Design

Domain of Instructional Design			
MIT Competencies	**Job Qualifications**	**Artifacts**	**Rationale**
Conduct performance analysis and determine the appropriateness of instructional solutions for the problem.	Identify problem and formulate problem statement Conduct performance analysis and determine the gaps that address the training-related performance problem	MIT 510: Design and Development of Instructional Technology **- - A commitment to customer service in the OIP**	The artifact illustrates my skills in conducting front-end analysis in which I identified the performance problem, developed performance measures, analyzed the operating system, and then determined appropriate deliverables and solutions for the performance problem.
Plan and conduct needs assessment.	Conduct needs analysis and assessment Develop assessment plan and instruments	EDN 520: Instructional Development **- - The ' Classroom Management ' workshop for Elementary (K-5) Educators** MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** MIT 530: Evaluation and Change in Instructional Development Process **- - How to effectively support online course teaching with the faculty** MIT 510: Design and Development of Instructional Technology **- - A commitment to customer service in the OIP** MIT 522: Organization and Management of Instructional Technology Programs **- - Integration of Interactive Software "Read On" at Lakeside School**	These artifacts illustrate the needs analysis process of gathering data, determining the gap between what is and what should be, and then establishing the needs that address gaps. In these artifacts, I collected data by interview, a survey, questionnaire, and extant data as well.
Assess learner/trainee characteristics.	Conduct audience analysis to confirm appropriateness of learning objectives. Identify learner characteristics/style.	MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** EDN 520: Instructional Development **- - The ' Classroom Management' workshop for Elementary (K-5) Educators**	These artifacts illustrate how I conducted learner analysis, identified learner characteristics and learning styles. My purpose of conducting a learner analysis was to design instructional materials or solutions that address learner characteristics and needs.

Analyze the characteristics of a setting (learning environment).	Conduct context analysis.	MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** MIT 510: Design and Development of Instructional Technology **- - A commitment to customer service in the OIP** MIT 522: Organization and Management of Instructional Technology Programs **- - Integration of Interactive Software "Read On" at Lakeside School** EDN 520: Instructional Development **- - The ' Classroom Management' workshop for Elementary (K-5) Educators**	These artifacts illustrate the process of assessing the characteristics of context or environment where the identified problem occurs.
Conduct analysis of jobs/tasks and content.	Formulate learning objectives. Produce detailed descriptions of job tasks.	MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** EDN 520: Instructional Development **- - The ' Classroom Management' workshop for Elementary (K-5) Educators**	These artifacts demonstrate my ability to conduct research and work with Subject Matter Experts (SMEs) before analyzing content and tasks and developing flowcharts.
Sequence learner outcome.	Understand learning principles. Have knowledge of learning outcome taxonomy.	MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** EDN 520: Instructional Development **- - The ' Classroom Management ' workshop for Elementary (K-5) Educators**	This self-instructional module and lesson design illustrates the process of applying instructional design principles and learning taxonomy to identify proper sequence for instructional tasks and learning outcomes.
Specify instructional strategies and sequence the instructional strategies.	Have knowledge of instructional strategies. Understand instructional design principles. Understand Keller's ARCS model.	MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** EDN 520: Instructional Development **- - The ' Classroom Management ' workshop for Elementary (K-5) Educators**	These products demonstrate my knowledge and skills of specifying and sequencing instructional strategies for instruction taking into account types of learning outcomes and target learners.

Determine instructional resources (media/computer technology) appropriate to instructional activities.	Determine appropriate material resources, technology resources, human resources based on learner and context analysis.	EDN 520: Instructional Development **- - The ' Classroom Management ' workshop for Elementary (K-5) Educators** MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** MIT 515: Web Teaching-Design and Development **- - Web-based Couse through Blackboard Vista**	These artifacts show how I identified and selected the appropriate resources to augment or deliver instruction.
Select appropriate applied information technologies to achieve instructional objectives.	Have experience working with e-learning and/or web based technologies	MIT 500: Instructional System Design-Theory and Research **- - Universal Reader Project at Ashley High School** MIT 515: Web Teaching-Design and Development **- - Web-based Couse through Blackboard Vista**	These products demonstrate my understanding of the available technologies and their advantages and disadvantages when making decision about selecting the best media.