

**INSTRUCTIONAL DESIGN IN
PRACTICE:
PROJECT MANAGEMENT / PROJECT
PLANNING**

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PRESENTATION TOPICS

- Instructional Designer / Project Manager Role
- Instructional Design Model used at OLT
- Project Management at OLT :
 - Checklist for development
 - project phases/ schedule
 - Basecamp
- Presentation of the 7 steps of a Needs Assessment
- Identify candidate needs and work through a Needs Assessment with those needs in mind
- Reflecting Back and Looking Forward:
 - Feedback and Q and A's

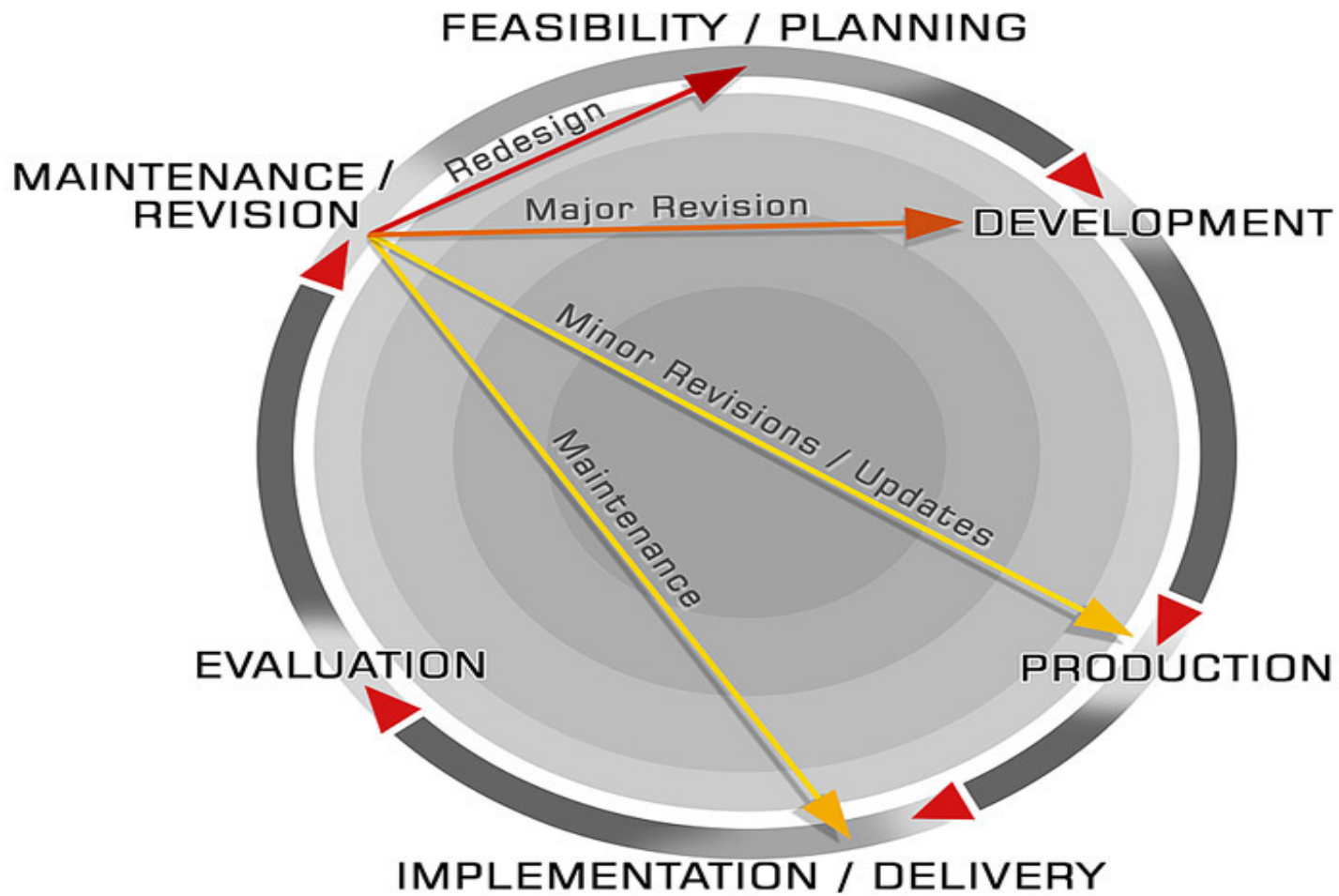


THE ROLE OF THE ID / PM AT OLT

- The position involves:
- Managing multiple projects as well as designing engaging learning environments and managing the project resources from the first phase to the last phase
- Advising professors, training professors and staff organizing events
- Leading faculty members, providing guidance to team members, assessing adult learning and online resources
- setting deadlines and managing multiple project budgets



DEVELOPMENT PROCESS AT OLT



PHASE 1: FEASIBILITY/PLANNING

- The feasibility of a project depends on factors such as departmental resources and priorities as well as availability of faculty
- Team members develop 3-5 year plans for distance education so that appropriate resources can be allocated
- Once a Faculty's priorities have been established, and resources allocated, we begin the detailed planning of a project – ID creates a schedule, budget and samples



PHASE 2: DEVELOPMENT

- Development consists of the following main activities:
- Developing original content (including media) with the course author
- Properly chunking, sequencing and pacing the material
- Designing activities, and determining assessment strategies and instruments
- During this phase the focus is on Instructional Design
- The Instructional Designer is also the project manager and is responsible for keeping the project on time and within the project budget



PHASE 3: PRODUCTION

- The main production activities are:
 - The ID/ PM Storyboarding the material
 - The team transforming materials from paper
 - PM finalizing orders for learner packages.
 - Finalizing Instructor training for WebCT
- During this phase there is a focus on Project Management with other sub-phases, checklists and schedules that must go hand in hand with the Instructional Design Model



PHASE 4: IMPLEMENTATION/DELIVERY

- This phase would focus on orientation for students
- ID/PM and Production Team as well as help desk and technical support is available to the students and professor
- The support continues throughout the duration of the course



PHASE 5: EVALUATION

- This phase includes two evaluations of the course after the first offering
- The first evaluation involves a team “post-mortem” to discuss what went well, what needs to change, etc.
- The second evaluation is the formal Student Evaluation of Teaching
- Both evaluations uncover information that can be used to improve the course in the next phase



PHASE 6: MAINTENANCE/REVISION

- The course may go into a revision (ID/ PM) provides guidelines to course author

- The course may go into maintenance where minimal changes are made every term



DESIGN MODELS

Traditional model (ADDIE)

Systems model

Dick & Carey's model

Kemp's model

Knirk & Gustafons' model



ADDIE MODEL

- Analysis
- Design
- Development
- Implementation
- Evaluation



PROJECT MANAGEMENT

- Project Management and Instructional Design go hand and hand throughout
- Ex, During phase 1- Setting a schedule for the team, Setting the budget
- Ex, During phase 2- Setting the schedule for the production team, Keeping the team on budget and on time
- Being the key communicator amongst many team members



EX OF PHASE 1 SCHEDULE



EXAMPLE OF PHASE 2 TEAM SCHEDULE



STAYING ORGANIZED WITH BASECAMP

- Many tools to stay organized as a PM
- Bascamp allows for:
 - Checklists
 - Milestones
 - Communication amongst team



EX OF PM AND ID : DEVELOPMENT CHECKLIST



EX OF COURSE CONTENT WITH COMMENTS

- PHIL433



EX OF COURSE ONLINE

- PHIL 433
- Ex Discussion Instructions



NEEDS ASSESSMENT DEFINITION

“A needs assessment helps ask the appropriate questions in order to get the necessary answers. A needs assessment identifies gaps in results, places them in order of priority and selects the most important for closure or reduction.”

(Watkins and Kaufman 1996)



PLANNING THE NEEDS ASSESSMENT: THE KEY STEPS

- Numerous models of NA
- 7 Key Steps: Foshay, Silber, & Westgaard (1986)
 - Objectives
 - Target Audience
 - Sampling Procedures
 - Data Collection Methods
 - Specifications for instruments and protocols
 - Methods of data analysis
 - Descriptions for Decision making



STEP 1: OBJECTIVES

- What results are desired from the needs assessment?

Example:

Upon completion of the needs assessment, the most suitable LMS will be selected for UBC.



STEP 2: TARGET AUDIENCE

Whose needs will be assessed?

- UBC undergraduate, postgraduate and continuing students
 - Possible Factors: age, distance, number, accessibility, content

- Numerous faculty members online and f-to-f
 - Possible Factors: willingness, tech skills, technology comfort level

- UBC staff
 - Possible Factors: communication, collaboration, maintaining the team goals



STEP 3: SAMPLING PROCEDURES

What methods will be used to select a representative group of people from the target audience for participation in the needs assessment?

Have a rep interview students, faculty and staff

Or

Have focus groups

Or

Send surveys to UBC staff and students



STEP 4: SPECIFICATIONS FOR INSTRUMENTS AND PROTOCOLS

What instruments should be used during the needs assessment, and how?

- Surveys
- Observation
- Interviews
- Focus Groups

What approvals are necessary?

- UBC policies (e.g., UBC Ethics approval)
- Provincial policies



STEP 5: DATA COLLECTION METHODS

Methods	<i>Criteria</i>				
	Incumbent involvement	Management involvement	Time required	Cost	Relevant quantifiable data
Interviews	High	Low	High	High	Moderate
Direct observation of work	Moderate	Low	High	High	Moderate
Indirect examinations of performance or productivity measures	Low	Moderate	Low	Low	High
Questionnaires	High	High	Moderate	Moderate	High
Task analysis	Low	Low	High	High	High
Key informant or focus groups	High	Moderate	Moderate	Moderate	Moderate
Nominal group technique	High	Moderate	Moderate	Moderate	Moderate
Delphi procedure	Low	Moderate	Moderate	Moderate	Moderate
Critical incident method	Moderate	Moderate	Low	Low	Low
Competency assessment	Low	High	High	High	High
Assessment center	High	Low	High	High	High
Exit interviews	Low	Low	Low	Low	Low



STEP 6: METHODS OF DATA ANALYSIS

How will the information collected during the needs assessment be analyzed?

- Project coordinators and team lead involvement
- Program manager or employee participation
- Research based analysis, which theory?



STEP 7: DESCRIPTIONS OF DECISIONS MADE

The last step is, How will needs be identified from the results of data collection and analysis?

- Qualitative based on literature reviews/research
- Quantitative based on statistics
- What will be done about the gaps?



IMPLEMENTING THE NEEDS ASSESSMENT

How will the Needs Assessment be conducted?

- Common goal/ Clear expectations
- Key decision makers approval and participation
- Scope of the budget
- Scope of the resources
- Schedule/ Time frame



DESIGN WORKSHOP

- Please join your group
- Think about your situation as we go through the 7 steps of a Needs Assessment. Is there a way you can use a Needs Assessment?



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Thank you

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