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ISD Portfolio: Goals Statement

Short Term Goals

- Goal 1
- Expand opportunities to serve my administrative unit (Academic and Professional Program Services) through management of instructional design projects including professional development, continuing education, and electronic performance support systems.
- Goal 2
- Complete the doctoral program in Instructional Systems with a research focus on applying human performance technology to the institutional effectiveness of universities.

Long Term Goals

- Goal 3
- Specialize in providing services to institutions of higher education supporting improvement of institutional effectiveness.
- Goal 4
- Contribute to the field of Instructional Systems through research and teaching.

Development of Skills During the Program

- Entry
- I had some experience teaching and designing training materials, but no formal knowledge of systematic approaches to instructional design or principles of learning.
- Exit
- I feel thoroughly prepared with respect to the theory and application of systematic design principles as well as the other ISD competencies represented in the artifacts below.

Key Skill Areas	Artifacts	Future Skill Development
<ul style="list-style-type: none">Analysis	<ol style="list-style-type: none">Performance System Analysis (6691). Analyzing the components of a performance system forms the basis for any performance improvement project. In this example, I systematically applied a number of proven models, such as Gilbert's Behavior Engineering Model (BEM) and Darabi's Systematic Analysis of Performance Problems (SAPP), to yield a thorough and accurate picture of an organization in need of improved performance.Gap/Cause Analysis (6691). In order to be able to identify the most effective solution to a performance problem, one must first identify the causes of the observed performance gaps. The artifact illustrates gap and cause analysis methods I applied in a team effort to analyze the high rate of euthanasia at the local animal shelter.Task Analysis (Scanning). The foundation of a systematic approach to designing instruction is a thorough task analysis. In this example, I conducted such an analysis prior to designing training for new scanner operators.Learner Analysis (5603). Effective training must be designed with the learner in mind. This learner analysis helped me determine the most effective approach to teaching faculty the intellectual skill of conducting an item analysis.	<ul style="list-style-type: none">Expand analytical repertoire by including more sophisticated statistical methods.Explore alternative research methodologies.

Key Skill Areas	Artifacts	Future Skill Development
<ul style="list-style-type: none"> Design/ Development 	<ol style="list-style-type: none"> Objectives & Assessment Items (5603). The underlying principle of systematic instructional design is an alignment of objectives, instruction, and assessment. In this example, I created performance objectives and corresponding assessment items for a self-instructional, print-based module. Instructional Strategy (5603). Within a systematic approach to instructional design, the instructional strategy provides a blue print to developing instructional materials. The example shows a strategy I designed for a self-instructional, print-based module. Process Design (5601). The systematic approach to designing instructional materials calls for the use of process models to steer design and development efforts. This artifact is a model I designed to streamline the development of technology training and certification programs. Application Design (Job Tracking System). New trends in instructional technology include the increased use of technology based non-instructional solutions. These electronic performance support systems (EPSS) require a combination of instructional systems and information technology skills. The following is an example of an EPSS I designed to provide mark-sense scan form support to university constituents. 	<ul style="list-style-type: none"> Expand experience by including design of curricula, degree programs, and career plans.
<ul style="list-style-type: none"> Media/ Technology 	<ol style="list-style-type: none"> Self-paced Print Module (5601). Even in the age of computers and blackberries, many learners prefer reading on paper. I created this print-based self-instructional module to help faculty improve multiple-choice exams through item analysis. Self-paced Online Module (5457). The convenience of accessing materials over the Internet coupled with unique design possibilities makes online courses an attractive alternative to print-based materials. I designed and implemented this online module to help doctoral candidates avoid formatting nightmares with their dissertations. Instructor-led Module (Scanning). Many topics do not lend themselves to a self-instructional approach. The learners need the direct guidance of an instructor to prevent frustration and costly mistakes. In this example, I selected an instructor-led approach because the nature of the task (scanning) is easily underestimated, and many learners tend to cut important corners if left to learn on their own. Flash Presentation (6415). New technologies allow the creative instructional designer to integrate sound, motion, and interactivity into materials. I used Flash MX to create this presentation. 	<ul style="list-style-type: none"> Explore alternative method of teaching and learning in order to improve the quality of online courses and programs.

Key Skill Areas	Artifacts	Future Skill Development
<ul style="list-style-type: none"> Evaluation/ Research 	<ol style="list-style-type: none"> Formative Evaluation (5603). Arguably one of the most distinctive features of a systematic approach to instruction is conducting formative evaluation before the release and mass production of new instructional materials. In spite of the up-front costs involved, this practice has the potential to save significant expenses by preventing post-production changes. With this formative evaluation I tested the effectiveness of a print-based module on item analysis. Satisfaction Survey (SPOT). After the release of new systems, users should be encouraged to provide their feedback to allow the designer to make any necessary improvements. One form of collecting such feedback is the survey. This is an example of a custom survey I created to query users about the usefulness of an electronic performance support system. Research Plan (6691). Conducting research is also an integral part of systematic instructional design. While much of the research is conducted in the analysis phase, follow-up longitudinal studies are often necessary to monitor the progress and measure the success of performance improvement projects. While this plan details the collection of data prior to the design of a performance intervention, a similar plan would be used to measure the success of the intervention after its implementation over time. Research Paper (6636). In order to be able to offer the most advanced and effective solutions, instructional designers typically engage in independent research. This is an example of a research paper I wrote exploring technology barriers at universities and how to overcome them. 	<ul style="list-style-type: none"> Conduct research in assessing institutional effectiveness Implement all four levels of Kirkpatrick's evaluation model.

Key Skill Areas	Artifacts	Future Skill Development
<ul style="list-style-type: none"> Management/ Implementation 	<ol style="list-style-type: none"> Project Proposal (6631). Before starting on a performance improvement project, a need and justification for the project has to be identified and a project proposal must be submitted for approval. The example proposes a performance system analysis. Project Definition (SPOT). The project definition marks the starting point of a project. This document defines the goal and scope of the project as well as all other crucial aspects, such as the project team, budget, and timeline. This is a short version of such a document. The project plan detailing the timeline was submitted and approved separately. Project Plan (SPOT). Without a detailed project plan it is very difficult to effectively manage performance improvement projects. The project plan contains tasks, dependencies, timelines, and assignments, all of which must be kept track of by the project manager. This example is a plan I created to keep track of the implementation of an electronic performance support system. Project Management Documentation (6631). In order to be able to account for all phases of a project, the project manager must maintain detailed records. Typically, these are summarized in a final report such as the one presented in this artifact. As the team leader I was responsible for creating the project management documentation presented in this artifact. 	<ul style="list-style-type: none"> Continue developing management and supervisory skills, with special focus on employee motivation.

Key Skill Areas	Artifacts	Future Skill Development
<ul style="list-style-type: none"> • Communication 	<ol style="list-style-type: none"> 1. Top Project Presentation (eSUSSAI integration). Presentations are a key communication tool between project sponsors, clients, and instructional designers. They offer the opportunity to bridge the gap between business representatives and technical solution providers. This is an example of a presentation on a new performance improvement project. 2. Dissemination Strategy (6636). Diffusion of innovations is a critical aspect of instructional design that is all too often overlooked. But even the best solutions cannot be effective unless their use is promoted and users are eased into the change. This is a strategy I created to disseminate the use of an electronic performance support system. 3. Impact Model (6691). A picture says a thousand words - and the same is true for a model. Models are excellent communication tools. They facilitate discussion and allow the instructional designer to communicate core concepts that drive the proposed solution. I created this model for the local animal shelter. 4. Quick References (SPOT). Writing effective instructions would seem to be a skill that comes with the profession of an instructional designer. But what makes instructions effective? This is the secret of systematic instructional design: The message needs to strike at the core of the issue and clearly communicate the solution in a way that is both easy to understand and appealing. The quick references presented in the artifact are an example of effective instructions. 	<ul style="list-style-type: none"> • Explore alternate modes of communication in order to increase the effectiveness of distributed collaborative environments.