Student Orientation Proposal

Instructional Technology Program

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UNCW, MIT Program, Capstone Project

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Case Overview

The University of North Carolina Wilmington (UNCW) is a public research university that started as Wilmington College in 1947 and later became part of the 17-campus UNC system in 1969. UNCW is nationally recognized as being an educational leader for its commitment to excellence and community engagement as outlined in its vision; “UNCW will be recognized for excellence in everything it does, for its global mindset and for its community engagement.” (UNCW, University of North Carolina Wilmington, 2020) The values of UNCW consists of excellence, diversity, integrity, student-centered focus, community engagement and innovation. UNCW is accredited by the Southern Association of Colleges and Schools Commission on Colleges and offers 56 bachelor’s, 36 master’s, and 4 doctoral degrees obtained through the variety of multiple degrees offered through UNCW’s Cameron School of Business, College of Arts and Sciences, College of Health and Human Services, and Watson College of Education. There are approximately 17,500 students attending UNCW this semester which consists of a student population of 64% female and 36% male, an ethnic diversity of 18%, with 14% of students coming from out of state and 15 countries. Approximately 3,500 of the student population take classes through UNCW’s online distance education programs which offer synchronous or asynchronous classes, hybrid classes with face-to-face meetings with the instructor, and on-site classes at remote locations such as Coastal Carolina Community College and Camp Lejeune MCAS in Jacksonville, NC.

One of the UNCW’s online distance education programs is the Master of Science in Instructional Technology program under the Watson College of Education department which also offers three certificates: instructional technology, multimedia and instructional web

development, and online teaching and learning. The instructional technology department currently consists of five professors; Raymond Pastore, Ph.D., Daisyane Barreto Ph.D., Vance Durrington, Ed.D., and Sheri Conklin, Ed.D., the technology coordinator for Watson; Jeff Ertzberger Ph.D., and the department chair is Dr. Candace Thompson. Every year 35 – 40 new students are welcomed into the instructional technology program via an informational orientation session presentation that is shared in an online synchronous and seated face-to-face meeting at the MIT instructional technology lab in the Watson building. A video of the meeting is also offered for those students who could not be available at the scheduled time to make it available to them to view at their convenience. This orientation is currently presented in the fall semester. Dr. Raymond Pastore has requested for an updated orientation multimedia presentation to be created for new students to view in the fall and spring semester, so they are fully informed of the instructional technology program and aware of necessary resources for a successful journey in the MIT program.

Problem Statement

The problem is that there is only an orientation in the fall and not the spring and summer semesters. This means that students who come in the spring and summer semesters might not learn valuable information about the program which is required for them to be successful. Given this problem, the program has suggested a computer-based training (CBT) multimedia presentation that could serve as an orientation for the spring and summer semesters. This would provide them a quick and easy guide to access throughout the semester for assistance when they may encounter problems, need guidance, or links to resources. In addition, students need to be aware of the professional behaviors expected from them in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook. In

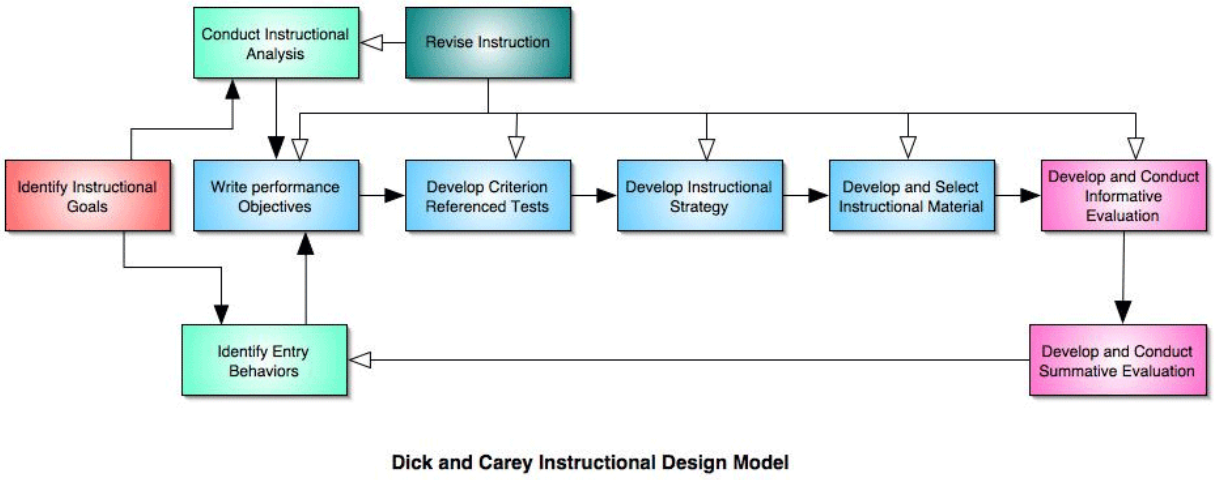
addition, special attention would be given to motivating the students to be professional, self-sufficient, aware of resources, and enthusiastic about obtaining a successful learning experience.

Instructional Systems Design

To guide this product, the Dick & Carey instructional design model will be implemented (see Appendix A). The Dick and Carey systems approach model for designing instruction was created by Walter Dick, Lou Carey, and James O. Carey. It was designed to adapt "a more productive approach to view e-learning – and indeed, all purposeful teaching and learning as systematic processes in which every component is crucial to successful learning." (Dick, Carey, & Carey, 2015, p. 1) By looking at the whole system of instruction: instructors, learners, materials, instructional activities, delivery system, and learning and performance environments, and how each part interrelates with each other, this can bring about successful learning outcomes. It is important to take a formative approach and continually assess each component of the instruction for an effective learning design to be created. Even though the Dick & Carey model shows a linear process starting at "Identify Instructional Goal" with the process going across ending in "Develop and Conduct Informative Evaluation", a continuous improvement cycle is conducted concurrently with planning, development, implementation, and revision.

Figure 1

Dick & Carey Instructional Design Model



(The Dick and Carey Model - 1978, 2020)

With UNCW's value of being student-focused, being aware that all learners come from different backgrounds it is of vital importance that the general characteristics of all incoming students be identified and that we create a learning environment that benefits all. Therefore, the characteristics of the learners will be taken into consideration such as skills, experience, motivation levels, basic demographics, with special attention given to following the ADA (American with Disabilities Act) guidelines.

By conducting a front-end analysis, the performance gap or knowledge gap will be conducted to gather feedback to address what information students and professors are seeking to be included in the presentation, learner analysis to target who the audience is, and a context analysis to address what format of instruction would best fit with this project.

Front End Analysis

Gap Analysis

The methods used for gathering information for the gap analysis/needs assessment consists of interviews with SMEs: Dr. Daisyane Barreto, Dr. Sheri Conklin, Dr. Vance Durrington along with an interview with Dr. Raymond Pastore, Associate Professor and Program Coordinator for the Instructional Technology department at UNCW (see Appendix C). A survey was created via Google forms for feedback from current UNCW MIT students (see Appendix D).

The results of the gap analysis identified a number of items that students either were not aware of or would like more information on (see Appendix E). According to the survey feedback from eleven current students, the majority chose the orientation presentation should be between 20 minutes in length including information on eSports club, MIT certifications that are available, portfolio requirements, capstone project information, short video intros from professors, awareness of Facebook group, tips on being successful in the program and best practices, software required/IT requirements, and to keep 100% of the prior information that was included in the live synchronous orientation presentation. Feedback from professors suggested stressing the importance for students to read the information on Watson policies, UNCW student handbook, and code of conduct. Also, for the students to be aware of the resources that are available to them for assistance especially when it is time to schedule classes as it is mandatory to meet with your advisor every semester. The flow of the classes taken are important as they build on one another taking a constructivist approach. This will help to strengthen the students' ability to learn and build on their newly acquired knowledge. The knowledge of instructional design is the focus the professors want the students to have. Another important aspect to be

presented to the students is how the classes are structured and what is to be expected such as group projects, clients, & skills. Information on required internship and capstone project also should be provided.

Table 1

Gap Analysis

GAP Analysis/Needs Assessment			
Current State	**Desired State**	**Gaps**	**Desired Outcomes**
An online and seated live synchronous orientation presentation presented in the fall semester by Dr. Raymond Pastore with MIT staff and some current students involved. Live Orientation Meeting PowerPoint multimedia presentation consisting of 22 slides Current Orientation Presentation	**Dr. Pastore -** An orientation multimedia presentation that can be provided for students to view in both the fall and spring semesters. Creation of a new orientation presentation with information added on: • UNCW handbook/resources • Adobe software • Writing Center/Media Center • Meeting with advisors every semester • Outlook Apps	Presentation is only provided 1 out of 3 semesters of the school year. Original Ppt has approximately 80% of the necessary information for students.	A multimedia presentation that can be presented to students fully throughout the school year. An orientation presentation that includes 100% of the information needed for students to be successful in the program and aware of UNCW resources.
Current live orientation multimedia presentation information includes: • Introduction to staff w/pics	**Feedback from SMEs: Professors Barreto, Conklin, and Durrington:** An orientation multimedia presentation that stresses:	Estimated need for approximately 20% additional information with focus on: • Watson policies	An informational multimedia presentation that adds to or enhances the importance of information that was already provided.

GAP Analysis/Needs Assessment			
Current State	**Desired State**	**Gaps**	**Desired Outcomes**

• Links to MIT blog and Facebook group
• Program mission
• MIT lab overview w/pics and resources available
• Program framework
• National, International, & State Standards
• Employers of MIT student alumni
• List of possible future jobs
• Program & required courses
• Competencies for instructional designers
• Focus area courses
• Internship information
• Thesis or design-based research project
• Program expectations
	• The importance of the program framework, goals, and policies & standards.
	• Stress to students that the grade is not what they should be focused on. Instead, focus on the learning journey and building on that knowledge.
	• Make sure students are aware of class structure of being online, group projects, zoom/skype meetings.
	• Group work - Interpersonal skills/clients, project-based assignments/activities
	• Stress the importance of sequence of courses
	• Information about internships & what to expect
	  ○ can be from industry sector or educational sector
	  ○ from profit or non-profit group
	  ○ student can choose client
	  ○ How internships can feed into your capstone project
		• UNCW handbook
		• Sequence of classes taken
		• Focus on knowledge not the grade
		• Class structure & expectations
		• Resources available
		• Group projects, clients, skills & expectations
		• Information on Internships
		• Capstone project
		• Meeting with advisors every semester	

GAP Analysis/Needs Assessment			
Current State	**Desired State**	**Gaps**	**Desired Outcomes**
	• Time devoted to a course • What is required in an online course • Resources available to students & how to access them		
Current 1-hour live orientation multimedia presentation presented in the fall	**Feedback from students on MIT survey:** **Information that should be added to multimedia presentation:** • Available resources and where to find them • Info. on eSports • Portfolio requirements • Capstone project expectations with past examples • Short videos of • professors introducing themselves • Software required • IT requirements • Best practices to be successful in the program • MIT student association **Information that was learned about that the student did not know:** • That there was a Facebook group	• Current live orientation is 1 hour long. The majority of students want an approximately 50% reduction in the time it takes to view, reducing it down to 20 minutes. • No esports info. was included, needs to be added 100%. • Need additional 25% information on Capstone project with examples and requirements. • Currently, there is live online synchronous meeting with professors. Include short introductory videos of all MIT professors • Gap in all students being aware of FB group and MIT	• Orientation presentation to be between 20-30 minutes • eSports information • portfolio requirements • Capstone project information • Short video intros from professors • Make sure students are aware of the FB group and MIT student association • Certificates that are available • Keep 100% of information that was provided • Tips for success in the program • Software/IT requirements

GAP Analysis/Needs Assessment			
Current State	**Desired State**	**Gaps**	**Desired Outcomes**
	• That the MWD certificate is what I was searching for all this time • One student had not seen the orientation video. **How long should a multimedia presentation be to be effective?** • 20 minutes • 20-30 minutes • 30 minutes • 1 hr. **Any info. that should be excluded**. • No. Just don't be repetitive. Condense teacher introduction pics into one slide. • The presentation is filled with valuable information. I think they should all be addressed. • None	student association • Certificates available • Keep 100% of information in previous orientation	

Learner Analysis

The students in the MIT program are required to have "a bachelor's degree from an accredited college or university or its equivalent from a foreign institution of higher education based on a four-year program." (UNCW, Master of Science in Instructional Technology, 2020) They are also expected to have a GPA of 3.0 or higher. The reason for these guidelines is to ensure that students have had previous successful educational experiences enabling them with the ability to be self-sufficient and that allows them to endure the rigorous expectations of a

master's program. The program consists of a very diverse population of higher education learners ranging from age 18+ and coming from a variety of occupational experiences and backgrounds. Since the program is 100% online, the program is comprised of a student population from a number of cities, states, and countries. The MIT program consists of students who may be seeking to increase their knowledge of educational practices and/or seeking a career change into the private sector. For students to succeed, it is necessary to provide students with all the information and resources needed for a successful experience at UNCW.

Context Analysis

The context in which the orientation presentation will be delivered will be an informational multimedia presentation which will be presented to incoming students each semester from Professor Pastore. He will grant them access to the orientation through a link sent to their UNCW email. Each student will be able to view the presentation on their personal computer, cell phone, laptop, or tablet in a setting of their choosing. The context in which the presented information will be used is during students' experience attending the MIT grad school online program. This usage will be dependent upon their choice on whether to re-visit and access the informational orientation presentation. As the instructional designer of this orientation presentation, it will be a significant task to instill upon the students the importance of the information being presented and how it can assist them in a successful educational journey. Accessing the information again will be up to the students themselves. "Many instructors consider the motivation level of learners the most important factor in successful instruction." (Dick, Carey, & Carey, The Systematic Design of Instruction, 2015, p. 97)

Project Solution

Proposed Solution

The proposed solution for the design of the MIT orientation presentation is to create a multimedia CBT presentation that provides a complete overview of the instructional technology program and resources that can assist the students in their educational endeavor. The challenge will be to motivate the students to understand the importance of the information being provided and how it is of utmost importance to their future accomplishment of the degree program and obtaining success in obtaining the career that they seek.

Instructional Deliverables

The instructional deliverables will consist of a proposal outline and a front-end analysis to lay out the instructional goals of the project (see Appendix G). A list of tasks to be addressed will be created and described to assist with outlining the objectives. A prototype of the project will be designed in PowerPoint and a table of feedback from Pilot test participants. The revised MIT orientation presentation will be delivered via online web-enhanced multimedia presentation for final feedback from the pilot group and will include a survey that students will take after viewing the presentation. At the end of the project, a summary of the project, reflections, and recommendations will be presented to Dr. Raymond Pastore.

Plan to Develop Deliverables

The plan to develop the above deliverables is to analyze each step in the Dick & Carey instructional model to ensure the needs are being addressed. A proposal outline with a gap analysis to gather feedback from students, SMEs, and professors via online meetings, student survey, and face-to-face meetings will be created and conducted for organization and guidance. A task analysis will be conducted to assist with developing objectives that need to be met.

Gagne's nine events of instruction will be utilized as an instructional development strategy. A list of all information that needs to be included in the orientation presentation will be created and organized in clusters and then arranged in order of importance based on motivational design guidance using Keller's ARCS model approach. A prototype of the orientation presentation will be created in PowerPoint which will be emailed to the pilot test group for input on design and information. The feedback on revisions will be taken into consideration and the final design will be created using Articulate Storyline 360 implementing ADA compliance including a student survey. After any final changes are implemented, the revised version and summary of the project will be presented to Dr. Raymond Pastore along with recommendations and reflections.

Instructional Development Strategies

The design plan will consist of an organized instructional strategy based on Gagne's nine events of instruction. According to Dick & Carey, "The concept of an instructional strategy originated with the events of instruction described in cognitive psychologist R.M. Gagne's Conditions of Learning (1985), in which he defines nine events that represent external instructional activities that support internal mental processes of learning:

1. Gaining attention
2. Informing the learner of the objective
3. Stimulating recall of prerequisite learning
4. Presenting the stimulus material
5. Providing learning guidance
6. Eliciting the performance
7. Providing feedback about performance objectives
8. Assessing the performance
9. Enhancing retention and transfer

(Dick, Carey, & Carey, 2015, pp. 174-175)

Use of Gagne's nine events of instruction will be implemented along with Keller's ARCS model of gaining attention, showing relevance, instilling confidence and satisfaction. The use of content clustering and sequencing and resource-based learning will be used to organize the information into a way that will allow the information to flow in a sequential organized order. The design of the information will allow the users to access the information needed quickly and efficiently. The orientation presentation will be visually designed using guidance from Mayer's Multimedia Principles. Articulate Storyline 360 will be utilized to create the orientation presentation via internet web-based instruction in an informative module. The implementation of ADA compliance will be embedded into the design of the multimedia presentation to reach the diverse population of students at UNCW. Images, video, color, and fonts will be researched and decided upon in the design and development phase.

Guidance Model

The design strategy will be based on John Keller's ARCS Model of Motivation which as the image shows is based on gaining attention, establishing relevance, instilling confidence, and creating satisfaction (see Appendix F). In gaining attention and holding attention, focus on these three activities are needed; perceptual arousal (capture their interest), inquiry arousal (stimulate an attitude of inquiry), and variability (maintain their attention). Next would be to establish relevance with goal orientation (how to meet learner's needs), motive matching (provide learner's appropriate choices, responsibilities, and influences), and familiarity (connect to the instruction to the learner's experiences). Confidence building strategies are based

Note: Image created by Carrie Wright based on Keller's ARCS model.

on learning requirements, success opportunities, and personal control. Use of these strategies assist in implanting positive expectations and belief in knowing their success is based on their actions.

Table 2

ARCS categories, definitions, and questions

Major Categories and Definitions	Process Questions
Attention – Capturing the interest of learners; stimulating the curiosity to learn	How can I make this learning experience stimulating and interesting?
Relevance – Meeting the personal needs/goals of the learner to affect a positive attitude	In what ways will this learning experience be valuable for my students?
Confidence – Helping the learners believe/feel that they will succeed and control their success	How can I via instruction help the students succeed and allow them to control their success?
Satisfaction – Reinforcing accomplishment with rewards (internal and external)	What can I do to help the students feel good about their experience and desire to continue learning?

(Keller, Motivational Design for Learning and Performance, 2010)

Use of this model will assist in accomplishing instilling excitement and motivation to incoming students to the MIT program. By showing how the vital information and resources are relevant in helping them achieve success, it will instill confidence in them as a student. By having the wealth of knowledge and access to resources available, this will reinforce satisfaction when accessed and implemented on their own. The application of the ARCS model to the design of the MIT orientation presentation will provide guidance by keeping the focus on how to relate the information to the students in a way that will gain their attention, show how the information is relevant to them, instill confidence and ease anxiety about the program, and create enthusiasm and readiness to take on the challenge of a graduate program.

Overall Goals

The goals of the creation of the instructional technology orientation presentation is to provide detailed information and expectations to the incoming students about the MIT program that is available for all semesters, to provide an additional way to access information on knowledge of the program and helpful resources offered through UNCW, and awareness of the Watson standards and policies, professional code of conduct, and student handbook. Focus will be placed on motivating the students to be self-sufficient, aware of resources, and enthusiastic about obtaining a successful learning experience.

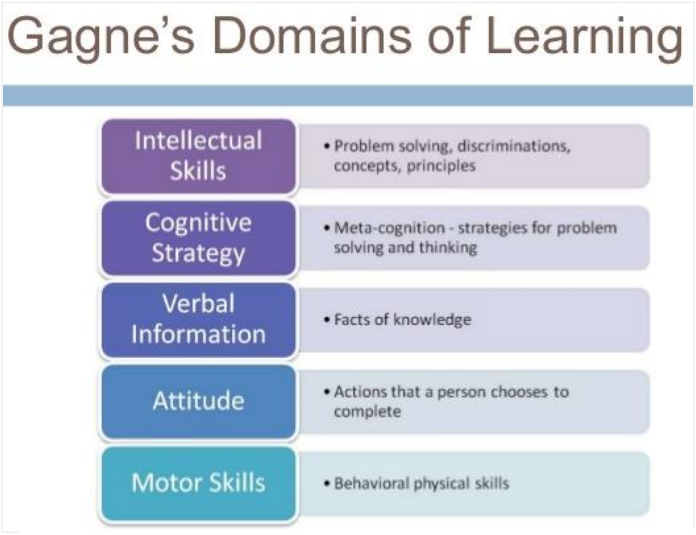
MIT Student Orientation Project Outline

Goal Analysis

According to Dick & Carey, a goal analysis consists of two fundamental steps. The first is to classify the goal statement according to the kind of learning, based on Gagne's 1985 Domains of Learning, that will occur.

Figure 2

Gagne's Domains of Learning



Note. Gagne's Taxonomy of Learning (adapted from R.M. Gagne, 1985)

The second step is to identify and sequence the major steps required to perform the goal or identify the major clusters of information that the learners must recall. The overall instructional goal and types of learning identified for this project are:

> Goal - Given access to the MIT orientation multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving.

Types of Learning – Intellectual, Attitudinal, Verbal, Motor

According to Dick & Carey the four most common types of intellectual skills are making discriminations, forming concepts, applying rules, and solving problems. The students will use their intellectual ability to manipulate symbolic information to discriminate which information will benefit their needs at any given time for the problem they are facing. Attitudinal types of learning refer to learners choosing to do something. As stated in the goal, learners will be self-motivated to access and use the resources. The ARCS model will be implemented to promote self-motivation. Verbal type of learning refers to:

Labels and Facts - refer to naming or making a verbal response to a specific input

and/or

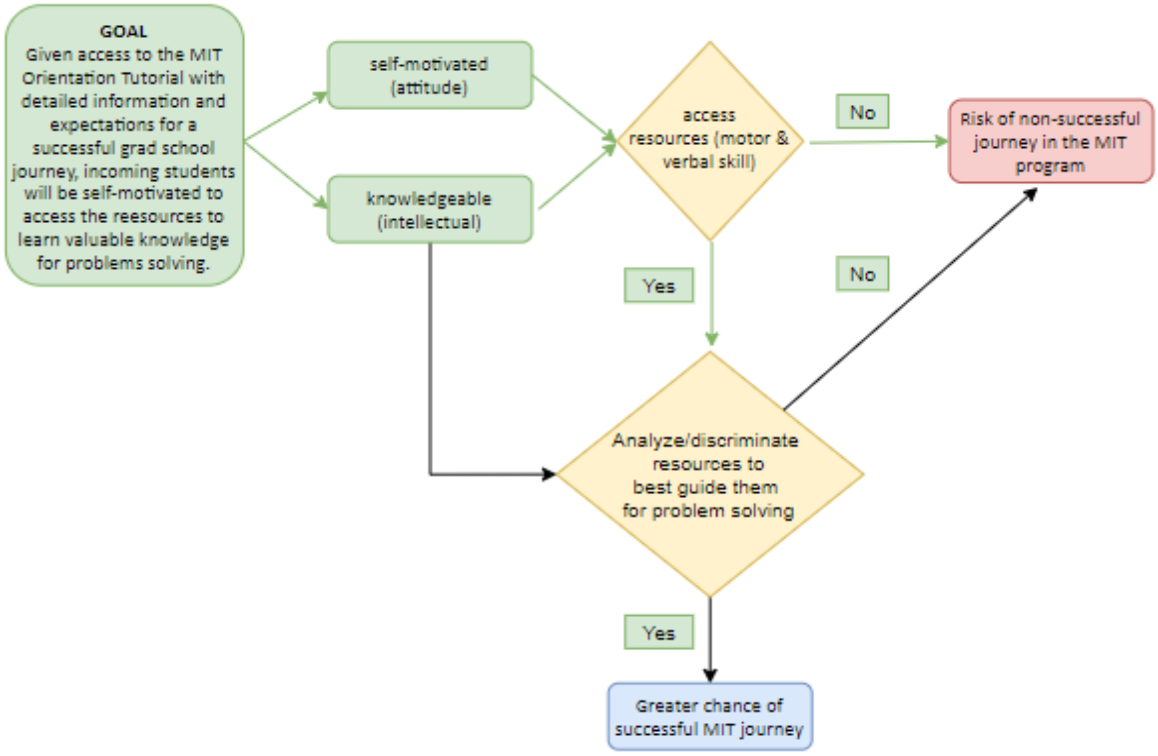
Bodies of Knowledge - refers to recalling a large body of interconnected facts

(Gagne & Briggs, 1974)

For this project, the verbal type of learning will be in reference to bodies of knowledge and motor skill is the action of accessing the information via a media source and clicking through the material.

Figure 3

Goal Analysis Flow Chart



Task Analysis

1. Access MIT orientation presentation link provided by MIT professor
2. Review each page & links
   2.1. Welcome to MIT Program
   2.2. Introduction to Professors
      2.2.1. Raymond Pastore
      2.2.2. Daisyane Barreto
      2.2.3. Vance Durrington
      2.2.4. Sheri Conklin
      2.2.5. Candace Thompson
      2.2.6. Jeff Ertzberger
   2.3. Topics Overview
      2.3.1. Policies & Standards
      2.3.2. MIT Program Overview
      2.3.3. Skills for Success
      2.3.4. Benefits
      2.3.5. Resources
      2.3.6. Fun/Social

- 2.4. Policies & Standards
  - 2.4.1. Watson College of Education Standards
  - 2.4.2. Student Code of Conduct
  - 2.4.3. Watson College of Education Policies & Procedures Manual
  - 2.4.4. Ibstpi
  - 2.4.5. Partnership for 21st Century Skills
  - 2.4.6. NCDPI
- 2.5. MIT program overview
  - 2.5.1. Mission
  - 2.5.2. Program Framework
    - 2.5.2.1. AECT
  - 2.5.3. Degree & Certificates
    - 2.5.3.1. Masters in Instructional Technology
      - 2.5.3.1.1. Suggested Course Sequence
      - 2.5.3.1.2. Masters Course Requirements
    - 2.5.3.2. Certificates
      - 2.5.3.2.1. Instructional Technology Certificate
      - 2.5.3.2.2. Multimedia and Instructional Web Development Certificate
      - 2.5.3.2.3. Online Teaching and Learning Certificate
  - 2.5.4. Internship & Capstone projects
    - 2.5.4.1. Student to choose client
      - 2.5.4.1.1. Profit/non-profit group
      - 2.5.4.1.2. Industry/education sector
      - 2.5.4.1.3. Internship can feed into Capstone program
  - 2.5.5. Portfolio Website required (will create in MIT 503)
    - 2.5.5.1. Introduction
    - 2.5.5.2. Examples of your work
    - 2.5.5.3. Resume
  - 2.5.6. MIT Lab
    - 2.5.6.1. What's available for use
    - 2.5.6.2. Location/Hours
  - 2.5.7. Class structure
    - 2.5.7.1. Online classes
    - 2.5.7.2. Project-based assignments
    - 2.5.7.3. Group assignments
    - 2.5.7.4. Real-world clients
    - 2.5.7.5. Zoom/Skype meetings
- 2.6. Skills for success
  - 2.6.1. Teamwork Skills
  - 2.6.2. Communication Skills
  - 2.6.3. Written Communication
    - 2.6.3.1. APA format
    - 2.6.3.2. Verbal skills
    - 2.6.3.3. Social skills
- 2.7. Benefits
  - 2.7.1. Future Jobs

- 2.7.2. Estimated Salaries
- 2.8. Resources
  - 2.8.1. Office 365
  - 2.8.2. LinkedIn
  - 2.8.3. Grammarly
  - 2.8.4. UNCW Canvas
  - 2.8.5. Randall Library
  - 2.8.6. Purdue Owl Writing Lab
  - 2.8.7. Office 365 Apps
    - 2.8.7.1. Button to Access Apps
  - 2.8.8. TAC (technology assistance center)
- 2.9. Software
  - 2.9.1. Articulate Storyline
  - 2.9.2. Captivate
  - 2.9.3. Prezi
  - 2.9.4. Google Chrome
  - 2.9.5. Microsoft Teams
- 2.10. Fun/Social
  - 2.10.1. Facebook group
  - 2.10.2. Dr. Pastore's blog
  - 2.10.3. MIT yearly social
  - 2.10.4. eSports

3. Access MIT Orientation Multimedia presentation for future reference
   - 3.1. Choose which subject header matches the information being sought
     - 3.1.1. Determine what information is needed for assistance
     - 3.1.2. Take action to solve problem/resolve issue
4. Advice from current students

Objectives and Assessment

According to Mager (1997), there are three main components of an effective objective; performance, conditions, and criteria. So, the goal is based on a *performance* of what the student should be able to do, the *conditions* under which they are to be performed, and the *criterion* to measure if it was completed successfully. With this project being designed to provide information to the incoming students, it is based mostly on verbal information which can be spoken or in list form. According to Dick & Carey, "a cluster analysis is used when the instructional goal or a main subskill in the goal requires learning verbal information…it makes little sense to try to do a goal analysis of a verbal information goal because no logical procedure

is inherent in the goal. Instead, you move directly to the identification of information needed to achieve the goal." (Dick, Carey, & Carey, 2015, p. 68) When implementing a verbal information goal, "learners are required to recall specific information about the contents of a document". (Dick, Carey, & Carey, 2015, p. 54) In this case students will need to be self-motivated to access the information that has already been provided to them as a guide for success. Dick & Carey states that the goal analysis for verbal information "simply indicates the major topics of information that must be covered in the instruction." (Dick, Carey, & Carey, 2015, p. 54) The MIT Orientation Multimedia presentation will be evaluated for quality and design by a pilot group consisting of professors, students, and colleagues.

However, a goal analysis was completed based on the task analysis of information deemed necessary for students to be knowledgeable about for their success in the instructional technology program. The performance objectives and the type of knowledge based on Gagne's domains of learning were identified and based on this information assessments items were created to measure learning (see Appendix J).

Design

Organizational Strategy

The information gathered from the front-end analysis and organized in the task analysis is implemented to form a strategy for development and design of the orientation multimedia presentation that will best benefit the students to encourage them to not only access the information but to use it as a referral tool during their graduate program experience. The organizational strategy in Table III below was created using Gagne's Nine events of instruction (See Appendix K).

Table 3

Gagne's Nine Events of Instruction

Gagne's Nine Events	Related Slide Component	Application
1. Gaining attention	Slide 1 – Introduction Slide 2 – Meet the Professors	Title of presentation – MIT orientation Introduction to the professors in the MIT program Introducing the students to the professors ahead of time will help to instill a feeling of partnership and relieve some anxiety the students may have. Shows the students that the teachers care about their success and are happy to have them in the program.
2. Informing learner of objectives	Slide 3 – Objectives • Policies & Standards • MIT Program Overview • Skills for Success • Benefits • Resources • Fun/Social	This section provides a titled categorical list of information provided so that each section can be easily accessed for reference in the future. After clicking on the section titles, they will access information about that section and then be returned to Slide 3 to go to the next section.
3. Stimulating recall of prerequisite learning	Post-survey will be given to the students after viewing the presentation.	This is a survey for students to take post viewing the presentation to receive feedback on takeaways from the presentation, ensure that the links are working, assess recall of learning, and to be made aware of any problems they students encountered or if any additional information is needed.
4. Presenting content	(See Appendix A: Task Analysis)	After being presented with the list of objective topics, the students can click on each section to access the information. The information is arranged in content clusters with links embedded within some sections leading them to more information and resources.
5. Providing learning guidance	All slides	Instructions on navigating through the slides will be given. The students are guided throughout the presentation as the arrows are preset to take them to the next slide they need to view and draw attention to important information. Images with words are used on the objective topic slide to guide them also.

Gagne's Nine Events	Related Slide Component	Application
		Images and use of color are used throughout to motivate, show information (tables, etc) or relationships to what is being discussed. Logo images are also used a guide to links of resources that may look familiar.
6. Eliciting performance	All Slides	• Students will be motivated to view this information by showing how this information is relevant to their success in the program in Slide 3. • This presentation will provide an overview of skills that will help ensure success in the MIT program. • This will include encouragement for re-accessing this orientation information for a reference source with reiteration of the importance of this in the closing slide. • Pilot Test – A pilot test will be conducted with professors and current students. • The ARCS model will be used in the design by use of color and images to hold their attention, subjects that show relevance to their success, instilling confidence by providing them an overview of tools and resources and giving a post-survey to assess satisfaction with the presentation and knowledge.
7. Providing feedback about performance correctness	MIT orientation presentation created in PowerPoint.	• Pilot Test Feedback – Feedback will be received from professors and current students for revision. • A post presentation survey will be given to students to assess if the presentation met their needs and if they had any problems or need more information. There will also be some questions embedded to assess knowledge. • If any of the assessed learning questions are not answered correctly, there will be a positive response revealing the correct answer as this will be created in Articulate Storyline 360.

Gagne's Nine Events	Related Slide Component	Application
		• Feedback from the students on the post presentation survey will need to be reviewed by MIT staff and any issues addressed.
8. Assessing the performance	• Pilot test group on design and information. • Post presentation survey for incoming students	• The orientation presentation will be assessed with feedback from a pilot group that includes MIT professors, MIT students, MIT alumni, a retired art teacher from Meredith College, and a middle-aged male who is colorblind. • A post presentation survey will be given to students to assess if the presentation met their needs and if they had any problems or need more information. There will also be some questions embedded to assess knowledge.
9. Enhancing retention and transfer	• Closing slide • Post presentation student survey	Students will be encouraged to save this presentation for future reference, be self-motivated and take control of their learning experience in the instructional technology program.

Delivery Strategy

The delivery strategy for the MIT orientation presentation is to create a multimedia web-based online instruction module based on Keller's ARCS Model of Motivation, which is based on gaining attention, establishing relevance, instilling confidence, and creating satisfaction (see Appendix H). Motivation is one of the most important factors in creating this presentation. As the old saying goes, "You can lead a horse to water, but you can't make it drink." Hence, the importance of applying strategies from Keller's ARCS Model and organizing the material in a way that is constructed in an organized manner, is interesting, and shows relevance to the audience. In the table below, the ARCS model and Mayer's multimedia principles were used as a guide for designing the initial draft (see Appendix L).

Table 4

Delivery Strategy

Delivery Strategy		
Strategy	Description of Strategy	Application Plan
Attention – Capturing the interest of learners; stimulating the curiosity to learn	**Perceptual Arousal** What can I do to capture their interest?	• Create curiosity by asking questions • Injecting personal material • Use list rather than paragraph • Show relationships by use of visual aids
	Inquiry Arousal (Curiosity) How can I stimulate an attitude of inquiry?	• Stimulate a sense of inquiry by presenting a problem which the new knowledge will help solve
	Variability How can I maintain their attention?	• Use white space to separate blocks of information • Use variations in spatial locations of blocks of information • Use variations in types of materials i.e., text, figures, tables, pictures • Include variation in tone • Include variation in the sequence of the elements
Relevance – Meeting the personal needs/goals of the learner to affect a positive attitude	**Goal Orientation** How can I relate the instruction to the learner's goals?	• State the immediate benefit of the information • State what the learner will be able to do with the information • Relate to the knowledge and skills that students will need in the future • Tell how the successful accomplishment of this information is related to future goal accomplishment/success i.e., knowledge, salary, job
	Motive Matching How and when can I link my instruction to the learners' goals?	• Use personal language tone • Provide examples of benefits/accomplishments • Include statements or examples that illustrate the feelings associated with achievement • Visualize how it will feel to succeed • Use testimonials from persons who attained further goals after successfully completing the course of instruction.

	Familiarity How can I tie the instruction to the learner's experiences?	• How the instruction builds on the learner's existing skills or knowledge. • Give the learners choices, choose examples & topics of personal interest.
Confidence – Helping the learners believe/feel that they will succeed and control their success	**Learning Requirements** How can I assist in building a positive expectation for success?	• Provide clear statements, in terms of observable behaviors, of what is expected of the learners as evidence of successful learning.
	Positive Consequences How will the learning experience support or enhance the student's belief in their competence?	• Organize the content in a clear, easy to follow, sequence. • Sequence the tasks from simple to difficult within each segment of materials.
	Personal Responsibility How will the learners clearly know their success is based on their efforts and abilities?	"When people have control over their performance and believe they have the ability to succeed their expectancy for success, which is a key part of confidence, is strong." ○ Give learners choices in sequencing; explain how they can sequence their study of different parts of the material. ○ Allow learners to go at their own pace. ○ Give learners choices among ways of demonstrating their competency
Satisfaction – Reinforcing accomplishment with rewards (internal and external)	**Intrinsic Reinforcement** How can I encourage and support their intrinsic enjoyment of the learning experience?	• Provide feedback and other information that reinforces positive feelings for personal effort and accomplishment. ○ Use of new skills ○ Verbal reinforcement ○ Positive feedback ○ Helpful suggestions ○ Ways to continue pursuit of interest on the topic
	Extrinsic Rewards What will provide rewarding consequences to the learner's successes?	• Give students personal attention while working to accomplish the task, or after successful task accomplishment…teachers are there for them if they need help • Use reinforcements frequently when learners are trying to master a new skill

	Equity How can I build learner perceptions of fair treatment?	• Ensure that the content and types of problems in the final exercises and posttests is consistent with the knowledge, skills, and practice exercises in the materials…Classes will build on material as it goes to create a final project. • Ensure that the level of difficulty on final exercises and posttests is consistent with preceding exercises

(Keller, 2010, pp. 92-192)

In Table V below, Richard Mayer's *Basic Principles of Multimedia Learning* was implemented in the presentation as a guide to achieve learning with the use of images (see Appendix M). As stated in *The Cambridge Handbook of Multimedia Learning* "people can learn more deeply from words and pictures than from words alone." (Mayer, 2005, p. 1)

Table 5

Mayer's Multimedia Principles

Mayer's Multimedia Principles	Use of the principle
Coherence Principle	The coherence principle was used to ensure the images that were used related to the information that was conveyed in the presentation.
Signaling Principle	This was used by the link to important material being underlined and by verbally letting them to know to click on logos to access the linked websites. It was also used by embedding arrows to show direction and importance.
Redundancy Principle	The redundancy principle was violated. The reason for this violation is the need for sound to be included for those students who may be visually impaired, and text was included due to people who may be hearing impaired.
Spatial Contiguity Principle	This was used in the topic overview slide with images relating to the text was inside the orange boxes with text explaining what it was underneath the image.
Temporal Contiguity Principle	The topic overview slide images were presented simultaneously on the same slide to give the student a choice of which subject to choose to view first.
Segmenting Principle	The subjects of the presentation were presented in user-paced segments.

Pre-training Principle	This presentation is a pre-training of what is to come in the instructional technology program. An overview of what the presentation was about was described on the topics slide.
Modality Principle	I strived to keep the on-screen text to a minimum by use of bulleted list and not sentences or paragraphs.
Multimedia Principle	This was implemented by the use of images with words than from words alone.
Personalization Principle	The presentation was created in a personal way by the introduction slide videos of the professors, and also by relating the material being presented relating to their success in the program.
Voice Principle	The presentation was created with the use of a friendly human voice and not a robotic voice.
Image Principle	The speaker's image was not added.

Storyboards

Microsoft PowerPoint was used as a storyboard platform for creating the initial draft of the MIT Orientation presentation (see Appendix N). A storyboard is a basic draft of the design that you create of your presentation. This is something that is given to a client to show them a prelude of the design you are planning to use. It can be written and drawn or typed on a formatted storyboard template. It usually consists of titles, fonts, chapters, images, videos, audio files, buttons, links, or anything you are using in your design.

The PowerPoint draft was then submitted for review from the pilot test recipients for feedback on design and information. The pilot group was also sent a survey that was created for students to take after they watch the presentation to assess the knowledge learned and to see if there are any problems with the links, etc. A table was created of an image of each slide that was created in the rough draft and how use of the ARCS model was implemented in the designs of the slides. (See Appendix N)

Design/Development Materials

The design and develop tools used in this project consisted of PowerPoint which was used for the storyboards or draft version, and Google Forms was used to create two surveys; the survey obtaining feedback on the previous live orientation session and then the survey on the drafted version created in PowerPoint. While waiting on feedback from the pilot test PowerPoint draft version, the presentation was uploaded into Articulate Storyline 360. YouTube was also used to pull one of the introductory videos into a version that could be linked to from anywhere and so that it would be consistent with the other videos linked to images on the Meet the Professors page.

Implementation and Testing

For implementation and testing, a pilot test group had to be formed. This group was created by injecting a request for participants in the survey on the live orientation presentation. This survey was created asking for feedback on the original recorded live orientation to get opinions from the students on the information that was presented. One question on the survey was, “Would you like to participate in the pilot testing of the presentation?”. Out of 12 people, 10 replied, “yes”. This group consisted of professors, students, and alumni from the instructional technology program. There were two additional participants recruited outside of the instructional technology program, one was a retired art teacher from Meredith College in Raleigh who previously a lawyer and graduated from Duke University. The other person was recruited to test for quality of the design to test for colorblindness. Out of this pilot test group of 12 people, only 5 replied with feedback plus the person giving feedback for colorblindness.

A post-survey was created also that would be given to incoming students to the program to take after viewing the revised Articulate Storyline presentation to ensure everything was

working correctly and learning was achieved. The goal of this survey was to provide information on whether or not a clear understanding of the program, their responsibilities, and the skills and tools for success was achieved.

Results

The comments from alumni, professors, and students from the pilot test of the presentation are grouped in the table below. An overview of the images and comments are listed in the Appendix section (see Appendix P). It shows mixed results varying between UNCW professors and people who were not UNCW professors. The professors did not seem to like the use of clip art while the outside participants loved the presentation. A retired art professor from Meredith College stated that the variety kept her motivated to continue going through the presentation. Motivation was one of the goals focused on in the creation of the presentation by using the ARCS Motivation Model approach along with the Mayer's Multimedia Principles. The person who assessed for colorblindness thought it looked good and had great contrast.

Table 6

Pilot Test Feedback

Slides/Topics	Feedback		
	Professor's Feedback	Student's Feedback	Outside Feedback
General feedback	This would have been nice to have to review in advance then use the orientation meeting for an opportunity to ask questions and get to know the instructors and other students. Format was easy to follow, all the links worked, and the information was instructive and valuable.		
	This is amazing! I love it. It is very thorough, informative, aesthetically pleasing and friendly! It seems you have touched on every aspect of importance without being too overwhelming with information. The positive nature of the quotes and overall tone of the presentation is appealing, inspirational and attractive to me. The fonts, colors and images create a sense of calm and pleasantness for me.		

Slides/Topics	Feedback		
	Professor's Feedback	Student's Feedback	Outside Feedback
	Retired art teacher - Need to fix the bullets info; either make all capital at beginning or lower, need consistency, use either all nouns or verb language. I would make the arrow button in the bottom right corner smaller and another color because it draws my attention to it and is distracting.		
Imagery feedback	I am not sure about some of the images. I think you should have consistent professional images throughout the entire slideshow. For example, on the internship and capstone slide, the client wanted image seems like clip art which is so 90's. Be sure the images you choose convey a message and again has a professional look and feel. I am not a fan of clip art so I would suggest using less clip art and maybe photographs or more modern looking icons for the links to the resources and other locations. You might want to consider a solid white background on the back. Background with pattern can be difficult to view or read the text content.		
	Student feedback – aesthetically pleasing and friendly! The fonts, colors and images create a sense of calm and pleasantness for me.		
	Colorblind person's feedback – Looks good! Great contrast! Retired Professor (Art teacher Meredith College) – Loved it, good imagery and layout, liked the variety in the slides, it kept me motivated to keep going through the presentation.		
Audio	Voice was easy to follow, however, there was some clicking (typing) noises that were a little distracting. When I went back to the Objectives page the audio restarted every time. Having an intro slide that explains to the audience that their audio needs to be turned on, how to advance to the next slide (the voice-over narration explained this, but it would be helpful in case the student doesn't realize that or doesn't have their audio turned on) The music was a little loud on the intro slide and final slide. The background music is clashing with your narration audio. Consider removing the BK music or let it play once your narration audio is completed.		
Slides	**Feedback**		
Introductory	Music is clashing with voice audio.		
Meet the Professors	It would have been nice to have links to all the professor's video/introductions.		

Slides/Topics	Feedback		
	Professor's Feedback	Student's Feedback	Outside Feedback
Objectives Slide	No comments		
Watson Policies & Standards Slide	I would suggest removing the sheepskin background as it might compromise readability.		
National, International, & State Standards	Double-check with the others, but I believe the program also uses the AECT standards. I agree with Dr. Durrington! The AECT standards should be included here. See link at https://www.aect.org/docs/AECTstandards2012.pdf		
Program Mission			Retired art teacher – the mission statement is too wordy, I had to read it several times
Program Framework	No comments		
Degrees & Certificates	Professor - Also on the degrees and certificate slide, you need to guide students to click on the links to view the suggested course sequence as you do in previous slides. You may also want to give an overview of the various certificate verbally (1-2 sentences each).		
Internship & Capstone	For example, on the internship and capstone slide, the client wanted image seems like clip art which is so 90's. Having examples of capstone projects would be a nice touch as well.		
Past Capstone Projects	Professor - On the capstone slide, you may want to describe what a capstone project is and what it entails. For example, a capstone project will take you through the ADDIE process and include a needs analysis and evaluation . . . " I am not sure if there will be any examples listed but we may be able to link to the outline of the requirements. Dr. Pastore has some examples from previous students. Here is the link.		
Portfolio	On the portfolio website required, you state, you will love this class, but the portfolio is not a class per se. You need to consider changing the verbiage. Having a link to your webpage (or an example of a student portfolio) would be beneficial to students who are getting started.		
MIT Lab	Professor - For the MIT Lab slide, I would also add what can be done in the lab. You state it is open but adding, this is a great place to come (if you can) to create high-quality videos, conduct meetings with clients, etc. Just to give the context of what the lab can do for new students. Could you add that students will need their UNCW OneCard to get access to the lab. For more information about them, please visit their website at: https://uncw.edu/onecard/		

Slides/Topics	Feedback		
	Professor's Feedback	Student's Feedback	Outside Feedback
Class structure	On the structure slide, I think it would be important to stress the courses use problem-based learning with clients in teams along with the fact that the courses are online. In this narration, you might want to elaborate on the other aspects of the class structure (e.g., what is project-based, how are the group assignments, etc)		
Software used in MIT	On the software slide, you should state the software as a person who is visually impaired would not be able to see the logos. For example, "The MIT program uses a variety of industry software such as Articulate Storyline, Adobe products, and Microsoft products." Also, some of the images are pixelated - try and use clear images. Maybe say that this is just a few/some of the software that students will learn in the program and for the other software that will have to take the classes to find out?		
Teamwork Skills	On this slide, also stress the importance that instructional designers do not work in isolation and teamwork skills are important for future employment.		
Communication Skills	I state this below, but on this slide, the images seem like clip art which is not professional. Also, state some of the communication skills listed or that you have found important.		
Written Communication	On the next slide, you may also want to state that Watson college has full access to Grammarly, and students should use this tool when writing.		
Future Jobs	You also may want to list some of the job titles that people can look up (e.g., learning designer, instructional designer, learning specialist, etc.).		
Estimated Salaries	No comments		
Resources & Tools	For writing assistance, students should go to the writing center at UNCW not Randall library.		
Office 365 Apps	No comments		
TAC	There was no audio on this slide. Was it an error? You might want to give a brief overview to keep consistency. Note: It was working for other people		
MIT Social Networking	There was no audio on this slide. Was it an error? You might want to give a brief overview to keep consistency. Note: It was working for other people.		
MIT yearly social	The MIT social is actually held twice a year. Once at a professor's house and the other will (Spring) will be on campus. It was canceled this year due to Covid.		
eSports	No feedback		

Slides/Topics	Feedback		
	Professor's Feedback	Student's Feedback	Outside Feedback
Advice	The advice slide was very quick. I would read Dr. Barreto's quote as that is very important to stress that the skills learned will result in employment not the grade.		
Thank you	The background music is clashing with your narration audio. Consider removing the BK music or let it play once your narration audio is completed.		
Reference Slide	The reference slide is not APA formatted. I would change the header to Resources so you can just put in the links. I would also add a description (1-2 words) (e.g., UNCW homepage, MIT blog, etc.)		

Conclusion

The goal of the creation of the instructional technology orientation presentation is to provide detailed information and expectations to the incoming students about the MIT program that is available for all semesters, to provide an additional way to access information on knowledge of the program and helpful resources offered through UNCW, and awareness of the Watson standards and policies, professional code of conduct, and student handbook. Focus was placed on use of the Keller's ARCS model to motivate the students and using Mayer's Multimedia principles to design the orientation in a way that students would be motivated to be self-sufficient, aware of resources, and enthusiastic about obtaining a successful learning experience.

The creation of this presentation was important as students are sometimes not aware of information as shown in the comments from the student survey. They are also not familiar with the policies and standards set forth by Watson and UNCW, this being important information so that the student is aware of their rights and also the expectations from the college.

A follow up survey was created to be given to the students after viewing the orientation presentation to provide valuable feedback to the instructional technology professors. This

continual formal evaluation will help improve the design of the orientation to provide information, assess understanding and needed improvements. Revision of the presentation will need to be completed as information changes, so that the students are receiving all the correct information every semester. This would be a great group project for instructional technology students in future classes.

Reflection

In reflecting on the project, I would have given pilot test participants a detailed description of how I would like to receive the feedback and what the expectations are of the feedback they will be sharing. I should not have assumed they would all use the comments section in PowerPoint and then email it back to me. I also did not receive much feedback on the survey that was created for the students. Another reason for lack of pilot test recipients participating I feel was in part to it being the end of the semester and the impact of Covid-19 virus on society.

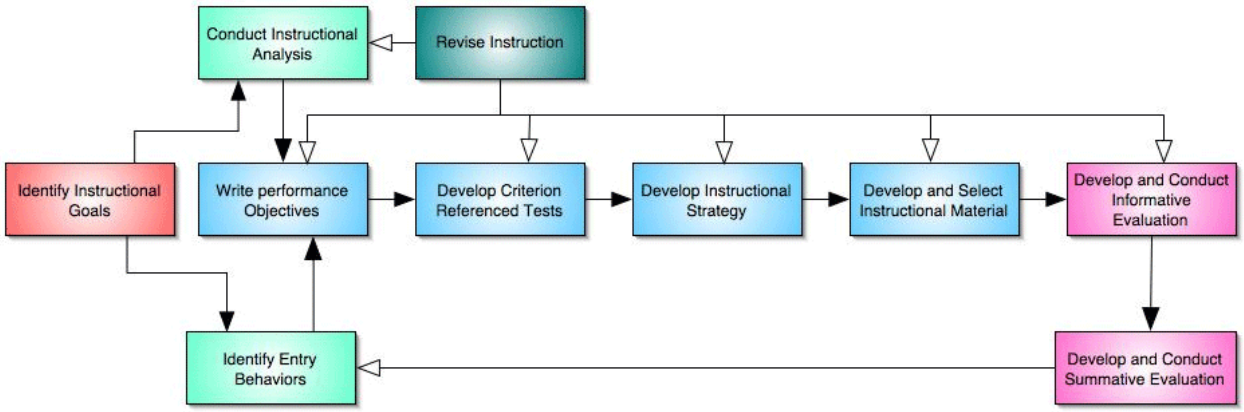
In creation of the project I think it would have been better to create it in Articulate Storyline from the beginning and not pull it in as a PowerPoint. The font I had chosen was not one that was used in Articulate as I had used fonts in the Verdana family and then had to change it all to Arial.

One thing I did notice is the variety in feedback between the professors at UNCW and the other participants. I did receive valuable feedback from both sources but did not make changes on everything the professors suggested in reference to the imagery. The reason for this is because the other participants seemed really motivated and excited about the presentation which is the goal I was striving for in the creation of the presentation.

For future recommendations, Dr. Conklin had a suggestion which I thought was a good idea, and that was to also have a live question and answer session with the professors after the online orientation multimedia presentation was presented to the students. This way any future questions can be addressed. Also, I would recommend connecting the survey after the presentation to a database so the instructional technology program would have access to feedback data. This feedback would enhance formative evaluations of the presentation in the future for what changes need to be made for improvement.

Appendix

Appendix A: Dick & Carey Instructional Design Model



Dick and Carey Instructional Design Model

Appendix B: Mayer's Multimedia Principles

1. **Coherence Principle** – People learn better when extraneous words, pictures and sounds are excluded rather than included.
2. **Signaling Principle** – People learn better when cues that highlight the organization of the essential material are added.
3. **Redundancy Principle** – People learn better from graphics and narration than from graphics, narration and on-screen text.
4. **Spatial Contiguity Principle** – People learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen.
5. **Temporal Contiguity Principle** – People learn better when corresponding words and pictures are presented simultaneously rather than successively.
6. **Segmenting Principle** – People learn better from a multimedia lesson is presented in user-paced segments rather than as a continuous unit.
7. **Pre-training Principle** – People learn better from a multimedia lesson when they know the names and characteristics of the main concepts.
8. **Modality Principle** – People learn better from graphics and narrations than from animation and on-screen text.
9. **Multimedia Principle** – People learn better from words and pictures than from words alone.
10. **Personalization Principle** – People learn better from multimedia lessons when words are in conversational style rather than formal style.
11. **Voice Principle** – People learn better when the narration in multimedia lessons is spoken in a friendly human voice rather than a machine voice.
12. **Image Principle** – People do not necessarily learn better from a multimedia lesson when the speaker's image is added to the screen.

(Walsh, 2017)

Appendix C: Interviews with SMEs and Dr. Pastore

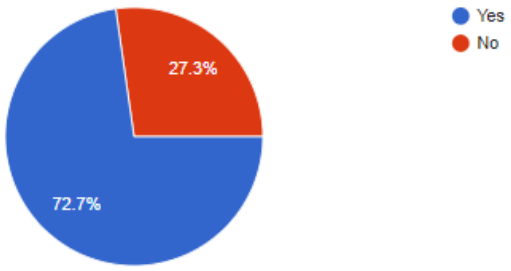
Interviews	Suggested Changes
Dr. Raymond Pastore	To share knowledge to students about: • Adobe software • UNCW Handbook to be read by students • UNCW Resources • Writing Center/Media Center • Meeting with advisors every semester • Outlook Apps
Dr. Daisyane Barreto	• Grade is not the end goal, focus on learning journey • Make the students aware of Watson policies, expectations, and standards. • What is expected from students in each class; group projects, interpersonal skills, working with clients, individual projects, time constraints, etc.
Dr. Sheri Conklin	• Strategies for working in groups • Use of Skype/Zoom • Framework of the MIT program; stress the sequence of courses • Internships & how it can feed into your capstone • How much time is devoted to each course? • What is required in online courses?

Dr. Vance Durrington	• Inform students on how to access resources
	• Internships
	  ○ can be from industry sector or educational sector
	  ○ from profit or non-profit group
	  ○ student can choose client
	  ○ instructors can help you find a client

Appendix D: Student survey on live orientation

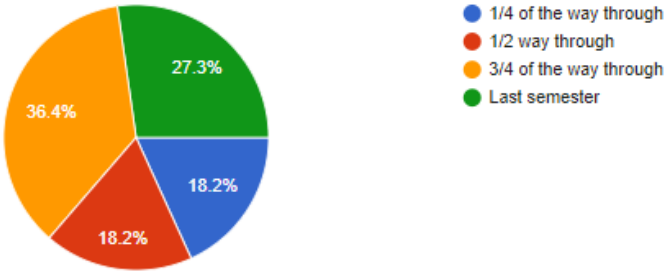
Would you be willing to participate in a pilot group for feedback on an asynchronous MIT Orientation Tutorial for incoming students?

11 responses



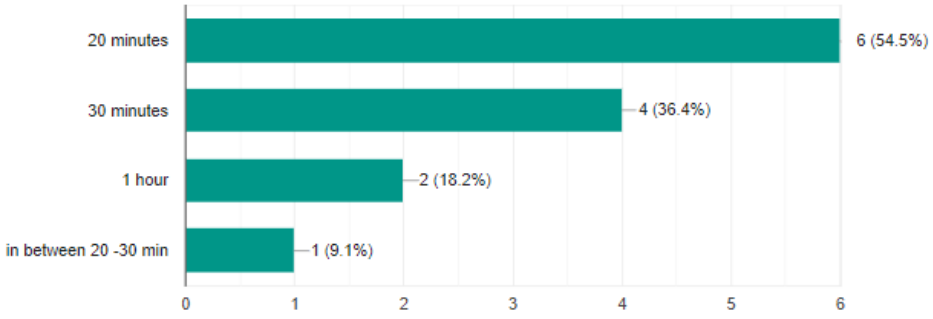
How far along are you into the MIT graduate program?

11 responses



How long do you think a presentation should be to be effective?

11 responses



Is there any information that you think should be excluded?

11 responses

no-all of the information presented was helpful

no

There were a lot of IT issues at the beginning, these should have been edited out from the final version.

NO, I think it's all relevant.

No

none

n/a

The presentation is filled with valuable information. I think they should be all adressed

the first 11 minutes, easy edit out

I have not seen the presentation

No. Just don't be repetitive. Condense teacher introduction pics into one slide.

Do you feel there is information that should be added to the presentation?

11 responses

no

i cannot think of anything that needs to be added to the presentation-it was thorough and helpful

I thought it was really helpful, especially the certifications and information concerning the internship and capstone.

More specifics about how to be successful in the program, best practices, software/IT requirements - but these were talked about during the Q&A.

That there are students all over in the program, but for collaboration purposes you may be able to work F2F with other local students in the program. Also, the new MIT Student Association should be mentioned.

I would like to see more involvement from all the professors. Additionally, I did not see ability to view closed captioning, and I know we have at least one hearing impaired student. Additionally, in the video you could not view the chat to see what people were asking.

n/a

The instructors make short videos of themselves for the introduction. If the video is live the camera could be arranged in a way so that everybody in the room could be seen and there would be no need to manually moving the camera.

I have not seen the presentation

Resources available to assist students and how to access them. More info. on the esports, Portfolio requirements, capstone project expectations, past project examples

In reviewing the presentation, did you find out information that you did not know about? If so, what?

11 responses

No

at this moment i cannot recall any information from the presentation that i did not already know about

Yes, the internship vs. capstone project. I thought you chose between the two, so that was very helpful. Also going over the certificates available.

It was interesting to see the program courses laid out by focus. I don't think I had seen that before.

good presentation

n/a

Yes, I didn't know Facebook group. I just realized that the MWD certification is just what I was searching for all this time

yes, bg of staff

Appendix E: Gap Analysis

GAP Analysis/Needs Assessment			
Current State	Desired State	Gaps	Desired Outcomes
An online and seated live synchronous orientation multimedia presentation presented in the fall semester by Dr. Raymond Pastore with MIT staff and some current students involved. Live Orientation Meeting PowerPoint multimedia presentation consisting of 22 slides Current Orientation Presentation	**Dr. Pastore** - An orientation multimedia presentation that can be provided for students to view in both the fall and spring semesters. Creation of a new orientation multimedia presentation with information added on: • UNCW handbook/resources • Adobe software • Writing Center/Media Center • Meeting with advisors every semester • Outlook Apps	Presentation is only provided 50% of the school year. Original Ppt has approximately 80% of the necessary information for students.	A multimedia presentation that can be presented to students fully throughout the school year. A multimedia presentation that includes 100% of the information needed for students to be successful in the program and aware of UNCW resources.
Current live orientation multimedia presentation information includes: • Introduction to staff w/pics • Links to MIT blog and Facebook group • Program mission • MIT lab overview	**Feedback from SMEs: Professors Barreto, Conklin, and Durrington:** An orientation multimedia presentation that stresses: • The importance of the program framework, goals, and policies & standards.	Estimated need for approximately 20% additional information that stresses the importance of: • Watson policies • UNCW handbook • Sequence of classes taken • Focus on knowledge not the grade	An informational multimedia presentation that adds to or enhances the importance of information that was already provided.

GAP Analysis/Needs Assessment			
Current State	Desired State	Gaps	Desired Outcomes

w/pics and resources available
• Program framework
• National, International, & State Standards
• Employers of MIT student alumni
• List of possible future jobs
• Program & required courses
• Competencies for instructional designers
• Focus area courses
• Internship information
• Thesis or design-based research project
• Program expectations
	• Stress to students that the grade is not what they should be focused on. Instead, focus on the learning journey and building on that knowledge.
	• Make sure students are aware of class structure of being online, group projects, zoom/skype meetings.
	• Group work - Interpersonal skills/clients, project-based assignments/activities
	• Stress the importance of sequence of courses
	• Information about internships & what to expect
	  ○ can be from industry sector or educational sector
	  ○ from profit or non-profit group
	  ○ student can choose client
	  ○ How internships can feed into your capstone project
	• Time devoted to a course
		• Class structure & expectations
		• Resources available
		• Group projects, clients, skills & expectations
		• Information on Internships
		• Capstone project
		• Meeting with advisors every semester	

GAP Analysis/Needs Assessment			
Current State	Desired State	Gaps	Desired Outcomes
	• What is required in an online course • Resources available to students & how to access them		
Current 1-hour live orientation multimedia presentation presented in the fall	**Feedback from students on MIT survey:** **Information that should be added to multimedia presentation:** • Available resources and where to find them • Info. on eSports • Portfolio requirements • Capstone project expectations with past examples • Short videos of professors introducing themselves **Information that was learned about that the student did not know:** • That there was a Facebook group • That the MWD certificate is what I was searching for all this time **How long should a multimedia presentation be to be effective?** • 20 minutes • 20-30 minutes	• Current live orientation is 1 hour long. Students want an approximately 50% reduction in the time it takes to view reduced down to 20-30 minutes. • No esports info. was included, needs to be added 100%. • Need additional 25% information on Capstone project with examples and requirements. • Currently, there is live online synchronous meeting with professors. Include short introductory videos of all MIT professors	• Multimedia presentation to be between 20-30 minutes • eSports information • portfolio requirements • Capstone project information • Short video intros from professors • Make sure students are aware of the FB group • Certificates that are available • Keep 100% of information that was provided

GAP Analysis/Needs Assessment			
Current State	Desired State	Gaps	Desired Outcomes
	Any info. that should be excluded. • No. Just don't be repetitive. Condense teacher introduction pics into one slide. • The presentation is filled with valuable information. I think they should all be addressed. • None	• Gap in all students being aware of FB group and certificates available • 100% of needed information	

Appendix F: ARCS categories, definitions, and questions

Major Categories and Definitions	Process Questions
Attention – Capturing the interest of learners; stimulating the curiosity to learn	How can I make this learning experience stimulating and interesting?
Relevance – Meeting the personal needs/goals of the learner to affect a positive attitude	In what ways will this learning experience be valuable for my students?
Confidence – Helping the learners believe/feel that they will succeed and control their success	How can I via instruction help the students succeed and allow them to control their success?
Satisfaction – Reinforcing accomplishment with rewards (internal and external)	What can I do to help the students feel good about their experience and desire to continue learning?

Appendix G: Proposed Instructional Deliverables

Dick & Carey Model	Tasks	Deliverables

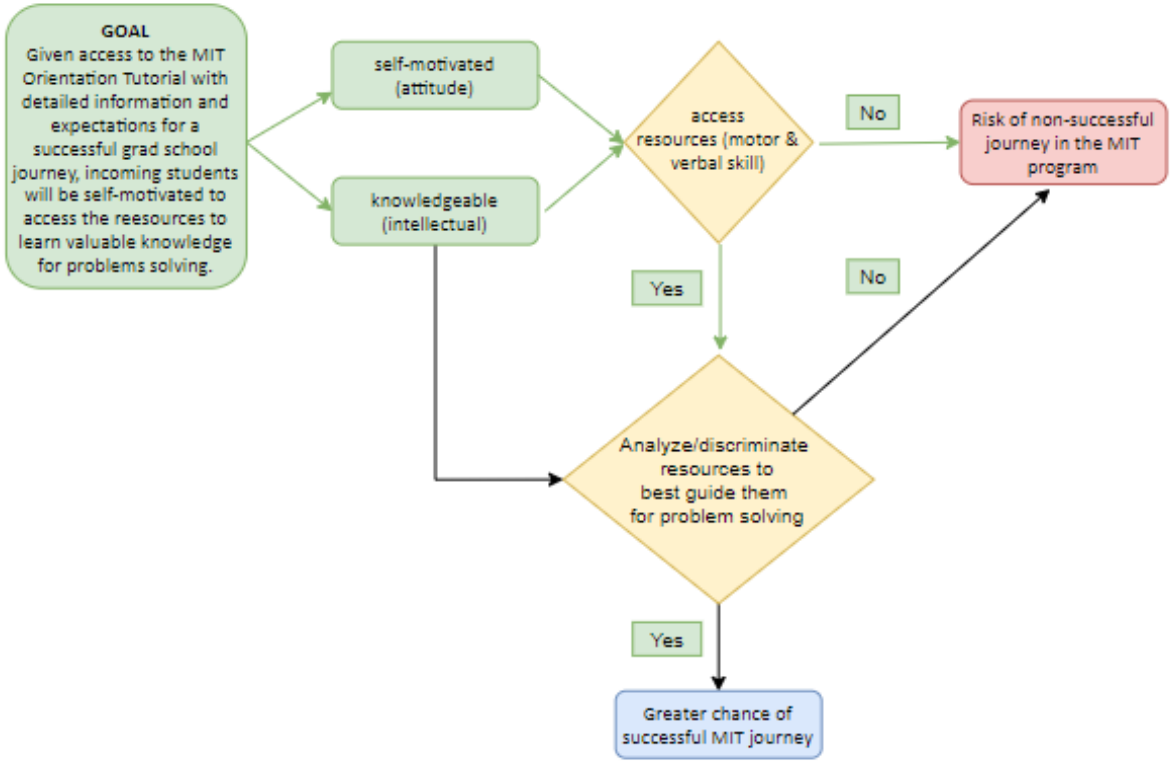
Identify instructional goals
• Conduct instructional analysis
• Analyze learners and context
	Complete description of case
	• Identify system and subsystems
	  ○ Research UNCW
	• Identify instructional problem
	  ○ Meet with client
	• Choose instructional system design tools
	Conduct front-end analysis
	• Gap analysis
	  ○ Interview Client
	  ○ View previous orientation
	  ○ Interview SME's
	  ○ Student surveys
	• Learner analysis
	• Context analysis
	• Project Solution
	  ○ Choose design guide model
	  ○ Deliverables
	  ○ Development plan
	  ○ Instructional development strategies
	• Overall project goals
	Schedule Proposal Meeting
		• Proposal outline
		• Front-end analysis

Write performance objectives	• Create task analysis and description • Identify learning objectives • Create assessment survey	• Task analysis • Objectives • Assessment
Develop assessment instruments	▪ Develop prototype design of MIT orientation multimedia presentation in PowerPoint. ○ Send to SMEs, professors and students for feedback ▪ Pilot test will be created for feedback from students and SMEs.	▪ Prototype of MIT orientation multimedia presentation ▪ Pilot test feedback on design ▪ Post assessment survey feedback

Dick & Carey Model	Tasks	Deliverables
	▪ Pilot test conducted as part of the formative evaluation	
Revise instruction	▪ Revision of informational multimedia presentation based on feedback from prototype pilot test (Revision will be conducted throughout the whole process)	▪ Revised MIT orientation prototype
Develop instructional strategy	▪ Develop instructional strategy based on Keller's ARCS motivation model ▪ Use Mayer's Multimedia Principles ▪ Choose organizational strategy o Content clustering and sequencing o Resource-based learning ▪ Choose delivery strategy o Internet web-based instruction ▪ Asynchronous multimedia presentation	▪ Design Plan ▪ Organizational Strategy Table ▪ Delivery Strategy Table
Develop and select instructional materials	▪ Develop prototype in Articulate Storyline 360 ▪ Revise prototype after pilot test results ▪ Development Materials o Choose images o Make ADA compliant o Choose color palette o Choose font o Software	▪ Articulate Storyline of MIT informational multimedia presentation ▪ Pilot group feedback results ▪ Revised prototype ▪ Final MIT orientation multimedia presentation ▪ Table of design development strategies
Design and conduct formative evaluation of instruction	• Create questionnaire for feedback from pilot test participants	• Final pilot group feedback results

Dick & Carey Model	Tasks	Deliverables
	○ Multimedia principles ○ Quality of information ○ Locating information ○ ADA compliance ○ ARCS ▪ Attention ▪ Relevance ▪ Confidence ▪ Satisfaction	
Design and conduct summative evaluation	▪ Summary of project ○ Goals ○ Case ○ Findings ▪ Recommendations ▪ Reflections	▪ Summary of project, recommendations, and reflections

Appendix H: Goal Analysis Flow Chart



Appendix I: Task Analysis

1. Access MIT orientation presentation link provided by MIT professor
2. Review each page & links
    2.1. Welcome to MIT Program
    2.2. Introduction to Professors
        2.2.1. Raymond Pastore
        2.2.2. Daisyane Barreto
        2.2.3. Vance Durrington
        2.2.4. Sheri Conklin
        2.2.5. Candace Thompson
        2.2.6. Jeff Ertzberger
    2.3. Topics Overview
        2.3.1. Policies & Standards
        2.3.2. MIT Program Overview
        2.3.3. Skills for Success
        2.3.4. Benefits
        2.3.5. Resources
        2.3.6. Fun/Social
    2.4. Policies & Standards
        2.4.1. Watson College of Education Standards
        2.4.2. Student Code of Conduct
        2.4.3. Watson College of Education Policies & Procedures Manual
        2.4.4. Ibstpi
        2.4.5. Partnership for 21st Century Skills
        2.4.6. NCDPI
    2.5. MIT program overview
        2.5.1. Mission
        2.5.2. Program Framework
            2.5.2.1. AECT
        2.5.3. Degree & Certificates
            2.5.3.1. Masters in Instructional Technology
                2.5.3.1.1. Suggested Course Sequence
                2.5.3.1.2. Masters Course Requirements
            2.5.3.2. Certificates
                2.5.3.2.1. Instructional Technology Certificate
                2.5.3.2.2. Multimedia and Instructional Web Development Certificate
                2.5.3.2.3. Online Teaching and Learning Certificate
        2.5.4. Internship & Capstone projects
            2.5.4.1. Student to choose client
                2.5.4.1.1. Profit/non-profit group
                2.5.4.1.2. Industry/education sector
                2.5.4.1.3. Internship can feed into Capstone program
        2.5.5. Portfolio Website required (will create in MIT 503)
            2.5.5.1. Introduction
            2.5.5.2. Examples of your work

2.5.5.3. Resume
2.5.6. MIT Lab
2.5.6.1. What's available for use
2.5.6.2. Location/Hours
2.5.7. Class structure
2.5.7.1. Online classes
2.5.7.2. Project-based assignments
2.5.7.3. Group assignments
2.5.7.4. Real-world clients
2.5.7.5. Zoom/Skype meetings
2.6. Skills for success
2.6.1. Teamwork Skills
2.6.2. Communication Skills
2.6.3. Written Communication
2.6.3.1. APA format
2.6.3.2. Verbal skills
2.6.3.3. Social skills
2.7. Benefits
2.7.1. Future Jobs
2.7.2. Estimated Salaries
2.8. Resources
2.8.1. Office 365
2.8.2. LinkedIn
2.8.3. Grammarly
2.8.4. UNCW Canvas
2.8.5. Randall Library
2.8.6. Purdue Owl Writing Lab
2.8.7. Office 365 Apps
2.8.7.1. Button to Access Apps
2.8.8. TAC (technology assistance center)
2.9. Software
2.9.1. Articulate Storyline
2.9.2. Captivate
2.9.3. Prezi
2.9.4. Google Chrome
2.9.5. Microsoft Teams
2.10. Fun/Social
2.10.1. Facebook group
2.10.2. Dr. Pastore's blog
2.10.3. MIT yearly social
2.10.4. eSports
3. Access MIT Orientation Multimedia presentation for future reference
3.1. Choose which subject header matches the information being sought
3.1.1. Determine what information is needed for assistance
3.1.2. Take action to solve problem/resolve issue
4. Advice from current students

Appendix J: Objectives and Assessments

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
1.	Access MIT Orientation Multimedia presentation	Given access to the MIT Orientation Multimedia presentation, students will choose to open the link.	Motor Skills Attitude	Were you able to access the MIT orientation presentation with no problems? a) yes b) no If not, please explain the problem you had.
2.	Review MIT presentations sections and links	Given the MIT orientation presentation, students will choose to click through each section and the links.	Motor Skills Attitude	Were you able to review each section and access links? a) yes b) no If not, please explain the problem you had.
2.1	Welcome to MIT program	Presented with the Welcome slide, the student will feel welcome.	Attitude	Did you feel welcomed into the instructional technology program? a) yes

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
				b) no If not, what do you feel we could do to make you feel welcome?
2.2	Introduction to Professors • Raymond Pastore • Daisyane Barreto • Vance Durrington • Sheri Conklin • Candace Thompson • Jeff Ertzberger	Presented with the introduction slide, the student will click/view the introductory videos.	Attitude Motor Skills Verbal	Were you able to access the introductory videos of the professors? a) yes b) no If not, please explain the problem you had.
2.3	Topics Overview 2.3.1 Policies & Standards 2.3.2 MIT program Overview 2.3.3 Skills for Success 2.3.4 Benefits 2.3.5 Resources 2.3.6 Fun/Social	Presented with the presentation topics, the students will click on each section to access information.	Attitude Motor Skills	Were you able to access each section on the topic slide? a) yes b) no If not, please explain the problem you had.

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
2.4	Policies & Standards 2.4.1 Watson College of Education Standards 2.4.2 Student Code of Conduct 2.4.3 Watson College of Education Policies & Procedures Manual 2.4.4 Ibstpi 2.4.5 Partnership for 21st Century Skills 2.4.6 NCDPI	Given an overview of the policies and standards, the student will access the information and: • understand the professionalism behavior that is expected from them • be aware of the policies and standards Given an overview of educational standard websites, the student will understand the importance of the information offered by these sites and choose to view/refer to it.	Intellectual Verbal	Do you have a clear understanding of Watson's policies & standards and the student code of conduct? a) yes b) no *NCDPI*, *Partnership for 21st Century Skills*, and *ibstpi* are important leaders in education and training. Do you have a clear understanding of how these sites can benefit you? a) yes b) no
2.5	MIT program overview	Given an overview of the MIT program, the student will have a thorough understanding of what the program entails.	Intellectual Verbal	Do you have a clear understanding of the instructional technology program? a) yes b) no

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
				If not, please clarify what information you need.
2.5.1	Mission	Given the mission of the instructional technology program, the student will understand MIT's mission.	Intellectual Verbal	Did you understand the instructional technology program's Mission Statement? a) yes b) no
2.5.2	Program Framework • AECT	Given access to the AECT standards that Watson bases its instruction on, the student will access the AECT website to view the high set of criteria that is followed by the professors.	Verbal Motor Skills	Did you view the AECT's criteria guidelines that are followed by the professors to create instruction? a) yes b) no
2.5.3	Degrees & Certificates	Given a description of what is offered by the instructional technology program, the student will have a clear understanding of the degrees & certificates offered.	Verbal Intellectual	Do you have a clear understanding of the degree & certificates offered by the instructional technology program? a) yes b) no

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
2.5.3.1	Masters in Instructional Technology 2.5.3.1.1 Masters Course Requirements 2.5.3.1.2 Suggested Course Sequence	Given access to what is required for the Masters in Instructional Technology degree, the student will have a clear understanding of the requirements. Given access to the suggested course sequence for a Masters in Instructional Technology, the student will understand the importance of taking the classes in the suggested sequence.	Verbal Intellectual	Do you have a clear understanding of what is required to obtain a Masters in Instructional Technology degree? a) yes b) no Do you understand the importance of taking the classes for the MIT degree in the suggested course sequence? a) yes b) no
2.5.3.2	Certificates 2.5.3.2.1. Instructional Technology Certificate 2.5.3.2.2. Multimedia and Instructional Web Development Certificate 2.5.3.2.3. Online Teaching and Learning Certificate	Given access to what certificates are offered in instructional technology, the student will have a clear understanding of the requirements.	Verbal Intellectual	Do you understand what certificates are offered in the instructional technology program and what classes are required? a) yes b) no

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
2.5.4	Internship & Capstone Projects 2.5.4.1. Student to choose client 2.5.4.1.1 Profit/non-profit group 2.5.4.1.2 Industry/education sector 2.5.4.1.3 Internship can feed into Capstone project	Given an overview of internship & capstone projects, the student will access the linked list of prior clients.	Verbal	Were you able to access the list of previous clients used? a) yes b) no
2.5.5	Portfolio Website Required 2.5.5.1 Introduction 2.5.5.2 Project Examples 2.5.5.3 Resume	Given an understanding of what is required in the portfolio website, the student will know what is needed.	Verbal Intellectual	Choose the three items required in a portfolio website. a) Introduction b) Project examples c) Phone number d) Resume
2.5.6	MIT Lab 2.5.6.1 What is available for use 2.5.6.2 Location/Hours	Given information about the MIT Lab, the student will know the location, hours, and what is available.	Verbal	Do you know where the MIT lab is located and the hours it is open? a) yes b) no

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
				Name three items that are available in the MIT Lab? 1) 2) 3)
2.5.7	Class Structure 2.5.7.1. Online classes 2.5.7.2. Project-based assignments 2.5.7.3. Group assignments 2.5.7.4. Real-world clients 2.5.7.5. Zoom/Skype meetings	Given an overview of the class structure, the students will know how their class is set up.	Verbal	The classes in instructional technology include: a) Online classes b) Seated classes c) Student & pet groups d) face-to-leg meetings
2.5.8	Software Used 2.9.1. Articulate Storyline 2.9.2. Captivate 2.9.3. Prezi 2.9.4. Google Chrome 2.9.5. Microsoft Teams	Given an overview of the software used, the student will know what to expect.	Verbal	I am aware of some of the software that will be used in instructional technology classes. a) yes b) no
2.6	Skills for Success 2.6.1. Teamwork Skills	Given an overview of the skills for success, the student will be aware of what skills are needed.	Verbal Intellectual Attitude	Name three good teamwork skills. a) b)

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
	2.6.2. Communication Skills 2.6.3. Written Communication 2.6.3.1. APA format 2.6.3.2. Verbal skills 2.6.3.3. Social skills			c) Name three good communication skills. a) b) c) What format is used in the instructional technology program? a) APA b) MLA
2.7	Benefits 2.7.1 Future jobs 2.7.2 Estimated Salaries	Given information on the benefits of becoming an instructional technologist, the student will be aware of what jobs they could obtain and an estimated salary.	Verbal	Name one place you can think of that you could gain employment as an instructional technologist and expected income. Place _____ Income _____
2.8	Resources 2.8.1. Office 365 2.8.2. LinkedIn	Given information on resources that are available, the student	Verbal	Who would you contact for assistance with writing papers?

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
	2.8.3. Grammarly 2.8.4. UNCW Canvas 2.8.5. Randall Library 2.8.6. Purdue Owl Writing Lab 2.8.7. Office 365 Apps 2.8.7.1. Button to access Apps 2.8.8. TAC (technology assistance center)	will know where to find assistance.		a) Longhorn Steakhouse b) Randall Library c) Perdue Owl Who would you contact for assistance with computer issues? a) Mechanic b) TAC
2.9	Fun/Social 2.9.1 Dr. Pastore's blog 2.9.2 Facebook group 2.9.3 MIT yearly social 2.10.4 eSports	Given an overview of the fun/social in MIT, the students will be aware of the fun things to do and where/how to make social connections.	Verbal Attitude	Did you sign up for the blog to obtain news and program updates? a) yes b) no Did you send a request to join the Facebook group? a) yes b) no What season is the MIT yearly social?

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
				a) fall b) summer Are you aware of where to search for fun clubs to join at UNCW such as eSports? a) yes b) no
3	Access MIT Orientation presentation for future reference 3.1 Determine what information is needed for assistance 3.2 Take action to solve problem/resolve issue	Given access to the MIT Orientation presentation, students will delineate which subject header matches the information needed for problem-solving. Given access to the MIT Orientation presentation, students will apply information accessed to solve problem/resolve issue.	Intellectual Attitude Motor Skills	Do you think this presentation on the instructional technology program is designed in a way that is easy to find needed information? a) yes b) no If not, what improvements do you feel is needed? Will you refer to this presentation on the instructional technology

Instructional Goal		Students will learn about the instructional technology program and how to access resources to help guide them for success throughout their learning journey and will be aware of the professional behaviors expected in the graduate program, have a clear understanding of Watson's policies and standards, and the UNCW student handbook.		
Terminal Objective		Given access to the MIT Orientation Multimedia presentation with detailed information and expectations for a successful MIT graduate student journey, incoming students will be self-motivated to access the resources to learn valuable knowledge for problem solving and a successful learning journey.		
Task#	Goal/Task	Performance Objective	Type of Knowledge	Survey Item
				program in the future to locate information/solve problems? a) yes b) no
4	Advice	When given advice for succeeding in the program, the students will be aware of useful information.	Verbal Attitude Intellectual	Do you plan to take the advice to heart that was shared? a) yes b) no

Appendix K: Organizational Strategy

Gagne's Nine Events	Related Slide Component	Application
1. Gaining attention	Slide 1 – Introduction Slide 2 – Meet the Professors	Title of presentation – MIT orientation Introduction to the professors in the MIT program Introducing the students to the professors ahead of time will help to instill a feeling of partnership and relieve some anxiety the students may have. Shows the students that the teachers care about their success and are happy to have them in the program.
2. Informing learner of objectives	Slide 3 – Objectives • Policies & Standards • MIT Program Overview • Skills for Success • Benefits • Resources • Fun/Social	This section provides a titled categorical list of information provided so that each section can be easily accessed for reference in the future. After clicking on the section titles, they will access information about that section and then be returned to Slide 3 to go to the next section.
3. Stimulating recall of prerequisite learning	Post-survey will be given to the students after viewing the presentation.	This is a survey for students to take post viewing the presentation to receive feedback on takeaways from the presentation, ensure that the links are working, assess recall of learning, and to be made aware of any problems they students encountered or if any additional information is needed.
4. Presenting content	(See Appendix A: Task Analysis)	After being presented with the list of objective topics, the students can click on each section to access the information. The information is arranged in content clusters with links embedded within some sections leading them to more information and resources.
5. Providing learning guidance	All slides	Instructions on navigating through the slides will be given. The students are guided throughout the presentation as the arrows are preset to take them to the next slide they need to view and draw attention to important information. Images with words are used on the objective topic slide to guide them also. Images and use of color are used throughout to motivate, show information (tables, etc) or relationships to what is being discussed. Logo images

Gagne's Nine Events	Related Slide Component	Application
		are also used a guide to links of resources that may look familiar.
6. Eliciting performance	All Slides	• Students will be motivated to view this information by showing how this information is relevant to their success in the program in Slide 3. • This presentation will provide an overview of skills that will help ensure success in the MIT program. • This will include encouragement for re-accessing this orientation information for a reference source with reiteration of the importance of this in the closing slide. • Pilot Test – A pilot test will be conducted with professors and current students. • The ARCS model will be used in the design by use of color and images to hold their attention, subjects that show relevance to their success, instilling confidence by providing them an overview of tools and resources and giving a post-survey to assess satisfaction with the presentation and knowledge.
7. Providing feedback about performance correctness	MIT orientation presentation created in PowerPoint.	• Pilot Test Feedback – Feedback will be received from professors and current students for revision. • A post presentation survey will be given to students to assess if the presentation met their needs and if they had any problems or need more information. There will also be some questions embedded to assess knowledge. • If any of the assessed learning questions are not answered correctly, there will be a positive response revealing the correct answer as this will be created in Articulate Storyline 360. • Feedback from the students on the post presentation survey will need to be reviewed by MIT staff and any issues addressed.

Gagne's Nine Events	Related Slide Component	Application
8. Assessing the performance	• Pilot test group on design and information. • Post presentation survey for incoming students	• The orientation presentation will be assessed with feedback from a pilot group that includes MIT professors, MIT students, MIT alumni, a retired art teacher from Meredith College, and a middle-aged male who is colorblind. • A post presentation survey will be given to students to assess if the presentation met their needs and if they had any problems or need more information. There will also be some questions embedded to assess knowledge.
9. Enhancing retention and transfer	• Closing slide • Post presentation student survey	Students will be encouraged to save this presentation for future reference, be self-motivated and take control of their learning experience in the instructional technology program.

Appendix L: Delivery Strategy

Delivery Strategy		
Strategy	Description of Strategy	Application Plan
Attention – Capturing the interest of learners; stimulating the curiosity to learn	**Perceptual Arousal** What can I do to capture their interest?	• Create curiosity by asking questions • Injecting personal material • Use list rather than paragraph • Show relationships by use of visual aids
	Inquiry Arousal (Curiosity) How can I stimulate an attitude of inquiry?	• Stimulate a sense of inquiry by presenting a problem which the new knowledge will help solve
	Variability How can I maintain their attention?	• Use white space to separate blocks of information • Use variations in spatial locations of blocks of information • Use variations in types of materials i.e., text, figures, tables, pictures • Include variation in tone • Include variation in the sequence of the elements
Relevance – Meeting the personal needs/goals of the learner to affect a positive attitude	**Goal Orientation** How can I relate the instruction to the learner's goals?	• State the immediate benefit of the information • State what the learner will be able to do with the information • Relate to the knowledge and skills that students will need in the future • Tell how the successful accomplishment of this information is related to future goal accomplishment/success i.e., knowledge, salary, job
	Motive Matching How and when can I link my instruction to the learners' goals?	• Use personal language tone • Provide examples of benefits/accomplishments • Include statements or examples that illustrate the feelings associated with achievement • Visualize how it will feel to succeed • Use testimonials from persons who attained further goals after successfully completing the course of instruction.

	Familiarity How can I tie the instruction to the learner's experiences?	• How the instruction builds on the learner's existing skills or knowledge. • Give the learners choices, choose examples & topics of personal interest.
Confidence – Helping the learners believe/feel that they will succeed and control their success	**Learning Requirements** How can I assist in building a positive expectation for success?	• Provide clear statements, in terms of observable behaviors, of what is expected of the learners as evidence of successful learning.
	Positive Consequences How will the learning experience support or enhance the student's belief in their competence?	• Organize the content in a clear, easy to follow, sequence. • Sequence the tasks from simple to difficult within each segment of materials.
	Personal Responsibility How will the learners clearly know their success is based on their efforts and abilities?	"When people have control over their performance and believe they have the ability to succeed their expectancy for success, which is a key part of confidence, is strong." ○ Give learners choices in sequencing; explain how they can sequence their study of different parts of the material. ○ Allow learners to go at their own pace. ○ Give learners choices among ways of demonstrating their competency
Satisfaction – Reinforcing accomplishment with rewards (internal and external)	**Intrinsic Reinforcement** How can I encourage and support their intrinsic enjoyment of the learning experience?	• Provide feedback and other information that reinforces positive feelings for personal effort and accomplishment. ○ Use of new skills ○ Verbal reinforcement ○ Positive feedback ○ Helpful suggestions ○ Ways to continue pursuit of interest on the topic
	Extrinsic Rewards What will provide rewarding consequences to the learner's successes?	• Give students personal attention while working to accomplish the task, or after successful task accomplishment…teachers are there for them if they need help • Use reinforcements frequently when learners are trying to master a new skill

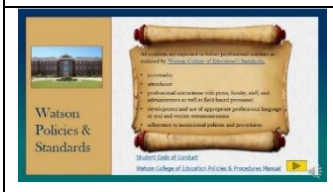
	Equity How can I build learner perceptions of fair treatment?	• Ensure that the content and types of problems in the final exercises and posttests is consistent with the knowledge, skills, and practice exercises in the materials…Classes will build on material as it goes to create a final project. • Ensure that the level of difficulty on final exercises and posttests is consistent with preceding exercises

(Keller, 2010, pp. 92-192)

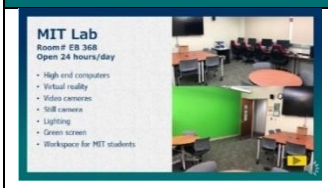
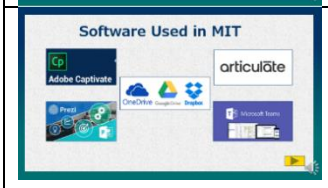
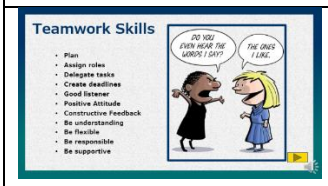
Appendix M: Use of Mayer's Multimedia Principles

Mayer's Multimedia Principles	Use of the principle
Coherence Principle	In using the coherence principle, I feel this was a tough one as I received conflicting feedback on the pilot test in regard to the use of clip art with outside sources including one student loving the images used and the professors not liking the use of clip art. I tried to keep my focus throughout the design process on, how does this image relate? Is it needed? I am not sure why the use of clip art versus a real picture makes a difference.
Signaling Principle	This was used by the link to important material being underlined and by verbally letting them to know to click on logos to access the linked websites. It was also used by embedding arrows to show direction and importance.
Redundancy Principle	The redundancy principle was violated. The reason for this violation is the need for sound to be included for those students who may be visually impaired, and text was included due to people who may be hearing impaired.
Spatial Contiguity Principle	This was used in the topic overview slide with images relating to the text was inside the orange boxes with text explaining what it was underneath the image.
Temporal Contiguity Principle	The topic overview slide images were presented simultaneously on the same slide to give the student a choice of which subject to choose to view first.
Segmenting Principle	The subjects of the presentation were presented in user-paced segments.
Pre-training Principle	This presentation is a pre-training of what is to come in the instructional technology program. An overview of what the presentation was about was described on the topics slide.
Modality Principle	I strived to keep the on-screen text to a minimum but use of bulleted list and not sentences or paragraphs.
Multimedia Principle	This was implemented by the use of images with words than from words alone.
Personalization Principle	The presentation was created in a personal way by the introduction slide videos of the professors, and also by relating the material being presented relating to their success in the program.
Voice Principle	The presentation was created with the use of a friendly human voice and not a robotic voice.
Image Principle	The speaker's image was not added.

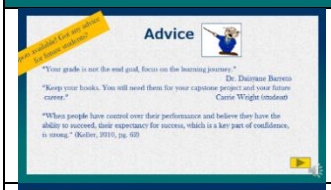
Appendix N: Initial Draft Storyboard/ARCS Delivery Strategy

Slides	ARCS Implementation
	• Showed relationship using a Seahawk image which is the UNCW bird, letting them know they are part of the UNCW family. • Use of space between lines • I personally welcomed them to the program • Used personal language tone
	• Injecting personal materials; introductory videos from professors • Use of white space • Use personal language tone • Use of introductory videos from persons who attained further goals after completion of education in instructional technology • Organized in a clear way • Students can choose which one to view first
	• Created curiosity by presenting the information that would be shared with them in the presentation • List of objectives used • Shared skills for success • Showed relationship by use of visual aids • Use white space to separate blocks of information • Used variation in tone • Gave choice of what section to click on • Organized in a clear sequence using images and text • Learners can go at their own pace
	• Created curiosity by stating it was very important to click on the link to review the information so they would know what is expected of them • Showed relationship of the information to Watson • Stimulated a sense of inquiry by presenting a problem which the new knowledge will help solve • Included variation in tone • Stated the immediate benefit of the information • Stated what the learner would be able to do with the information • Used personal language tone
	• Showed relationship by use of visual aid linking them to website • Used white space to separate blocks/logos • Used variation in spatial locations of blocks/logos • Stated the benefit of the information that the information would help them to succeed as an instructional technologist • Related to skills they would need in the future • Used personal language tone

Slides	ARCS Implementation
	•
	• Injected personal mission statement of the instructional technology program • Showed relationship by use of visual aide • Related to the knowledge and skills related to the student's future • Used personal language tone
	• Showed relationship of visual aids • Stimulated a sense of inquiry by showing what their future instruction is based on and providing a link to go view • Showed how this information is related to future goal accomplishment/success • Used personal language tone
	• Used list rather than paragraph • Show relationship with visual aid • Stimulated a sense of inquiry by providing links to information • Stated the benefit of the information • Related to the knowledge and skills needed in the future • How the instruction builds on the learner's existing skills or knowledge • Given the learner's choices of degree and/or certificates • Organized in a clear, easy to follow sequence
	• Created curiosity by telling them to access the link to see clients used in previous projects • Used a list instead of a paragraph • Showed relationship by use of visual aids • Stimulated a sense of inquiry • Use of white space • Variation of pictures • Stated the benefit of information • Shared with them how they would need to have clients for future work
	
	• Use list instead of paragraph • Showed relationship by use of visual aids • Use personal language tone • Stimulated a sense of inquiry

Slides	ARCS Implementation
	• Use list instead of paragraph • Showed relationship by use of visual aids • Use personal language tone • Stimulated a sense of inquiry • Stated what the learner will have access to
	• Use list rather than paragraph • Relate to the knowledge and skill students will need in the future • Use personal language tone
	• Show relationship by use of visual aids • Stimulated a sense of inquiry • Use variations in spatial locations of blocks • Related to the knowledge and skills that students will need in the future • Related to future skills
	• Use list rather than paragraph • Show relationship by use of visual aid • Include variation in tone • Related to the knowledge and skills that students will need in the future • Clear statement of what is expected of the learners
	• Use of variation in tone • Use of personal tone • Use list rather than paragraph • Show relationship by use of visual aid • Relate to the knowledge and skills students will need in the future
	• Use of variation in tone • Use of personal tone • Use list rather than paragraph • Show relationship by use of visual aid • Relate to the knowledge and skills students will need in the future
	• Injecting personal material by providing a link to places where past UNCW students are employed • Show relationship by visual aids • Variation in tone • Related to what the student will need in the future/access to possible future employers • Provide examples of accomplishment

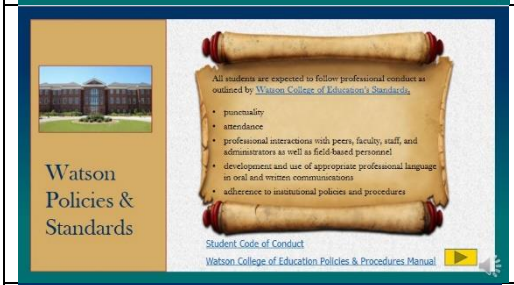
Slides	ARCS Implementation
	• Show relationship by use of visual aid • Use of personal tone • Stimulate a sense of inquiry • Showed the financial benefit • Included an example that illustrates the feelings associated with success
	• Show relationship by use of visual aids • Stimulate a sense of inquiry • Use white space to separate blocks • State what the learner will be able to do with the information • Use personal language tone
	• Show relationship by use of visual aids • Stimulate a sense of inquiry • State what the learner will be able to do with the information • Use personal language tone • Stimulate a sense of inquiry by presenting a problem the new knowledge will help solve
	• Use list rather than paragraph • Stimulate a sense of inquiry by presenting a problem the new knowledge will help solve • Use of variation in spatial locations • State the immediate benefit of the information • Use personal language tone
	• Create curiosity • Injecting personal materials • Show relationship by use of visual aids • Stimulate a sense of inquiry • State the immediate benefit of the information • Relate to the knowledge they will need in the future • Use personal language tone
	• Create curiosity • Injecting personal material • Show relationship by use of visual aid • Include variation in tone • Use personal tone • Stated the benefit of the information
	• Created curiosity by asking question • Injected personal material • Stated immediate benefits • Use personal language tone

Slides	ARCS Implementation
	• Injecting personal materials • Use list rather than paragraph • Show relationship by use of visual aid • Stated immediate benefit of the information
	• Injecting personal material • Use of personal tone

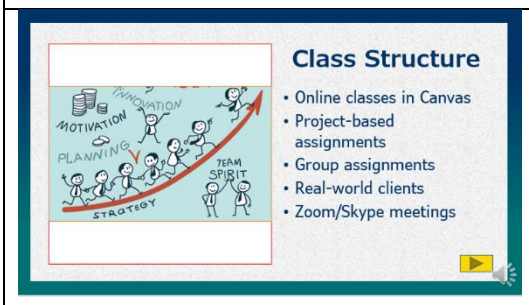
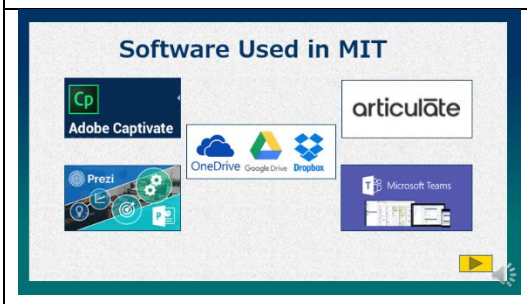
Appendix O: Pilot Test Feedback

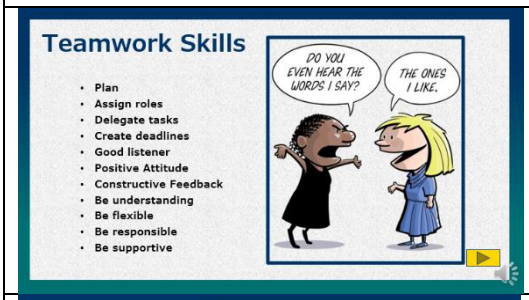
Slides/Topics	Feedback	
Professor's Feedback	Student's Feedback	Outside Feedback
General feedback	This would have been nice to have to review in advance then use the orientation meeting for an opportunity to ask questions and get to know the instructors and other students. Format was easy to follow, all the links worked, and the information was instructive and valuable.	
	This is amazing! I love it. It is very thorough, informative, aesthetically pleasing and friendly! It seems you have touched on every aspect of importance without being too overwhelming with information. The positive nature of the quotes and overall tone of the presentation is appealing, inspirational and attractive to me. The fonts, colors and images create a sense of calm and pleasantness for me.	
		Retired art teacher - Need to fix the bullets info; either make all capital at beginning or lower, need consistency, use either all nouns or verb language. I would make the arrow button in the bottom right corner smaller and another color because it draws my attention to it and is distracting.
Imagery feedback	I am not sure about some of the images. I think you should have consistent professional images throughout the entire slideshow. For example, on the internship and capstone slide, the client wanted image seems like clip art which is so 90's. Be sure the images you choose convey a message and again has a professional look and feel. I am not a fan of clip art so I would suggest using less clip art and maybe photographs or more modern looking icons for the links to the resources and other locations. You might want to consider a solid white background on the back. Background with pattern can be difficult to view or read the text content.	

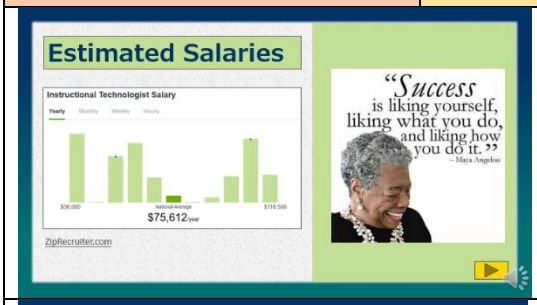
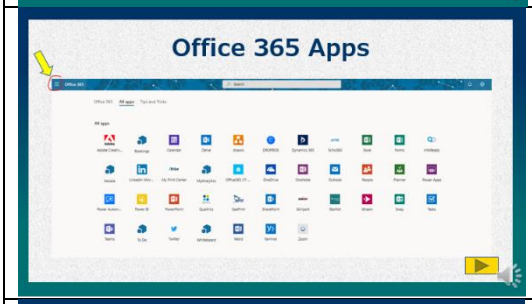
Slides/Topics	Feedback	
Professor's Feedback	Student's Feedback	Outside Feedback
	Student feedback – aesthetically pleasing and friendly! The fonts, colors and images create a sense of calm and pleasantness for me.	
	Colorblind person's feedback – Looks good! Great contrast! Retired Professor (Art teacher Meredith College) – Loved it, good imagery and layout, liked the variety in the slides, it kept me motivated to keep going through the presentation.	
Audio	Voice was easy to follow, however, there was some clicking (typing) noises that were a little distracting. When I went back to the Objectives page the audio restarted every time. Having an intro slide that explains to the audience that their audio needs to be turned on, how to advance to the next slide (the voice-over narration explained this, but it would be helpful in case the student doesn't realize that or doesn't have their audio turned on) The music was a little loud on the intro slide and final slide. The background music is clashing with your narration audio. Consider removing the BK music or let it play once your narration audio is completed.	

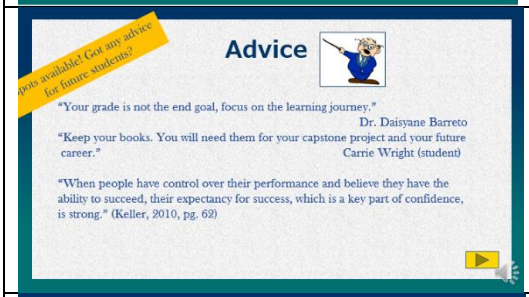
Slides/Topics		Feedback
Professor's Feedback	Student's Feedback	Outside Feedback
		Music is clashing with voice audio.
		It would have been nice to have links to all the professor's video/introductions.
		
		I would suggest removing the sheepskin background as it might compromise readability.
		Double-check with the others, but I believe the program also uses the AECT standards. I agree with Dr. Durrington! The AECT standards should be included here. See link at https://www.aect.org/docs/AECTstandards2012.pdf

Slides/Topics	Feedback	
Professor's Feedback	Student's Feedback	Outside Feedback
		Retired art teacher – the mission statement is too wordy, I had to read it several times
		No comments
		Professor - Also on the degrees and certificate slide, you need to guide students to click on the links to view the suggested course sequence as you do in previous slides. You may also want to give an overview of the various certificate verbally (1-2 sentences each).
		For example, on the internship and capstone slide, the client wanted image seems like clip art which is so 90's. Having examples of capstone projects would be a nice touch as well
		Professor - On the capstone slide, you may want to describe what a capstone project is and what it entails. For example, a capstone project will take you through the ADDIE process and include a needs analysis and evaluation . . . " I am not sure if there will be any examples listed but we may be able to link to the outline of the requirements. Dr. Pastore has some examples from previous students. Here is the link.

Slides/Topics	Feedback	
Professor's Feedback	Student's Feedback	Outside Feedback
		On the portfolio website required, you state, you will love this class, but the portfolio is not a class per se. You need to consider changing the verbiage. Having a link to your webpage (or an example of a student portfolio) would be beneficial to students who are getting started.
		Professor - For the MIT Lab slide, I would also add what can be done in the lab. You state it is open but adding, this is a great place to come (if you can) to create high-quality videos, conduct meetings with clients, etc. Just to give the context of what the lab can do for new students. Could you add that students will need their UNCW OneCard to get access to the lab. For more information about them, please visit their website at: https://uncw.edu/onecard/
		On the structure slide, I think it would be important to stress the courses use problem-based learning with clients in teams along with the fact that the courses are online. In this narration, you might want to elaborate on the other aspects of the class structure (e.g., what is project-based, how are the group assignments, etc)
		On the software slide, you should state the software as a person who is visually impaired would not be able to see the logos. For example, "The MIT program uses a variety of industry software such as Articulate Storyline, Adobe products, and Microsoft products." Also, some of the images are pixelated - try and use clear images.

Slides/Topics		Feedback
Professor's Feedback	Student's Feedback	Outside Feedback
		Maybe say that this is just a few/some of the software that students will learn in the program and for the other software that will have to take the classes to find out?
		On this slide, also stress the importance that instructional designers do not work in isolation and teamwork skills are important for future employment.
		I state this below, but on this slide, the images seem like clip art which is not professional. Also, state some of the communication skills listed or that you have found important.
		On the next slide, you may also want to state that Watson college has full access to Grammarly, and students should use this tool when writing.
		You also may want to list some of the job titles that people can look up (e.g., learning designer, instructional designer, learning specialist, etc.).

Slides/Topics	Feedback	
Professor's Feedback	Student's Feedback	Outside Feedback
	No comments	
	For writing assistance, students should go to the writing center at UNCW not Randall library.	
	No comments	
	There was no audio on this slide. Was it an error? You might want to give a brief overview to keep consistency. Note: It was working for other people	
	There was no audio on this slide. Was it an error? You might want to give a brief overview to keep consistency. Note: It was working for other people.	

Slides/Topics		Feedback	
Professor's Feedback		Student's Feedback	Outside Feedback
			The MIT social is actually held twice a year. Once at a professor's house and the other will (Spring) will be on campus. It was canceled this year due to Covid.
			No feedback
			The advice slide was very quick. I would read Dr. Barreto's quote as that is very important to stress that the skills learned will result in employment not the grade.
			The background music is clashing with your narration audio. Consider removing the BK music or let it play once your narration audio is completed.
Reference Slide			The reference slide is not APA formatted. I would change the header to Resources so you can just put in the links. I would also add a description (1-2 words) (e.g., UNCW homepage, MIT blog, etc.)

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https://www.emergingedtech.com/2017/06/mayers-12-principles-of-multimedia-learning-are-a-powerful-design-resource/