem addressed during the project had a direct impact on the special education program and subsequently the school as a whole. I was able to gather all needed information from the organization as I had first hand working knowledge of the system. Some of the implementation plan strategies were adopted by the organization and put into place within the system.

Role:

The role that I took during the completion of this project was as an instructional designer. There was a great deal of analysis conducted during this project. As a designer I utilized the analysis information to create the implementation plan. As an employee of the organization I also served to provide the information that supported the completion of the project.

Reflection:

This project was my first experience in the MIT program. I learned a great deal about systematic approaches to solving performance problems. The mindset and processes that I learned during the completion of this project can be applied in any situation. If I were to complete this project again I would narrow the focus. In retrospect, I addressed a large number of performance gaps. In the real context it may serve implementation better to choose the most important performance gaps to fill.

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MIT 512: ADA Compliance Proposal

[Workstation Proposal](#)

Context:

This proposal was completed as a partial requirement for the MIT 512: *Computer Applications in Education* course in the Fall of 2004 under the direction of Dr. Sue-Jen Chen. This proposal was completed in collaboration with Sharon Lotz. For this proposal we were to design a computer workstation which accommodates the needs of students with disabilities based on our understanding of assistive technologies as well as regulations governed by the Americans with Disabilities Act (ADA).

The ADA Proposal included the following requirements:

- Description of the context of the requirement for the workstation
- A design of the set up of the computer lab including: the furniture, hardware, software, and other peripheral devices

- Implementation plan including a Gantt chart that indicates who, will do what, by when

Conditions:

This project was completed with one MIT colleague. There was no budget for this project. This proposal was to be completed in approximately two weeks.

Scope:

As an educator working in schools since 1998 this project proposal was practical for me to complete. The requirements of this project were pragmatic in that the components of the proposal would be required in a real life situation. As a special educator, not only am I familiar with laws governing the education of students with disabilities but the regulations serve to govern my day to day job functions. As the Exceptional Children's Coordinator at a charter school I have to pay particular attention to regulations governing students with disabilities. The completion of this project was connected with my current job responsibilities a great deal.

Role:

For this proposal I was to take on the role of a technology coordinator at a K-12 school. Sometimes this position may be referred to as a computer resource teacher. I was asked to generate a proposal to submit to the state to apply for a grant for providing a "barrier-free educational technology learning environment" for students with disabilities.

Reflection:

If I were to complete this proposal again I may include more advanced technologies that are available today. For example, a Smartboard may be a tool that students with disabilities can benefit from due to its size and interactivity. It could be connected to the workstation.

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MIT 512: Webquest

[*Forgotten Sorrows*](#)

Context:

This WebQuest was completed as a partial requirement for the MIT 512: *Computer Applications in Education* course under the direction of Dr. Sue-Jen Chen in the fall of 2004. This WebQuest was designed to be utilized as the culminating activity for a unit on North Carolina history. I designed the WebQuest for a fourth grade class as North Carolina history is part of the social studies curriculum of fourth grade. The WebQuest I created is entitled *Forgotten Sorrows*. It was created as an inquiry-based exploration for students to research and discover the experience of the Cherokee Indians in North

Carolina from a historical perspective. This WebQuest integrates language arts, social studies and technology goals from the North Carolina Standard Course of Study.

The requirements of this project included:

- A unit plan which incorporates technology into classroom teaching
- Exploration of copyrights of intellectual properties, especially regarding the materials on the Internet
- Create a WebQuest instructional module based on the unit plan goals and objectives

Conditions:

This project was completed independently. There was no budget for this project. The schedule was for the instructional module to be completed in approximately two months.

Scope:

This WebQuest was created for a class of fourth graders that I was working with in my current position as a special education support teacher. In creating this product I utilized learner, contextual and environmental analysis information gathered by spending a good deal of time working within the classroom. If the site becomes accessible, this WebQuest can be utilized by any fourth graders in North Carolina. It may also be adapted very easily for eighth grade as the curriculum goals are very similar. The expectations could be increased for older students.

Role:

For the completion of this project I acted in the role of instructional designer. I conducted the analysis that provided me the information to guide the WebQuest goals and objectives. I designed a unit plan which contained several lessons. I designed the WebQuest site as well as the rubrics used for assessment of the learners.

Reflection:

This project was applicable to work that I was doing that particular school year. I happened to be working with fourth grade at the time and served several students in a fourth grade classroom which allowed me to spend a good deal of time within the environment. Working in an inquiry based school, I was able to understand and apply the principles of constructivist based learning to this WebQuest. If I were to complete this project again I would utilize a different program to develop the WebQuest. At the time, I was very new to the MIT program and had access to Microsoft Publisher only. In retrospect, I would utilize FrontPage or Dreamweaver to develop the site.

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[Let's Charter IT](#)

Context:

This project was developed as a partial requirement for MIT 522: *Organization and Management of Instructional Technology* under the direction of Dr. Mahnaz Moallem during the spring 2005 semester.

The client for this project was the Cape Fear Center for Inquiry (CFCI). CFCI is a Kindergarten through eighth grade charter school, an organization where I am currently employed and have been since 2003.

CFCI needed to make whole school improvements in the following areas:

- Technology infrastructure
- Technology support personnel
- Technology skill level of the teachers.

The Technology Change Plan, *Let's Charter IT*, included the following components:

Change Management Proposal

- Purpose
- Management team
- Resources
- Model
- Affected systems

Resource Analysis Report

- State/district policies
- National and state technology standards
- Network and Internet acceptable use policies
- Current technology resources
- Existing technology use
- Resources needed for technology change

Technology Implementation Plan

- Introduction
- Mission Statement/Vision and goals
- Implementation Plan
- Communication Plan
- Design of Infrastructure
- Technology Support Services
- Project budget and timeline
- Appendices and references

Conditions:

This project was completed collaboratively with Beth Allred and Patsy McQuiston. There was no budget for this project. The project was completed over the course of a semester with the components of the project due at various stages. Working within the organization allowed for accessibility to all necessary information. The plan was not implemented after completion. However, the information provided from this project did lead to the hiring of a technology teacher at the organization as well as the installation of additional infrastructure. This had a significant impact on the organization and its stakeholders.

Scope:

The Change Management Proposal acted as an introduction to the organization, contextual and environmental information. This proposal established the framework for the project. The Resource Analysis Report was completed over the course of a few weeks and provided our team with the data to guide our technology information plan. The Technology Implementation Plan took several weeks to complete. This plan was comprehensive and addressed all of the needs of the client as stated as well as state and national technology standards for teachers and students.

Role:

During this project I acted in the role of instructional designer. I also acted as liaison between the organization and my team. I gathered information that was utilized for analysis including surveys and extant data. I completed all tasks that required working with the organization stakeholders. I collaborated with my teammates to complete all requirements including the planning, organization and completion of all reports.

Reflection:

This project allowed for a great deal of experiences in a role that I had not taken in a school to this point. I was completing job roles and responsibilities that may be completed by a school technology facilitator as part of a strategic planning team. Many of the tasks that I completed would be done by a technology facilitator so this experience allowed me to step out of special education into a new perspective within my school. This project was well planned and organized. It was comprehensive yet pragmatic. I would not change any components if I were to complete this project again.

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MIT 510: Macro-Level Design Project

[Port City Java: Wired for Performance Improvement](#)

Context:

This project was developed as a requirement for MIT 510: *Design and Development of Instructional Technology* in the spring semester of 2005 under the direction of Dr. Mahnaz Moallem. This project required a comprehensive front end analysis as well as an implementation proposal for a large organization. This project was focused on an in depth analysis of a performance problem within a fairly large system. After a comprehensive and thorough analysis was conducted an implementation plan was created. The implementation plan addressed the specifics of how the training solutions were to be executed. This project was focused on a perceived performance problem of baristas of Port City Java, a franchise coffee shop with locations world wide. Port City Java's corporate headquarters are located in Wilmington, North Carolina therefore the team had access to the corporate Director of Operations as well as the corporate "model" stores.

This project included a front end analysis. The front end analysis includes the following components:

- Executive Summary
- Port City Java Structure
- Problem Statement
- Operating System Analysis
- Current Operation
- Ideal Operation
- Performance Gap
- Possible Solutions
- Analysis of Solutions
- Instructional Development and Delivery Capabilities
- Comparing Solutions
- The Recommended Solution

The implementation proposal includes the following components:

- Plan specifics for the training program: design, development, implementation
- Deliverables
- Staff and estimated budget

Conditions:

This project was completed collaboratively with Melissa Ennis and Suesan Sullivan. I initiated and conducted all contact with the client representative, the Director of Operations for Port City Java. The team members all worked collaboratively with individual employees and in completing all project components. There was no budget for this project. It was completed over the course of approximately three months.

Scope:

Port City Java is a large organization that has grown exponentially in the last few years. The organization stakeholders stated that they would like the baristas to increase their efficiency by essentially completing a customer transaction more expeditiously. There are hundreds of stores world wide. However, the corporate headquarters is local, including their training department. The franchise model stores are also located in Wilmington. This allowed the team access to analyze every aspect of the system that was

necessary to address the performance problem. This project provided the client with an extensive analysis of the performance problem as well as a plan on how to implement a training program to close the performance gap. This product report was delivered to the Director of Operations, who at the time was also in charge of the training program. While the information was utilized to inform the client of specific issues, there is no further data to indicate if the plan was implemented within the organization.

Role:

My role during the completion of this project was an instructional designer. Specifically as an instructional designer the role that I took for successful completion of this project was one of a systems analyst. In order to complete a comprehensive front end analysis of a large system I completed a problem analysis, organizational analysis, and solution analysis. For the design and development of the implementation plan I assumed the role of project manager.

Reflection:

This project allowed for me to gain a tremendous amount of skills and knowledge regarding systems analysis. In working with the client with a real world performance problem it was a invaluable experience. If I were to complete this project again I would plan more collaborative work time with my teammates. This would allow for a more succinct analysis report. Completing a project of this breadth and depth on line is challenging, although at times realistic to consider that I may be collaborating at a distance in the real world.

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MIT 511: Instructional Website

Improving Your Visual Literacy: Teaching with Images to Increase Learning

<http://windev.bear.uncw.edu/mit/students/torkildsen/visualliteracysite/>

Context:

This project was developed as a requirement for MIT 511: *Multimedia Design and Development* under the direction of Dr. Arnold Murdock during the Fall of 2005 semester. This instructional website was developed for teacher professional development at a local charter school. However, the information in the training can be accessed and utilized for any teacher at any grade level. The website was presented to staff members in order to increase their knowledge of "visual literacy". This staff development is related to meeting the needs of diverse learners and was presented by the Exceptional Children's Coordinator at the school. The Life Long Learning Committee approved teacher Continuing Education Credits (CEUs) for teachers that completed the instruction. There was a professional reflection and evaluation form provided for each participant that was collected after they moved through the training. Due to organizational constraints and culture, this training was presented as optional. Three out of eighteen classroom teachers chose to move through the instruction. The professional reflections and

feedback forms were all positive.

Conditions:

This project was completed independently. There was no budget for this project. The schedule was for the instructional module to be completed in approximately three months.

Scope:

The client is a Kindergarten through eighth grade charter school. There are approximately three hundred thirty students at the school and approximately twenty percent of those students are in special education. This is rate disproportionately higher than local county schools. The school also bases their entire curriculum on inquiry. There are many students that struggle in this educational environment. According to analysis data, teachers often feel ill prepared to differentiate their instructional methodologies while maintaining the schools mission and vision. This instructional website was created to help teachers acquire an additional instructional tool that may be useful in their classrooms and subsequently for their students.

Role:

For the completion of this project I acted in the role of instructional designer, conducting a learner and subject matter analysis, planning, designing, developing and implementing the instruction. As the Exceptional Children's Coordinator of the school and Student Support Team Chairpersons I experienced first hand the struggles that teachers and students contuously face. This allowed for straightforward access to analysis information that guided the instructional design processes.

Reflection:

This project allowed me to learn and experience several things that have been invaluable to me including: using Dreamweaver, applying the theories and models of multimedia learning, creating and presenting professional development through a website and designing an instructional website. The skills I developed during this project have been extremely helpful for me in many ways. As an educator I feel as if the instruction contained in this site is useful for teachers of any level. If I were to complete this project again I would likely design the pages differently. I would not change the content nor the sequence of instruction but I may adjust the organization and structure of the actual page layout.

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MIT 513: Computer Based Instruction

[*Barriers to Learning: Supporting Mental Health in the Classroom*](#)

Context:

This project was developed as a requirement for MIT 513: *Computer Based Instruction* under the direction of Dr. Arnold Murdock during the Spring 2006 semester. This project's focus was to convert an instructor led training delivered to the local county school teacher into a Computer Based Instruction (CBI). During the completion of this project, I worked with the professional that conducts the training to convert the content. We collaborated on additions, deletions and alterations to the instructional content. The instructional training is designed for any teacher Kindergarten through twelfth grade. This computer based instruction was designed to coincide with the local county school system context. However, a few minor adjustments to the evaluation section would allow this instruction to be utilized by any educational organization.

Conditions:

This project was completed independently in terms of planning, designing, and development. The face to face trainer that I collaborated with provided print copies of slide shows and handouts. The content was adjusted by me as needed and necessary for the development of an effective CBI. The face to face trainer also acted as the presenter on the video clips that were included in the CBI. There was no budget for this project. The schedule was for the instructional module to be completed in approximately three months. I utilized the Toolbook authoring system in order to develop the CBI. It was my first exposure to Toolbook.

Scope:

Behavioral Support Services and mental health support are increasingly becoming a part of our educational systems. Classroom teachers attend trainings to gain skills and knowledge to support their students in these areas. In the local county schools, these trainings are typically delivered face to face by a support staff member using a slide show presentation and handouts. The support staff in the areas of behavioral support, psychological services and mental health have many other roles, including directly supporting students in schools. The local county schools employee approximately 1,500 instructional staff members. This CBI was developed to allow busy teachers to move through the instruction at their own pace. It can reach a very large audience as well and it inexpensive to reproduce as it is currently on a CD-Rom and could be web-based if needed.

Role:

In completing this project I acted primarily in the role of instructional designer. I planned, designed, developed and initiated implementation of this product. I collaborated with the Subject Matter Expert (SME) to convert print training materials to a CBI. I also acted partially in the role of SME as the content is directly related to my current role as the Exceptional Children's Coordinator as well as a subject matter that I have delivered training on in the past.

Reflection:

This CBI was provided to the Director of Special Education at the local county school system. After reviewing the CBI, the director requested that he reproduce it to implement to train teachers so this CBI has been adopted by a large organization. There was a statement included that no compensation was provided for the product and that it was created by a student. Hypothetically, it could be utilized nationwide with a few minor adjustments. If I were to complete this project again I would change the

evaluation tool. The tool is specific to the local county schools. I would spend more time to develop a different assessment and evaluation system.

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MIT 520: Project Management Project

[Becoming a Hybrid Teacher: Special Education Training for General Education Teachers](#)

Context:

This project was completed as a partial requirement for the MIT 520: *Managing Instructional Development* course under the direction of Dr. Arnold Murdock in the Fall semester of 2005.

The project requirements entailed the following:

- Identification and scope of an instructional design project
- Designing the project plan
- Implementing the plan
- Controlling and monitoring all project activities

The project includes the following components:

- Executive Summary
- Scope Statement
- Product Specifications
- Content Structure
- Work Breakdown Structure
- Development Team and Position Descriptions
- Resource Estimates
- Description of Evaluation Procedures
- Risk and Change Assessment
- Legal issues
- Deliverables
- Major Milestones
- Development Team Structure
- Communication Plan
- Network Planning and Scheduling

Conditions:

This project was completed independently. There was no budget for this project. The schedule was for the project to be completed in approximately three months. The purpose of this project is to plan and implement an effective instructional training program for general education teachers. According to data

located on the North Carolina Public School website in 2004-2005, only 46.6% of students with disabilities passed both reading and math standardized tests. The passing of *No Child Left Behind* (NCLB) mandates that all children are to be at the same level of proficiency within the next ten years. Each year the mandates become increasingly stringent. This mandate of "all" students includes special education students with various disabilities. According to teacher reporting and analysis many general education teachers do not possess the skills, knowledge and attitudes to effectively educate special education students. The focus and purpose of this instructional program is to provide the general education teacher with improved skills and knowledge necessary to meet the needs of diverse learners.

Scope:

I choose a large system for this project. However, I focused this project in stages so that the systems would first include a set of pilot schools, then a county system, then move to a statewide implementation. Therefore, overall the systems would include all Local Education Agencies (LEAs) or public schools in North Carolina. The project would be conducted through three one year phases so that proper evaluation techniques could be implemented each year as the program grows.

Role:

The role that I took in completion of this project was that of project manager. I planned and developed all project specification as well as utilized Microsoft Project to input and track all project resources. I felt comfortable in this role as I enjoy the multiple roles and angles that a project manager must take. I also took the role of Subject Matter Expert (SME) to some extent in determining the generalities of the instructional content.

Reflection:

The project that I choose to manager for this was large. With my education experience and background, I do feel passionately about the subject matter and see this project as a very pragmatic experience for me. In fact, I would not hesitate to propose this project to the local county schools or the North Carolina Department of Public Instruction if the opportunity becomes appropriate. If I were to complete this project again I would have limited the scope of the project to the phase one year only.

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MIT 530: [Change Management Plan](#) & [Summative Evaluation Plan](#)

Context:

This project was developed as a partial requirement for MIT 530: *Evaluation and Change in Instructional Development* during the spring semester of 2006 under the direction of Dr. Sue Jen Chen . The client for this project Cape Fear Center of Inquiry (CFCI) is a charter school which requires all children served through the special education or Exceptional Children (EC) program to be included in regular classroom settings at least eighty percent of the school day. Although a charter school, CFCI is required to follow all

rules and regulations under the Individuals with Disabilities Education Act (IDEA). Special Education law requires 100% compliance of records, procedures, and processes. A recent in-house audit of the records revealed that seventy-one percent were noncompliant. The high rate of noncompliance is unacceptable to organization stakeholders and well as out of compliance with state performance indicators. Furthermore, federal funding could be withdrawn from the school for not meeting the mandates for compliance. A needs assessment was conducted by a Training Needs Assessment (TNA) team to determine the causes of the lack of compliance of EC records and to recommend solutions. A comprehensive Needs Assessment Report was generated. The Needs Assessment Report was followed by a thorough Change Management Plan as well as a Summative Evaluation Plan.

Conditions:

This project was completed collaboratively with Shellie Moore, Suesan Sullivan and Renee Corcoran. There was no budget for this project. The schedule was for the project to be completed in approximately four months with the components due in sequential stages.

Scope:

The information and data gathered during this project were delivered to the organization. The Exceptional Children's Director reviewed the information and implemented select recommendations.

Role:

During this project I took the role of instructional designer by conducting a Training Needs Assessment, creating a Change Management Plan and Summative Evaluation Plan. Specifically, as part of the team I acted in the role of information research and organizer. As an employee of the organization I provided the team with all necessary information. Furthermore, as an employee of the organization I intentionally removed myself from some processes to reduce biases. For example, I did not review the teacher perception survey results individually. I viewed the statistics and data after they were analyzed. I also acted as liaison to meet with the director and implement some of the recommended changes.

Reflection:

This evaluation process, while much more extensive and systematic, is similar to some of the job roles and responsibilities that I currently have as a special education coordinator at a charter school. However, learning and experiencing the specific procedures and processes was invaluable. Again, it provided me with a mindset and skills that will allow me approach other situations from the same perspective. If I were to complete this project again I would recommend another organization so that I could conduct an analysis within an organization other than where I am employed. While this approach allows the projects to be extremely applicable I could have experienced a different type of organization for this project.

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[Speed Stacking: Physical Education Distance Education Lesson](#)

Context:

This lesson was created as a partial requirement for MIT 514: *Distance Education* during the summer of 2005 under the direction of Dr. Jennifer Summerville.

During this project I was expected to design, develop, and evaluate instructor-led and learner-directed tele-lessons for integrated electronic dissemination systems. This project required me to design and deliver a lesson via synchronous distance learning. The lesson was delivered with two groups of learners in two different locations. During this project we were also required to develop specifications and directions for the audio visual staff on the tele-lesson equipment that was utilized.

Conditions:

This project was completed independently. There was no budget for this project. The schedule was for the instructional module to be completed in approximately four weeks.

Scope:

I chose an innovative Physical Education lesson for this project. A new sport called Speed Stacking or cup stacking is taught in some schools. I choose to complete a lesson on an introduction to cup stacking. My perspective was that the subject matter would be engaging and motivating for the learners while providing me with challenging specifications to apply the knowledge and skills I had acquire during the course.

Role:

I acted in the role of instructional designer during this lesson while planning, designing and monitoring the specifications of the distance education lesson. I also acted in the role of co-instructor with a Subject Matter Expert (SME) who is more qualified then I am in the lesson content. I worked with the SME to not only understand the content but also to guide her in the procedures of delivering the lesson with me via a distance learning delivery system. We presented the lesson as a team. During the lesson delivery I also guided the technicians in coordinating the delivery of the lesson.

Reflection:

This project was very interesting as I had no experience with this type of distance education prior to this. I found the potential of this delivery method to be fascinating.

Just by the nature of the subject content, I was cautious about executing a Physical Education lesson via distance education. However, through careful planning and consideration of the principles that I learned the lesson delivery went extremely well.

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MIT 542 Internship:

[Successful Distance Learning Tutorial: Cape Fear Community College](#)

Context:

This project was completed during the spring and summer of 2006 for completion of my Internship requirement under the supervision of Dr. Mahnaz Moallem and Dr. Monica DeTure. The client for this project was the distance learning department of Cape Fear Community College. The client representatives indicated that many of their distance learning students struggle with the basic processes and procedures associated with a distance learning class. Through collaboration with the department representatives a tutorial for beginning distance learning students was designed and developed. The tutorial addresses procedures that all students need to engage in order to successfully access their courses using the Blackboard Course Management System (CMS). It also addresses the basic functions of Blackboard for the learners.

Conditions:

I collaborated with two staff members from Cape Fear Community College on this project in order to decide on the content of the instruction. I met with staff members and reviewed all necessary information and data that was available to me in order to guide my design and development decisions. I completed the tutorial independently. There was no budget for this project. I was completed over the course of approximately six weeks.

Scope:

Cape Fear Community College Distance Education Program reaches several thousand students a year. The client stakeholders report that the program is growing and that the students tend to have common difficulties with successfully engaging in distance learning courses when it is their first time taking a distance education course.

Role:

During this project completion I acted in the role of instructional designer. I collaborated with the client representatives to analyze, plan, design and develop an online module of instruction.

Reflections:

This internship experience was valuable for several reasons. I worked with a client that I have not worked with previously where collaboration and communication played a key role in the project's success. I utilized a media simulation software, *Camtasia*, to create the tutorial. This was my first experience with such an application. I also learned the Blackboard CMS in order to develop the content for the module. I was given access as an instructor and a student to understand both perspectives. This

tutorial contained the information that would be very helpful for students. It is very pragmatic. However, if I were to complete this project again, I would edit the tutorial to be a bit shorter. After many edits, the tutorial was approximately thirteen minutes. I believe that ten minutes would have been more practical for the end users.

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