

**Project Activity Log: How to Work
with SMEs Online Tutorial**

<http://www.designbydi.com/UCD/SME/>

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Design Activity 1: Basic Course Delivery and Outline of Tasks

1. Online Tutorial (eLearning): The delivery of learning, training or an education program by electronic means. E-learning involves the use of a computer or electronic device (e.g. a mobile phone) in some way to provide training, educational or learning material.

2. Major features:

- Audience analysis
- Research Topic
- Learning Outcomes
- Learning Objectives
- Content outline, media, interactivity
- Expert Review
- Incorporate into website
- User testing/feedback
- Assessment

Design Activity 2: Learning Beliefs/What is Learning?

What is learning?

There are many definitions of learning. One basic definition of learning is the act, process, or experience of gaining knowledge or skill.

What is instruction?

Instruction is the act, practice, or profession of instructing or imparting knowledge.

Design Activity 3: Learning Beliefs/Mission Statement of Learning Beliefs

Mission statement/beliefs about learning:

I believe that learning is the process by which the learner experiences, reflects, practices, and then applies learning to a new problem, situation, or experience. As I reflect on what a learning experience is for me, I ask, “what do I want to know”; “where am I going to learn it”; “how am I going to learn it”; and “how am I going to apply it”. All of these questions add up to a rich learning experience for me as a learner. Then the knowledge that I walk away with from the learning experience is not only what I have learned, but also how I can apply this knowledge and experience to other situations.

Sometimes, the messages that the instructor conveys in class plays a big part in whether the student engages in the learning, but it is the mutual sharing that seems to be most meaningful to all involved. Good interaction between the instructor and the learner is essential for a productive learning experience.

Design Activity 4: Learning Beliefs

10 learning beliefs/appropriate learning theories/why they are important to me:

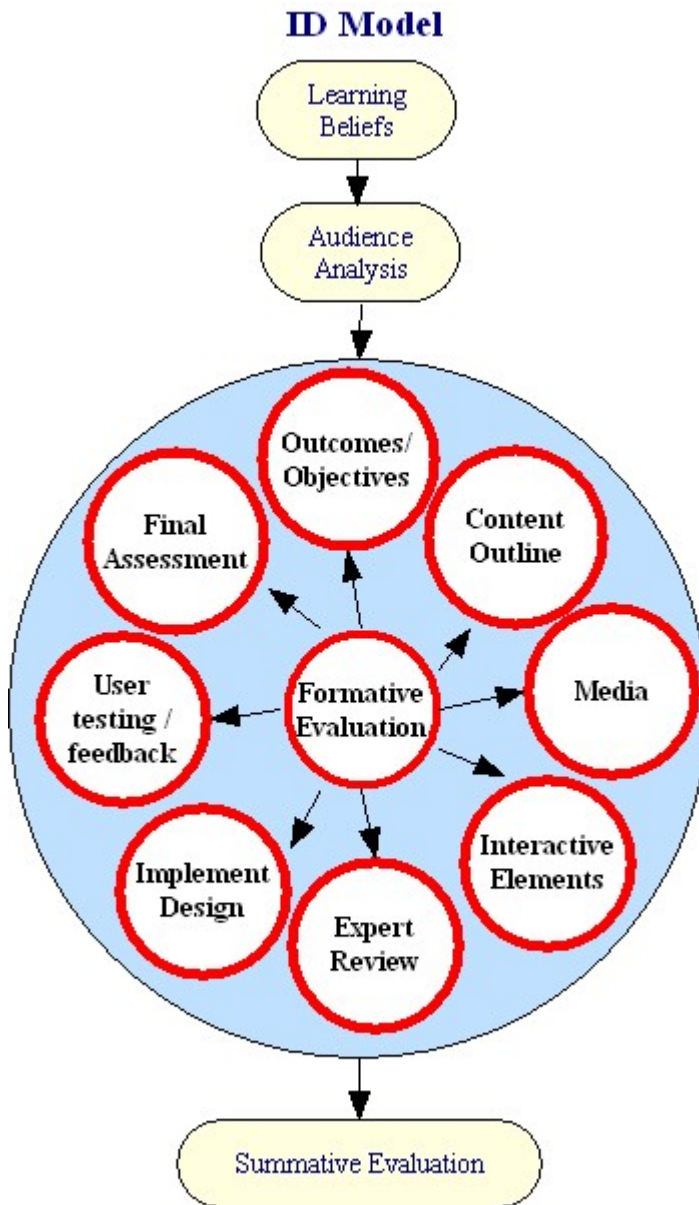
	Learning Principle	Appropriate	Why Important
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		Learning Theory	To Me?
1	Learning occurs best when learners are personally engaged or motivated in the learning process and perceives the learning focus to of relevance or interest to themselves and their careers.	Behavioral Cognitive Psychology Constructivism	I am motivated to learn if the content of the training will be of some benefit to my career or it is engaging.
2	Learners differ in their learning styles.	Behavioral, Experiential	It is important to me to be able to learn in the style of learning that I feel most comfortable with. When this is not possible it usually leads to feelings of being uncomfortable and a poor learning experience for me.
3	Creative and critical thinking skills are essential to effective learning.	Adult Learning, Cognitive Psychology Constructivism	Using these higher-order skills have become very important to me when engaging in the more interactive or problem-solving learning situations. Using these types of skills pushes you to analyze a situation and make it your own and then be able to better recall it at later times.
4	Learning is a life long process.	Adult Learning, Behavioral Cognitive Psychology Constructivism	Continually learning is second nature to me now. I love to learn and finding new and creative training courses to take makes the learning process easier.
5	Effective learning results in the ability to apply and transfer that learning to multiple situations.	Adult Learning, Experiential, Cognitive Psychology Constructivism	I believe that learning is the process by which the learner experiences, reflects, practices, and then applies learning to a new problem, situation, or experience. As I reflect on what a learning experience is for me, I ask, “what do I want to know”; “where am I going to learn it”; “how am I going to learn it”; and “how am I going to apply it”. All of these questions add up to a rich learning experience for me as a learner. Then the knowledge that I walk away with from the learning experience is not only what I have learned, but also how I can apply this knowledge and experience to other situations.
6	The use of technology can enhance the learning process.	Adult Learning, Experiential, Cognitive Psychology Constructivism	It is important to me to have tools that will enhance my learning process. Computers or other technologies have allowed me to take

			trainings that I would never have been able to take otherwise.
7	Good learners are able to reflect on their own learning.	Adult Learning, Cognitive Psychology Constructivism	It is important to be able to reflect on my learning experience. The reflection further allows me to reinforce what I have just learned. To actively analyze and then be able to use what I have learned at other times.
8	Learning should be a meaningful experience in which learners are actively involved.	Adult Learning, Active, Experiential, and Constructivism	It is important to me to feel that I had an active part in the learning experience. I retain more of what I learned if I was involved or engaged in the learning process.
9	Learning should include two very important concepts, feedback and reinforcement.	Behavioral	It is important to me that there is a reward as it facilitates the learning process for me.
10	The way an ID organizes the learning activities affects the way content is processed and retained by the learner.	Adult Learning, Cognitive theory	It is important that I feel the course is taught in a manner that makes sense and I can grasp the concept easily. This is important to me so that I am able to retain the learning and that the learning experience keeps my interest.

Design Activity 5: Design Tools/My Preliminary ID Model

Graphical representation of the ID steps in my project.



The following issues will be addressed as shown in the ID Model:

- Learning beliefs are defined.
- Audience analysis: Survey audience, research ideas from experts in the ID field.
- Learning outcomes/objectives: what should the learner be able to do? What does a competent worker know how to do?
- Content outline: what are the high-level topics? What are we teaching? What level of cognition?
- Instructional media/Interactive elements: Tailored to content and available resources with which it will be created.

- Expert Review: Review of content and media in course to ensure accuracy.
- Implement Design: Put content, media, and interactive elements into website.
- Final assessment: Tailored to content. Various assessment question types will be used.
- User testing/feedback: Volunteer learners to test completed course and then give feedback after finishing.
- Summative evaluation: Analysis of user feedback and final assessment scores from the course. Self-evaluation analysis after everything is complete.

Design Activity 6: Design Tools/Designer Competencies

How I rate my abilities in the following list of instructional designer competencies:

1. Determine appropriate projects	
Determine if project is an instructional problem.	Weak 1 2 3 4 5 Strong
Determine if project is appropriate for instructional design.	Weak 1 2 3 4 5 Strong
2. Conduct needs assessment	
Develop a needs assessment plan that increases one's understanding of the instructional problem.	Weak 1 2 3 4 5 Strong
Conduct needs assessment and use information to suggest courses of action.	Weak 1 2 3 4 5 Strong
3. Assess learner characteristics.	
Identify range of learning characteristics within intended participants.	Weak 1 2 3 4 5 Strong
4. Analyze jobs	
Use design tools to analyze the characteristics of a job, task, or content.	Weak 1 2 3 4 5 Strong
5. Determine learner outcomes.	
Specify learning outcomes and supporting objectives.	Weak 1 2 3 4 5 Strong
6. Analyze setting.	
Analyze setting characteristics of the learning environment, including a determination of resources and constraints.	Weak 1 2 3 4 5 Strong
7. Sequence outcomes.	
Determine a method of sequencing learning outcomes appropriate to the instructional problem.	Weak 1 2 3 4 5 Strong
8. Specify instructional strategies.	
Select strategies appropriate to the learner, content, and context of the instructional problem and provide a rationale for their selection.	Weak 1 2 3 4 5 Strong
Determine purposes to learning assessment and select appropriate assessment methods.	Weak 1 2 3 4 5 Strong
9. Sequence learner activities.	
Specify a sequence of learner activities appropriate to the intended learner outcomes.	Weak 1 2 3 4 5 Strong
10. Determine instructional resources.	
Determine media and instructional materials needed for instructional strategies.	Weak 1 2 3 4 5 Strong
Evaluate resources, provide rationale for their use, and determine issues in their development and/or use.	Weak 1 2 3 4 5 Strong

11. Evaluation instruction/training.	
Construct a formative and summative plan of program evaluation.	Weak 1 2 3 4 5 Strong
12. Produce materials.	
Determine components of course/training/workshop packages.	Weak 1 2 3 4 5 Strong
Determine production and management system for materials production.	Weak 1 2 3 4 5 Strong
13. Monitor projects implementation.	
Construct a plan to monitor the development of the instructional design plan appropriate to the instructional problem and realities of the setting.	Weak 1 2 3 4 5 Strong
14. Communicate.	
Communicate effectively using visual, listening, oral, and written skills.	Weak 1 2 3 4 5 Strong
15. Demonstrate intrapersonal, group process, consulting behaviors.	
Be able to work with key participants and groups and adopt professional consulting behaviors, including responsiveness, efficiency, resourcefulness, time, and details.	Weak 1 2 3 4 5 Strong
16. Promote diffusion and adoption.	
Select strategies to promote the adoption and use of the proposed instructional design.	Weak 1 2 3 4 5 Strong
17. Design thinking.	
Use the systematic features of the design process (e.g., structure, interrelationships of phases), design tools, iteration of design features.	Weak 1 2 3 4 5 Strong
Be able to think in terms of the big picture, while aware of the details of a design project.	Weak 1 2 3 4 5 Strong
18. Learning beliefs.	
Select and scrutinize one's learning beliefs and appropriateness for instructional problem.	Weak 1 2 3 4 5 Strong
Which competencies are your major strengths:	
My major strengths are in the creative areas as I enjoy those processes the most. I also work well with the design tools.	
Which ones need improvement:	
I need to improve on the beginning of the process. I seem to have a hard time getting my thoughts started on how the project should proceed but after I get started I am fine.	

Design Activity 7: Needs Assessment/Intent Statement

Intent Statement about Project:

I plan to create an online/web-based learning course using immediate-feedback checkpoints, crossword puzzles, stories, and scenarios to guide the learners through an interactive experience about how they can work effectively with SMEs. The design goals that address this solution are:

1. Learners with a computer and Internet connection will have easy access to the course.
2. IDs should get training on various techniques and strategies on how to work effectively with SMEs.
3. Learners understanding of the content will be checked throughout the course and in a final assessment.

4. Learners will be provided with a checklist of how to work effectively with SMEs for future reference.

Design Activity 8: Needs Assessment/Needs Assessment Strategy

Needs Assessment Strategy:

Information Needed:

- How do IDs work effectively with SMEs?
- How do IDs choose which strategies or tactics to use when working with SMEs?
- Do IDs know the basic roles and expectations when working with SMEs?
- Do IDs know how to tailor the interview questions to the SME they are working with?
- Do IDs know how to listen effectively when working with SMEs?
- Do IDs know what tasks are performed before, during, and after the meeting with the SME?
- If IDs knew of a resource that would help them work more effectively with SMEs, would they use it?

Research Sources:

- How and where will I gather all the information I need for research and writing of the content?
- Who will I speak with/interview/survey to gather information about my audience?
- Are there similar projects online already? How do they compare to my plan?

Tools:

- Online survey
- Expert review questionnaire
- Content review questionnaire
- Test learners on SME interaction skills

Instructional Need and Opportunity:

It is often difficult to know what information to gather from a Subject Matter Expert (SME) when creating training. When instructional designers (IDs) know how to work with SMEs and are able to gather the proper information, they are likely to create better training.

I had an opportunity to provide online training for IDs to enhance their ability to work effectively with SMEs. I conducted a survey to ask learners who may be interested in this training course their thoughts on working with SMEs. Even though many of the respondents had some strategies for working with SMEs they still felt that it was challenging.

Instructional Solution:

I plan to create an online/web-based learning course using immediate-feedback checkpoints, crossword puzzles, stories, and scenarios to guide the learners through an interactive experience about how they can work effectively with SMEs. The design goals that address this solution are:

1. Learners with a computer and Internet connection will have easy access to the course.
2. IDs should get training on various techniques and strategies on how to work effectively with SMEs.
3. Learners understanding of the content will be checked throughout the course and in a final assessment.

4. Learners will be provided with a checklist of how to work effectively with SMEs for future reference.

Design Activity 9: Needs Assessment/Learner Profile

Learner Profile:

- Age Range: 20-80
- Gender: Any
- Educational/Professional Level: Some college to Graduate level or a professional in the work place
- Achievement Level: An ID who works with SMEs or wishes to work with SMEs
- Prerequisite Knowledge/Skills: Basic computer programs to create documents or programs; basic communication ability, wiliness to work with others
- Socioeconomic Background: Lower to Upper Middle
- Learning Style Preference: Desire to learn independently; self motivated
- Motivation: Middle to high
- Attitudes: Social, communicator, self-motivated with a desire for self-improvement
- Expectations: High

The audience for this program consists of student or professional IDs who need to work effectively with SMEs when designing educational training. These individuals could be undergraduate or graduate college students or professionals in the work place.

Design Activity 10: Needs Assessment/Context Analysis

Context Analysis:

1. Aspects of instructional and support environments critical to success of this design:
 - Program will be distributed over the web
 - Users will work in their own environments or at school or work
 - Users may need to e-mail the webmaster via a link on the site
 - Users would work at their own times and pace
2. Most important factors within each category:
 - Users need access to computer and internet
 - User needs to know basic computer skills
 - User needs to be motivated for self-learning to finish the program
 - Content needs to be kept up to date
 - Resources will need to be kept up to date
 - Server space needs to exist for this project
3. Conflicts between categories that might affect the success of this design:
 - User hardware may be incompatible
 - User software may be out of date or wrong version
 - Users may know varying amounts of knowledge when beginning the program
 - Users may have varying motivation to finish the program
 - Time needs to be devoted to researching the content to keep it up to date
4. How stable is this analysis; what possibility of revisiting the context analysis if goals change:

This context analysis is fairly stable since these are the types of issues that face any online program. The user analysis is fairly stable since many IDs find themselves having to work with SMEs at work or school, and that is common in the ID field. Although new technologies are emerging, an online tutorial is probably be the best way to deliver this program considering that most of the learners either go to school or work or both.

Design Activity 11: Needs Assessment/Goals & Revised Intent/Mission Statements

Design Goals & Revised Intent/Mission Statements:

1. Prioritized Goals:

1. Include a checkpoint question in each module with immediate feedback about the user's understanding
2. Instruct IDs on how to best work with SMEs by determining the roles that the ID and SME use in a project
3. Instruct IDs on how to listen effectively
4. Instruct IDs on how to question effectively
5. Instruct IDs on how to follow-up after the SME meeting
6. Instruct IDs on how to practice interacting with the SME

2. Revised Intent Statement:

I plan to create an online/web-based learning course using immediate-feedback checkpoints, crossword puzzles, stories, and scenarios to guide the learners through an interactive experience about how they can work effectively with SMEs. The design goals that address this solution are:

1. Learners with a computer and Internet connection will have easy access to the course.
2. IDs should get training on various techniques and strategies on how to work effectively with SMEs.
3. Learners understanding of the content will be checked throughout the course and in a final assessment.
4. Learners will be provided with practice scenarios for how to work effectively with SMEs.

3. Revised Mission Statement:

Mission statement/beliefs about learning:

I believe that learning is the process by which the learner experiences, reflects, practices, and then applies learning to a new problem, situation, or experience. As I reflect on what a learning experience is for me, I ask, "what do I want to know"; "where am I going to learn it"; "how am I going to learn it"; and "how am I going to apply it". All of these questions add up to a rich learning experience for me as a learner. Then the knowledge that I walk away with from the learning experience is not only what I have learned, but also how I can apply this knowledge and experience to other situations.

Sometimes, the messages that the instructor conveys in class plays a big part in whether the student engages in the learning, but it is the mutual sharing that seems to be most meaningful to all involved. Good interaction between the instructor and the learner is essential for a productive learning experience.

Design Activity 12: Sequence of Instruction/Matching Learning Goals with Learning Types

1. List the goals from Activity 11
2. Identify for each goal the type(s) of learning.

Learning Goals	Learning Types
Include a checkpoint question in each module with immediate feedback about the user's understanding	Cognitive: Knowledge: acquire, identify. Comprehension: infer, interpret, paraphrase, interpret, and conclude. Application: generalize, employ. Analysis: distinguish, classify. Evaluation: decide, compare, and contrast.
Instruct IDs on how to best work with SMEs by determining the roles that the ID and SME use in a project	Cognitive
Instruct IDs on how to listen effectively	Cognitive
Instruct IDs on how to question effectively	Cognitive
Instruct IDs on how to follow-up after the SME meeting	Cognitive
Instruct IDs on how to practice interacting with the SME	Cognitive

Learning Objectives: After viewing the modules of this program, the user will be able to take the final assessment and use the SME scenario interactions to practice working effectively with SMEs:

Module 1: Prepare to Work with the SME (complete)

- Identify three roles associated with SMEs and IDs
- List three ways to prepare to work with a SME
- Explain the process of conducting a SME meeting

Module 2: Work with SMEs: (complete)

- Identify the characteristics of a good listener.
- Identify questioning techniques.
- Identify various interview approaches for the SME meeting.

Module 3: Follow-up SME Activities: (complete)

- Identify SME meeting follow-up strategies
- Identify SME meeting follow-up approaches

Module 4: SME Scenario Interactions: (complete)

- Provide SME Meeting Scenario Interactions for learners to practice meeting scenarios

Initial Plan:

This project will include four modules to be completed this semester. The modules will introduce strategies and concepts for working effectively with SMEs. The online training will be included in my ILT portfolio extras section. I plan to have two or three volunteers to take the course before making it live and have content and expert reviewers. After getting the comments, I plan to review and implement comments that I feel are appropriate.

Design Activity 13: Sequence of Instruction/Content/Lesson Outline

1. List the content in whatever order makes sense:

Content Outline:

- 1. Course Introduction (complete)**
 - a. Introduction
 - b. Navigation
 - c. Course Objectives

- 2. Module One: Prepare to Work with the SME (complete)**
 - a. Prepare to Work with the SME
 - b. SME Tasks
 - c. Instructional Design (ID) Tasks
 - d. Build the SME Relationship
 - e. Prepare for a Good SME Meeting Foundation
 - f. Define the Purpose of the SME Meeting
 - g. Identify and Research SME
 - h. Identify and Research Subject Matter Content
 - i. Prepare for the Meeting with the SME
 - j. Prepare Interview Questions
 - k. How to Conduct a SME Meeting
 - l. Module One: Conclusion

- 3. Module Two: Work with SMEs (complete)**
 - a. Work with SMEs
 - b. Effective SME Strategies
 - c. Listening Skill Characteristics
 - d. Listening Skills - Responding to Questions
 - e. Listening Skills - Handling Problems with SMEs
 - f. SME Questioning Techniques
 - g. How to Effectively use Questions in the SME Meeting
 - h. SME Interview Approaches
 - i. Ending the Meeting
 - j. Module Two Conclusion

- 4. Module Three: Follow-up SME Activities (complete)**
 - a. Follow-up SME Activities
 - b. SME Meeting Follow-up Strategies
 - c. Follow-up Approaches
 - d. Module Three Conclusion

- 5. Module Four: SME Scenario Interactions (complete)**

- a. SME Scenario Interactions
- b. SME Meeting Scenario Interactions
- c. Module Four Conclusion

6. Course Conclusion

- a. Course Conclusion

7. Job Aids / Resources

Job Aids

- a. Email SME Meeting Template
- b. How to Work With SMEs Scenario Interactions
- c. Meeting/Agenda Example
- d. Meeting Notes Template
- e. Preliminary Project Brief
- f. SME Meeting Thank You Note Template

Resources

- a. AARP, The Magazine. (n.d.). Ask Effective Questions in Your Interview. Retrieved March 17, 2006 from <http://www.aarp.org/money/careers/findingajob/interviews/a2004-06-09-effectivequestions.html>
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 - q. Mason, C. (2002). Working with subject matter experts: Strategies to gain cooperation and win respect. Retrieved March 08, 2006 from <http://www.stevewhitaker.net/id/resources/files/STC49-00094.pdf>
 - r. Morrison, G., Ross, S., & Kemp, J. (2004). Designing effective instruction 4th edition. Hoboken, New Jersey, John Wiley & Sons, Inc.
 - s. Noble, M. & Alisa Bolander. (2005). e-Management for e-learning projects: Processes and tools for improving e-learning project management. Retrieved March 08, 2006 from http://www.allencomm.com/resources/White_Papers.aspx
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8. Glossary

3. Sketch/organize content based on overall goals. Please see flowchart, below.



3. I have used the approach of following an ID through the process of working with a SME. This includes preparing, the meeting, and after the meeting. The content builds on each module, however a learner could click on the main navigation on each page and go anywhere in the course. The learner can navigate the individual course pages by using the Next/Back buttons at the bottom and top of each page.

This project fits with my mission statement:

I believe that learning is the process by which the learner experiences, reflects, practices, and then applies learning to a new problem, situation, or experience. As I reflect on what a learning experience is for me, I ask, “what do I want to know”; “where am I going to learn it”; “how am I going to learn it”; and “how am I going to apply it”. All of these questions add up to a rich learning experience for me as a learner. Then the knowledge that I walk away with from the learning experience is not only what I have learned, but also how I can apply this knowledge and experience to other situations.

Sometimes, the messages that the instructor conveys in class plays a big part in whether the student engages in the learning, but it is the mutual sharing that seems to be most meaningful to all involved. Good interaction between the instructor and the learner is essential for a productive learning experience.

Design Activity 14: Sequence of Instruction/Learning Task Analysis of a Key Task

1. Key Task: Read material in module and do the interactive SME scenarios to practice the techniques that you just learned about in the course.

2. Target Objectives/Learner Will:

- Identify ways to work effectively with SMEs
- Practice listening techniques for working with SMEs
- Practice questioning techniques for working with SMEs
- Practice follow-up activities for after meeting with the SME

Type(s) of learning task(s) for the key task:

Cognitive	Affective	Psychomotor
Knowledge: recall, recognize, acquire, identify	Receiving: differentiate, accept, look for, respond to	Reflex Movements: flexion, extension
Comprehension: paraphrase, interpret, infer, conclude	Responding: comply with, acclaim	Fundamental: gripping, grasping, manipulating
Application: generalize, employ	Valuing: increase measured proficiency in, relinquish, support	Perceptual: clicking mouse on object
Analysis: distinguish, employ, classify	Organization: formulate, examine	
Synthesis: derive, combine		
Evaluation: decide, compare, contrast		

4. Steps or Thinking Procedures needed to complete the task (essential and supporting prerequisites):

Steps/Thinking Procedures	Essential Prerequisites	Supporting Prerequisites
<ul style="list-style-type: none"> • Log onto program. • Open module’s main page. 	<ul style="list-style-type: none"> • Access to computer. • Ability to use computer. • Ability to locate and open program. • Ability to use mouse to make selection. 	<ul style="list-style-type: none"> • Familiarity or expertise with computer.
<ul style="list-style-type: none"> • Click from page to page in module to read content and study examples. • Download SME interaction scenarios. 	<ul style="list-style-type: none"> • Reading and comprehension ability. • Ability to use information learned from course in the practice scenario. 	<ul style="list-style-type: none"> • Ability to recognize the value of good strategies or techniques when working with

<ul style="list-style-type: none"> • Work with another ID or your manager to practice working with SMEs. 		SMEs.
<ul style="list-style-type: none"> • Determine what techniques to use throughout the scenarios based on what you learned in the course. • Use feedback from ID or your manager to analyze your performance. • Refer back to module's content if necessary to review techniques and strategies. 	<ul style="list-style-type: none"> • Decision-making skills used to determine best techniques or strategies for the meeting scenario. • Ability to recall correct techniques or strategies based on experience with the content. 	<ul style="list-style-type: none"> • Ability to recognize which techniques and strategies work best in different situations.

4. Performance Objectives for Each Step:

Steps/Thinking Procedures	Performance Objectives
<ul style="list-style-type: none"> • Log onto program. • Open course's main page. 	<ul style="list-style-type: none"> • Be able to boot up computer. • Be able to launch browser. • Be able to locate program. • Be familiar with how to use mouse, keyboard, links and menus to navigate around program.
<ul style="list-style-type: none"> • Click from page to page in module to read content and study examples. • Access downloads for SME interaction scenarios. • Practice scenarios. 	<ul style="list-style-type: none"> • Be able to read and comprehend at a college level to understand program content. • Be able to practice scenarios to improve working with SME skills.
<ul style="list-style-type: none"> • Determine best techniques or strategies based on course's content. • Use the other ID or your manager's feedback to analyze your performance. • Refer back to course's content if necessary to review techniques and strategies. 	<ul style="list-style-type: none"> • Be able to differentiate between the various techniques and strategies for each situation. • Be able to select appropriate technique or strategy based on the course's content. • Be familiar with choosing correct technique or strategy from the course or resources page. • Be able to click back through the course to review techniques and strategies.

5. Analyze instructional requirements for the key task.

Performance Objectives	Instructional Requirements
<ul style="list-style-type: none"> • Be able to boot up computer. • Be able to launch browser. • Be able to locate program. • Be familiar with how to use mouse, keyboard, links and menus to navigate around program. 	<ul style="list-style-type: none"> • Learner may not be proficient on computer • Learner may not be proficient with software • Learner would not be able to use program unless proficient • Basic computer skills are easily taught, and would be valuable to the learner in areas outside the scope of this program
<ul style="list-style-type: none"> • Be able to read and comprehend at a college level to understand program content. • Be able to practice scenarios to improve working with SME skills. 	<ul style="list-style-type: none"> • Learner may not have adequate reading and comprehension skills to learn the content • Instructor may not be able to help learner with this; learner would need to improve basic reading and comprehension skills to college level • Improving reading and comprehension skills could take some time • These are skills that the learner would need in his college or work career • Learner would need to be able to work on their own to practice the new SME meeting skills
<ul style="list-style-type: none"> • Be able to differentiate between the various techniques and strategies for each situation. • Be able to select appropriate technique or strategy based on the course's content. • Be familiar with choosing correct technique or strategy from the course or resources page. • Be able to click back through the course to review techniques and strategies. 	<ul style="list-style-type: none"> • Learner may not be familiar with how to role play scenarios or feel uncomfortable • Learner may not understand how to use the new techniques or strategies needed to work effectively with a SME • Two documents are provided to help the learner with practicing the SME meeting and there are resources available on the resources page • The learner should work with another more experienced ID or their manager to obtain feedback on their performance

Design Activity 15: Assessment/Your Assessment Purpose(s)

Identify and describe the purposes of assessment within the context of the project:

- To discover if learners are able to pass assessment
- To allow learners to know how well they did on assessment
- To get formative feedback about my project while it is in progress
- To get summative feedback about my project once users have finished the course

Design Activity 16: Assessment/Instructional Sequence – Assessment Tools

Identify the assessment purposes needed for each piece in the sequence and list appropriate assessment tools:

Module of Project	Assessment Purposes	Assessment Tools
Module One: Prepare to Work with the SME	Find out learning progress. What's needed to reinforce learning? Correct learning errors. Assess learner according to pre-determined task level	Final Assessment: Selected Response Assessments: Multiple Select Multiple Choice Fill-in-Blank
Module Two: Work with SMEs		
Module Three: Follow-up SME Activities		
Module Four: SME Scenario Interactions		

Design Activity 17: Assessment/Assessment Plan

- Summarize assessment activities, identifying first the major purposes for assessment in the project.
- List proposed tools and rubrics to be used that match the purposes.
- Supply reasoning explaining why the tools were chosen.

Assessment Purposes	Tools/Rubrics	Rationale for Tool
To test users on the content and provide feedback to them about whether their answers were correct.	Smart Lite Webquiz for checkpoints, hot potatoes for crossword puzzles, eGames Generator for games, and my3q.com for the final assessment	Works with browser/HTML, fits in with web page design, need scoring page for final assessment
Refer learners to resources and course to find correct answers.	Feedback dialog box	Resource page gives one place where learners can look up references and having them find information not remembered will help reinforce the information
To give user a total score and tally results for analysis at a later time.	My3q.com tallies answers and allows for excel download to get statistics	Learners like to see how they scored and I want to track user results

Design Activity 18: Instructional Framework/How Do You Present Instruction Now?

1. Describe my teaching, presentation, or facilitation style; how would I title it?

In person: "Active or Experiential"

- a. Discuss with learner how to do a task.
- b. Show learner how to do it.
- c. Watch them do it.
- d. Let learner show another learner.

- e. Follow up as needed.

Online: “Self-Paced”

- a. Describe to learner what they are going to learn
 - b. Present content with supporting content, images, and interactive elements
 - c. Have learner take a Final Assessment on what they learned
 - d. Give immediate feedback
 - e. Provide experiential scenario experiences to reinforce concepts in the course
2. What forms the basis for my instructional approach? My approach is obtained from my own experiences and what I have learned in the courses that I have taken in the ILT program. I really enjoy hands-on experiences; so much of my approach is hands-on.
 3. Explain how my learning principles influence my instructional approach:
 - a. I work more collaboratively with the learners.
 - b. I have a more active or experiential approach.
 - c. I tend to show, then have learner do, practice, and teach another person.

Design Activity 19: Instructional Framework/Your Instructional Framework

- Describe the instructional models that are most appropriate for my project and its goals.
- Include a rationale for each model or strategy.
- Summarize how my instructional framework serves my instructional goals, supporting objectives, and provides opportunities to meet my assessment purposes.

Instructional Models	Rationale	Summary
Direct Instruction	The content matter builds on itself, and consists of facts, concepts, text, stories, crossword puzzles, games and visual information to be learned.	Learner goals/outcomes include need to describe, differentiate, summarize, know, identify, compare, relate, use, list, name ideas and concepts. The stories, games, crossword puzzles, checkpoints, and final assessment will allow learners to demonstrate using what they learned from the content in the medium provided.
Interactive Scenario	Provide the learner a hands-on experiential experience for how to work effectively with SMEs to give them practice.	When a learner participates in the learning activity the experience is more meaningful and they retain the learning.

Design Activity 20: Instructional Framework/Your Instructional Repertoire

How would you improve on your current way of presenting instruction?

- a. In person: I like my method of presenting instruction in person. I realize though that not every learning experience would benefit from my style and that I would need to tailor my approach to the learning being offered.

- b. Online: I would love to learn more and incorporate more interactive games and activities for the learner. Online courses are hard to get through and I think these methods are really helpful in not only learning the material but keeping the learner engaged.

Design Activity 21: Instructional Media/Identify Media Possibilities

1. What types of media do I like to use and/or have used within instruction? I have used various presentation methods, such as, PowerPoint or online demonstrations. Other types of media are the chalkboard, poster board or movies. One thing I would like to use is hands-on computer aided learning as I like to teach web topics and this type of instruction is beneficial to that type of teaching.

2. What media would be useful in my design project? What kind of “instructional messages” does each of these carry? The following media would be appropriate:

Media	Instructional Message
Text	Traditional learning
Images	Traditional learning
Interactive games, crossword puzzles	Interactive
Video	Modern learning
Sound	Modern learning
Web/Hyperlinks	Interactive
Database	Interactive/Feedback
Assessment evaluators	Interactive/Feedback

Design Activity 22: Instructional Media/Your Instructional Media Plan

1. Describe the kinds of media that I intend to use throughout my project, and how they support my goals and objectives.
2. Include a rationale for each media type I am considering, and think about the selection, design, and implementation issues for each media material.

Media Materials	Learning Goals & Objectives	Rationale/Issues
Text	Supports learning of basic content and concepts	Learner is familiar with reading text. Issues: Time involved in compiling text.
Images	Supports learning of basic content and concepts	Learner is familiar with visual graphics and photos. Issues: Time involved in creating/collecting.
Web/Hyperlinks	Supports interactivity and non-linear navigation	Learner may want to navigate in non-linear fashion and use menu to go to other modules or resource section. Learner may want to access program at their convenience from any computer with web browser and start where they left off from another time. Issues: Time involved with creating new pages.
Interactive	Supports learning of basic	Learner would be more engaged with other

	content, learner involvement	activities, such as, games or crossword puzzles to aid their learning. Issues: Technical ability, time involved in creating.
Final Assessment	Supports learning of basic content, Learner involvement	Will get Learner more interactively involved with the program, gives learner feedback about what they have learned. Issues: Time involved in creating assessment.

3. Make a list of lessons or activities and choose instructional media materials that will support the above goals and objectives.

Lessons/Activities	Instructional Media Materials
Reading of Multi-Page Content	Text, Images, Web/Hyperlinks, Interactive
Navigation (linear & non-linear)	Text, Web/Hyperlinks
Taking Final Assessment	Text, Images, Web/Hyperlinks, my3q.com
Looking for Correct Answers to Quiz	Text, Web/Hyperlinks, my3q.com
Interactive Scenarios	Text, Web/Hyperlinks, Resources

Design Activity 23: Prototype/Instructional Events

1. Analyze how Gagne's events of instruction fit my tasks and activities:

Instructional Event	My Activity	Objective
Gain Attention	Get user to visit the URL of the program	Gain interest, tell where program is
Inform Learner of Objective	Introduce users to topic/program, introduce navigation	Continue interest, make user aware of program navigation and objectives, challenge user to continue with program
Stimulate Recall of Prior Learning	Tell user what they will learn/how program works, tie-in with previous life experiences	Prepare user for program
Present New Material	Get user to visit pages/read text/view stories, crossword puzzles, and games	Motivate user to use program
Provide Learning Guidance	Provide stories, crossword puzzles, games, resources, glossary, and navigation	Help user find relevant pages, help them understand topic
Elicit the Performance	Get user to take crossword puzzles, games, checkpoints, and final assessment	Motivate user to find out what they learned
Provide Feedback	Give learners feedback to interactive tasks explaining what correct answers are and why	Tell users if they are correct, help them find correct answer
Assess Performance	Provide score and provide interactive scenario experience	Allow user to know how they did, allow me to know how well program worked
Enhance Retention and Transfer	Send follow-up e-mail with score, survey. Repeat some info in next module. Provide URL links for further	Remind user about program, what they learned, and their score, get them to evaluate

	study, provide list of resources and Job Aids.	program, encourage user to explore other resources
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- What events overlap?
- Are there events that need more attention?
- What strategies could I incorporate?

1, 2, and 3 (Gain Attention, Inform the Learner, Stimulate Recall) overlap. 4 and 5 (Present New Material, Provide Learning Guidance) overlap, and 7 and 8 (Provide Feedback, Assess Performance) overlap.

Events that need more attention include Gain Attention, Present New Material, Provide Learning Guidance, Provide Feedback, and Assess Performance.

Possible strategies include:

- Entice learners with techniques and strategies for working with SMEs
- Provide Job Aids and resources
- Provide practice scenarios
- Discussion Board
- Games and other interactive methods
- Improve checkpoint and Final Assessment interfaces
- Improve graphics/add multimedia or video
- Survey – formative/summative evaluation

Design Activity 24: Prototype/Prototype

1. Sample instructional event: Encourage Active Engagement; get users to take checkpoints, crossword puzzles, games, and final assessment.
2. Outline and identify how event meets learning objectives and overall goals of design:
 - a. Complete module
 - b. Click link to checkpoints, crossword puzzles, games, and final assessment
 - c. Read checkpoints, crossword puzzles, games, and final assessment
 - d. Select or type in answers
 - e. Review feedback
 - f. Review material again if necessary
 - g. Select or type in answer again if necessary
 - h. When done, click “Submit”
 - i. Receive score from quiz, review incorrect answers
 - j. Re-read content for correct answer
3. Include instructional model plus assessment method(s) or activities: Direct Instruction Model

Assessment Method/Activities: Users will participate in games, crossword puzzles, and checkpoints throughout the modules. Users will take an end of course final assessment, consisting of multiple choice, multiple select and fill-in-the-blank questions, accessed from the my3q.com website. Upon clicking an answer, user will be given feedback to whether it is correct

and if not, reminded where in the module the correct answer can be found. At the end of the final assessment the score will be returned to them.

4. Specify instructional materials and supporting issues that need to be addressed: web site, text, images, stories, crossword puzzles, games, checkpoints, and final assessment.
5. Describe alternate plans of action (Plan B's): If I need to leave anything out it would be the crossword puzzles or games.
6. Review plan, make a list of lessons learned from sample lesson:
 - a. Interactive activities need a lot of attention to detail to be of good quality to entice the user to click on the links
 - b. More interactive elements need to be added to keep the learner engaged
 - c. The amount of images needed for the course inhibits me from creating ones that are really educationally relative to the course. Just not enough time.
 - d. Due to time restraints, adding video is not a consideration for this project.

Design Activity 25: Prototype/Design a Syllabus or Brochure

Write a syllabus:

- How To Work With SMEs Online Tutorial
- Dianne Calhoun, Instructional Designer. Dianne earned her BA at The Women's College at the University of Denver with a major in Applied Computing and a minor in Communications. She also earned MA at University College at the University of Denver with a major in Computer Information Systems and a minor in Web Design and Object Oriented Programming. She is currently working on her MA in Information and Learning Technologies, Instructional Design and Adult Learning at the University of Colorado at Denver and Health Sciences Center.
- The "How to Work with SMEs" online tutorial introduces the Instructional Designer (ID) to how to effectively work with SMEs in the gathering of proper information to create better training.
- Required Reading: Four How To Work With SMEs Online Modules, Interactive SME scenarios
- Supplementary Readings: Recommended list of Job Aids / Resources
- Key Activities: Read each module, participate in the crossword puzzles, games, and checkpoints. At the end of the course take the final assessment, and review your score. Re-read sections of course if necessary to determine correct answers.
- Teaching format: Online Course, Direct Instruction and Interactive Scenario Methods. Instructor e-mail is provided for your assistance.
- Assessment Plan: Feedback will be given for crossword puzzles and checkpoint questions, and a different answer may be selected. Feedback for incorrect answer will be given. Scores will be shown to the learner. The final assessment will be taken and scored through the my3q.com interface. Feedback and score will be emailed to the learner if they provide their name and email address in the assessment. The my3q.com interface tracks answers and scores but does not allow feedback.

- Schedule of topics and assignments due: This is a self-paced tutorial. However, it is recommended that modules be taken in order, with no more than one week between each module. The last module is an Interactive scenario practice exercise. Resources for this exercise are provided and there are also resources in the course and on the Job Aid / Resources page.

Design Activity 26: Program Evaluation/Your Formative Evaluation Plan

1. Describe my formative evaluation plan: Who will be doing the ongoing evaluating? What is being evaluated? When should the evaluation occur? How will the evaluation be conducted?

Who	What	When	How
Project Proposal Expert: <i>ILT Instructors</i>	Accuracy of Project Plan Value/Relevance to Audience	Design Phase	Project plan sent in word document (April 3-7)
Content Experts: <i>Project Management Instructor</i>	Accuracy of Content Effectiveness Interest Level Value/Relevance in Workplace	Revision Phases/ Additional Modules	Content sent in word document. Questions evaluation tool (April 18)
Instructional Experts: <i>ILT Instructors</i>	Usability Effectiveness Technical Performance Interest Level Value/Relevance in Workplace	Revision Phases/ Additional Modules	Expert review questions sent on word document and experts reviewed the prototype using this document. (April 27)
Learners (field test) <i>ILT Master's Students Professional IDs</i>	Usability Effectiveness Technical Performance Interest Level Value/Relevance in Workplace	Prototype Revision Phases/ Additional Modules	Initial Web Survey (March 21) Final Course Web Survey (April 27)

2. Describe the criteria used to evaluate content, technical quality, learnability, and effectiveness.

Clarity of content: is the content clear and pertinent to the learners.

Accuracy of content: is the content accurate.

Relevance to the learning objectives: are the learning objectives pertinent to the course topic of how to work with SMEs.

Conciseness of content: does the course contain any material that does not need to be in the course.

Comprehensiveness in content: does the course cover the appropriate topics for working with SMEs.

Clarity of purpose: does the course get the purpose across to the learners.

Overall quality of content: is the content relevant to the learners and will it help them in their work with SMEs.

Explain any aspects of this module’s content that should be changed or revised: explain any areas that should be changes or revised.

Add any other comments about this module's content: add any other comments you feel are necessary.

Design Activity 27: Program Evaluation/Your Summative Evaluation Plan

1. Describe my summative evaluation plan. Did the design or program do what it was designed to do and to what extent did the design contribute to the success? Is the program appealing, did it attract the attention of teachers and learners? How did the program accomplish effectiveness and appeal at what cost in resources (efficiency)?

When	Who	What	How
Completed Design	Self Evaluation External Sources: Learner Surveys, ILT Instructor Feedback	Effectiveness: Does the design solve the instructional problem? What are the criteria for evaluation? Does the design improve on what’s currently done? Do learners achieve objectives? Is instruction implemented as it was designed?	Achievement: Checkpoints Crossword puzzles Games Final assessment Self-Evaluation Web Surveys
		Appeal: How do learners feel about the topic and program? Will anyone else be using this program as an instructor? If so, what are teacher attitudes and behaviors? Will learners use the knowledge and skills in their career or workplace?	Attitudes: Web Surveys Student comments Instructor feedback Observations
		Efficiency: Is the design cost-effective? How much time does it take to implement? Is the design feasible and realistic? Is the design flexible to update?	Use: Web Surveys Instructor feedback Observations

2. Describe the criteria used to evaluate content, technical quality, learnability, and effectiveness.

Effectiveness:

- Does the design solve the instructional problem? Does the design perform as stated in its objective and goals statements? Does the design contain sufficient instructions for the learner to use it?
- Does the design improve on what’s currently done? Does it include original or unique material or elements that are not available in other similar online programs? Does it group information in a logical order?

- Do learners achieve objectives? Do learners retain the material? Can learners answer the crossword puzzles, games, checkpoints, and final assessment questions correctly?
- Is instruction implemented as it was designed? Does the program follow the specifications in the proposal?

Appeal:

- How do learners feel about the topic and program? Are learners interested in the topic? Do they want to learn the content? Do learners see value in knowing this information? Is the information up to date?
- Will learners use the knowledge and skills in their career or workplace? Will the program teach them skills that will make them more productive on the job? Will the knowledge help them to advance in their career?

Efficiency:

- Is the design cost-effective? How much did it cost to develop the program? How much will additional revisions cost? How much will supporting technology cost? Will additional hardware be necessary, and how much will it cost? Will the content need to be updated, when, and how much of it?
- How much time does it take to implement? Is the program ready to use now? How many revisions and supporting technologies are needed, and how much time will it take to develop them? How much time will it take to research and update content?
- Is the design feasible and realistic? Can the future additions to the design be implemented? Will additional future additions be needed? Will additional content need to be added?
- Is the design flexible to update? What updates are necessary? What parts of the program will need to be changed, and how will that affect other parts? Who will do the updates? Is that person trained or qualified to do them?

Design Activity 28: Self Evaluation/Your Revised Instructional Design Model

1. Review preliminary instructional design model from Activity 5. Would I represent the processes any differently? How would I make revisions?

My initial instructional design model from Activity 5 remains the same except for if I have time I will implement a Discussion Board to go along with my Interactive SME scenario in Module Four.

2. Provide a written description of the model to accompany the visual, as if I had mailed the model to someone and could not be there in person to explain its features.

Below are the steps used in my Instructional Design Model. Formative evaluation can be done at any time in the process, and may require revising the project at any point. Summative evaluation is performed after the project has been used and learners evaluated. Results of summative evaluation may require revisions of the project, my learning beliefs, or mission statement.

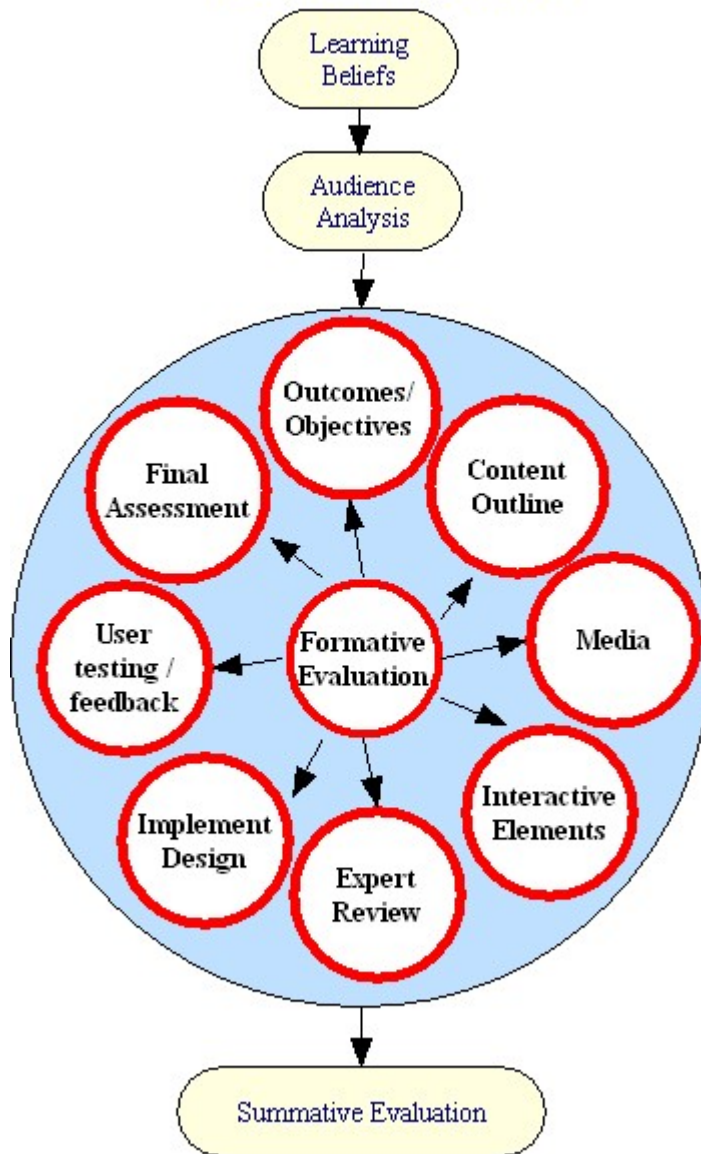
- a. Learning beliefs are defined.
- b. Audience analysis: Survey audience, research ideas from experts in the ID field.

- c. Learning outcomes/objectives: what should the learner be able to do? What does a competent worker know how to do?
 - d. Content outline: what are the high-level topics? What are we teaching? What level of cognition?
 - e. Instructional media/Interactive elements: Tailored to content and available resources with which it will be created.
 - f. Expert Review: Review of content and media in course to ensure accuracy.
 - g. Implement Design: Put content, media, and interactive elements into website.
 - h. Final assessment: Tailored to content. Various assessment question types will be used.
 - i. User testing/feedback: Volunteer learners to test completed course and then give feedback after finishing.
 - j. Summative evaluation: Analysis of user feedback and final assessment scores from the course. Self-evaluation analysis after everything is complete.
3. What are the major attributes of my model that set it apart from others? What will I title it?

My model uses many of the same aspects of other models that I have seen. I chose to make it circular to depict that the process can be very circular and reiterative even up to the end of a project.

The title of my model is "Iterative ID Model."

Iterative ID Model



Design Activity 29: Self Evaluation/Self Assessment of Your Learning

1. What instructional design processes were the most valuable to me?

Actually doing the whole instructional design process by myself was a great experience. I have been on a few teams and have always been the technical person and have never really been able to do many of the instructional design tasks, such as, the project proposal, creating the interactive activities, and working with the content and expert reviewers.

2. What did I learn about the ID process from doing a design project?

I learned that there are a lot of details to the project and it is better to have enough time on your side to be able to the type of work you have in mind. I learned that working with expert reviewers and content experts is really helpful in finding out where your project may need some clarity or revisions.

3. What do I need to learn more about or have more experience with?

I need to learn more about how to use tools that help you create good assessments and other interactive pieces like games. I had to use a lot of free tools that did not do what I really wanted them to do and I would have liked to create the checkpoints and final assessment a different way. If I had more experience with Flash and databases, I might have had time to implement these activities in a more useful and interactive way for me and the learners.

4. During the learning of ID principles and processes, what did I learn about myself?

Wow, I learned quite a bit. That doing a project all by yourself is very hard. There are many details to the project as a whole and in a team situation you would be able to divvy up the tasks and have plenty of time during a semester to get all the work done. I learned to keep a log of deadlines, and that the project proposal was actually a great tool to help me keep track of everything that I said I was going to accomplish. I learned that since I like an active approach to learning that I tend to include a lot of activities or want to try to include a lot of hands-on experiential activities for the learners to keep them engaged.

5. How might you use this process in future instructional designing work?

The process I went through made the work easier to construct throughout the whole project. Defining my learning beliefs and allowed me to then design a project that was more active and hands-on then I thought I would be able too. I was able to research ways to make the experience for the learners more engaging and use software tools to create interactive activities to make the learning more engaging.