Michaela Mabe	Challenge #6	3/13/23	EDCI 60002b	Spring '23
SUPRA-BADGE:	Evaluation and Implementation			
SUB-BADGE:	Implement, Disseminate, and Diffuse Instructional and Non-Instructional Interventions			
CHALLENGE:	Plan for the dissemination and/or the diffusion of the interventions			
ARTIFACT:	Case Study in EDCI 672			
CRITERIA:	**Criteria for successful completion of this challenge:** Evidence of communicating (disseminating) the vision to stakeholders and/or achieve organizational-wide adoption (diffusion). **Reflection must address:** Explain why your plan for dissemination and diffusion is appropriate for the needs and culture of this organization			

Competency and artifact identification

My **Suzie and Adam Case Study Analysis and the Small Scale Design Experience** from EDCI 672 and provide the evidence for the sub-badge, Implement, Disseminate, and Diffuse Instructional and Non-Instructional Interventions, and the challenge, "Plan for the dissemination and/or the diffusion of the interventions". This artifact provides evidence that I am able to use information from a case study to communicate a vision to stakeholders to help improve a design challenge given.

Description of how the artifact supports the competency

I decided to use the Suzie and Adam Case Study Analysis as my artifact because it shows that I am able to analyze a case study, identify the problems in the case, prioritize the issues, and suggest multiple solutions that can help improve the dissemination of the module to make sure it meets the stakeholders needs for the project. I included the Design Experience because it showed a product of the vision I would show to the stakeholders. The reflection at the beginning explained my design choices with the module for ways that I designed to include the stakeholder's suggestions.

Competency alignment with prior knowledge and experience

I have had some prior knowledge in communicating a vision to stakeholders through my unit plans in the classroom. I create the unit plans based on the state standards and information from other stakeholders in my district and disseminate them to my students throughout the unit. I also complete assessments with the students and disseminate the data from the assessments to teams in my school to use for data meetings to improve student achievement. I also create newsletters for the families of the students to disseminate important information to the stakeholders of my classroom. For my work so far in instructional design, I've created assignments and talked about how I would disseminate the information to the professors or the stakeholders in the assignment. I feel like I need more experience in this area but I have some experience currently.

Reflection on experiences

Overall, this challenge has been a great way to reflect on the ways that I already plan for the

dissemination of interventions and communicating a vision to different kinds of stakeholders. This challenge also helped me realize that I need to have more opportunities to disseminate information, such as pitch meetings and communicating projects I'm working on. This is something I'm starting to do in one of the classes I just started for pitching a video game that I am going to create a vision and product. This is a skill that I can get better at and be more intentional about finding opportunities to work on.

Michaela Mabe

EDCI 672

Fall 2022

Suzie and Adam Case Study Analysis

Project and Stakeholders

The project analyzed for this case study is the *Myths and Misconceptions about the Aging Process* which recently received funding from the universities internal grant coordinator at the Bianchi Institute of Technology. The first stakeholder discussed in the case study is Dr. Loreno Columbo. She is one of the project co-managers and the subject matter expert (SME) for this project. Dr. Columbo is an assistant professor specializing in the Developmental Process Associated with Aging at the university. Her primary concern for the project is getting validation and approval from the psychology department and the department's chair to have this project used in the different psychology classes and to help incorporate educational technology into those classes. Her vision for the project is for the animations and module to simulate concern and empathy for people who are aging. Another stakeholder that is working for Dr. Colombo is Johanna Duncan. She is a senior psychology student and will be working as a student assistant for the project, so she will be one of the designers for the project. She said her biggest concern is not being very knowledgeable about instructional design but she seems very eager to learn.

Looking at the psychology department there are three other stakeholders. One of the main stakeholders in this department is the chair. The chair is the client for this project because once the project is done it can be used throughout the department. The chair of the psychology department is also who Dr. Columbo is trying to impress. Another stakeholder in the department of psychology is the faculty members and the psychology students. Both of these stakeholders

are the audience for the learning module. The professors will become familiar with it to utilize it in their classes. Both of their concerns fall around how realistic the project is and if they can learn new information about how people's aging affects their daily lives and ability to function.

Next is the education and instructional design departments. First off we have Dr. Adam Sweeny. He is an assistant professor at the university as well and specializes in instructional design, simulations, and modeling, and has a background in business. For this project, he is a co-manager and one of the designers. His main vision for the project is for it to create a role-playing web simulation to help the students in the Aging and Elderly Service Learning Course. He doesn't have a whole lot of concerns for the project from an instructional design standpoint, overall he seems confident in his ability to create a meaningful learning experience using instructional design and simulation. The other stakeholder in this department is Suzie Beckett. She is a graduate student in the final semester of her program in instructional design and is also working as an intern at an instructional design company. She will be one of the designers and a project assistant. Her main concerns surrounding the project are time management between this project and her other obligations, and her ability to use a new program to her for creating the animations for the project. Later on, in the development of the project she also has some concerns over the lack of shared expectations and communications surrounding the development of the project.

Main Challenges/Issues

The main goal of the learning module is to create a meaningful web-based role-playing learning experience where college psychology students can build empathy and perspective for adults who are aging and the symptoms that go along with it. Currently, the project is in the Development stage of ADDIE. Dr. Sweeny analyzed the main goal of the project and completed

a timeline, and an outline of the simulation and flow of the module hired two students in their respective departments and began working on creating the project. They are currently working on developing the animations and linking them to voice actors and putting that into the web-based module that will be the final product.

There is one main instructional design challenge that is hindering the development of this project. That is a lack of shared expectations for the project as a whole. While Dr. Columbo wants the project to focus heavily on empathy building and perspective, Dr. Sweeny and Suzie are more focused on the instructional design layout of the project. This causes some tension because what Dr. Columbo is looking for and envisioning for the project doesn't match the reality of what the instructional designers can create or even the abilities of the animation software they're using. The team also hasn't communicated or checked in enough to make sure that the project is meeting the main learning objectives. Dr. Columbo has too many other obligations and hasn't been able to offer enough feedback on different sections of developing the project. Dr. Sweeny seems like he is taking a step back and putting a lot on Suzie. Suzie seems overwhelmed and like the work, she is doing isn't good enough because it isn't matching Dr. Columbo's expectations. Johanna isn't mentioned much because she is waiting to be given tasks and work with the team. All of this makes a very disorganized team and will not result in a quality product.

Prioritization of Issues

#1: Lack of Communication and Meetings Among the Team

This issue is first on the list of priorities because to even continue working on the project, there needs to be an expectation for communication that each member of the team needs

to follow. There also needs to be more constituent meetings scheduled with the team that every member of the team attends and provides feedback on the current state of the project.

#2: Lack of a Shared Vision and Expectations for the Project

This issue is second on the list of priorities because to continue developing the project, everyone needs to be on the same page and even in the same book. There needs to be a meeting with all of the members of the group to discuss a shared vision and expectations for the final version of the project. This goes along with communication but is also important.

#3: Time Management Among Members of the Team

This is important but third on the list of priorities because it can be discussed in team meetings. It is understandable that for every member of the team, there are other obligations that need to be fulfilled. However, there needs to be the communication of the time and energy that they can commit to this project and stick to it so that everyone and the project itself can be successful.

Information From Other Sources

Looking at information from Romero-Hall, there are a lot of helpful pieces of information that help the understanding of the case study and would help the project team. This article focuses on an example of a similar project that focuses on pain management using a web-based role-playing simulation. The first thing they mentioned that caught my attention was how many people were on the team for their project. Romero-Hall mentions, "The design and development team for this simulation project included: a visualization specialist, a computer programmer, an electrical & computer engineering research faculty member, an instructional design faculty member, and an instructional designer. The instructional designer was the project manager." (p. 44) So to make the aging simulation project more successful, maybe the team needs to review its

budget and make sure all of the needed personnel are part of the team. Another thing that Romero-Hall mentions that could benefit our team is the "critical incident method" which helps identify what behaviors are the most important for that simulation (p. 47). Also mentioned in the article was the inclusion of "clickable objects" which help guide the learner through the module (p. 48). This could help with the development of the aging model and can be another opportunity to build empathy and perspective. Lastly, the article talked about how the narrative can change based on how the students are interacting with the module. Romero-Hall states, "If the trainee chooses the correct pain assessment interview questions, the patient provides a very cooperative and useful response to the trainee; whereas if the trainee chooses the irrelevant interview question, the patient will act very stubborn and provide useless responses." (p. 48). This could be integrated into the aging project and be very useful to meet the instructional designers' and the psychology departments' goals.

The other reference is from Clements et al. who discuss the importance of project management and communication when working either with an individual or a team. Clements et al. talk about how important it is for the project manager to, "take the lead in ensuring that trust and accountability are engendered, developing goals, effectively managing meetings, and monitoring team progress.". They also talk about the importance of creating a project culture with a shared vision and a consistent set of values. Clements et al. say that culture is developed through communicating, "the priority, the given status, and the alignment of official and operational rules". This chapter could infinitely help Dr. Sweeny and the rest of the team create a better culture and shared vision to continue working on the project and creating a meaningful learning experience.

My personal experience working with teams has been surprisingly good. For the instructional design program, I've worked with other peers on projects and we were able to establish a clear goal, a clear split of responsibilities, and a calendar of dates and times we were able to schedule a meeting or reach out to each other. In education, I work in a Teacher Based Team (TBT) weekly to discuss a standard to work with the students on and a common assessment. This is less successful because there is no communication, and no shared vision of the value of TBTs so there is no motivation to follow the process with fidelity. This makes it hard to even want to come to the meetings nonetheless bring in new and fresh ideas and contribute to the team to make all of us better professionals.

Solution #1

The first solution that I would suggest to the project team is to start over as a team. Go back to the analysis phase of ADDIE and identify a task analysis for the modules, identify the main objective and subordinate objectives, and clarify the shared vision and expectations. While Dr. Sweeny already did a version of this earlier on in the project, it wasn't clear enough for every team member, especially since some of the team members were brought on after this process was completed. I think it also needs to be communicated to the team in a more effective way that way everyone is on the same page.

The pros of this idea would be the team would be more cohesive and create a better end product. They would also be able to delegate tasks and everyone would feel like a meaningful part of the team. Also, the end product would be better because everyone is working towards the same goal.

The main con would be time. Starting over was not in the timeline of events that Dr. Sweeny pitched at the beginning of the project. Also at the current time of the project, it is the

end of November and the project should be completed by the following September, so around 10 months. While this could be feasible and lead to a better end product, the co-mangers of the product may not want to start over.

Solution #2

The second solution that may help the project team is to continue with the development of the animations and the learning module but commit to having weekly meetings as a team where everyone can communicate and give feedback. Then they can implement the final project with a small pilot team of psychology students and a professor and see what needs changed or tweaked using the Kirkpatrick Model of Evaluation. The team can look at if the psychology students' reaction to the material has changed and if they learned anything of value from the module. This can guide the team to make sure they are on the right track and reassure Dr. Columbo of the effectiveness of the learning module.

A pro of this solution is the team can stay on their timetable and make a final product for the stakeholders to look at and review. They can also work on their team dynamic and communication at the point they're at now instead of starting from the beginning.

A con of this approach is that there is too much to fix and redesign after getting feedback from the stakeholders. Also what if the team dynamic stays the same and there is the same amount if not more tension between team members?

Final Recommendation

The final recommendation for this project is to go with Solution #2 and focus more on evaluating the final project and making revisions instead of starting over. I think this is the best route for the team because they can still update the vision and expectations and commit to meeting and communicating more as a team while also staying on track to finish the project and

create a meaningful learning experience. As long as the team is on the same page and they have a

shared vision and goals to achieve, they can create a project that is effective on the psychology

front and the instructional design front.

References

Clements, G., Drysdale, J. and Francis, J. (2012) *Project Management for Instructional Designers*. Provo, UT: David Wiley.

Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (Eds.). (2019). *The id casebook : Case studies in instructional design*. Taylor & Francis Group.

Romero-Hall, E., Watson, G. S., Papelis, Y., & Garcia, H. (2014). *Nursing pain assessment & management: A 3D interactive simulation*. International Journal of Designs for Learning, 5(1). https://doi.org/10.14434/ijdl.v5i1.5169

Design Choices

This design was made in Canva Pro. It caters to the different stakeholders in the case study by storyboarding a sample learning module that is inviting and provides opportunities to build empathy and gain perspective while also incorporating effective instructional design principles. To start off, Adam and Lorena discussed having three diverse individuals in the case study, which is reflected in the module. Lorena's storyboard was a simplified version of the module while Adam's was more extensive, so I designed the module in the middle to make sure both stakeholders needs were met. It has the required elements while also not overwhelming the learner. For the text on the slides, eventually it can be replaced or supplemented with Suzie's narration tracks. This is the same with the picture elements in the storyboard. The large visuals at the beginning of each of the modules (Slides 3, 11, 12) can be swapped with the role playing scenario that can be linked in the learning module. Then, the learners can go through the module to learn about the scenario they just experienced and complete the assessment and reflection. This gives Suzie a space to input her animations into the module. The faculty has been catered to by including all of the materials for completing a lesson on the material for the course. The students have been catered to by including a simplistic and easy to navigate design and a pleasing font and visuals.

The multimedia I included in the learning module help address the stakeholders and help add to the module. First off are the volume buttons on each slide to help guide the narration. This will help guide the learners and give a space for Suzie to add her narration audio tracks. The other multimedia I incorporated is the video on slide 8. This video can help engage the learners with real statistics and information from elderly adults. It also adds an opportunity to build empathy and perspective which is one of Lorena's biggest objectives. Lastly, the inclusion of the animated materials that Suzie will create will help engage the learners and help their retention and understanding of the scenarios.

Myths and Misconceptions About the Aging Process
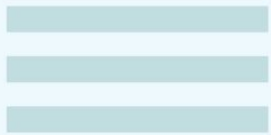
Meet Laura!

START

Meet Michel!

START

Meet Ana!

START

Welcome to this learning module. To learn more about one of these adults and myths and misconceptions about them, click on the start button.
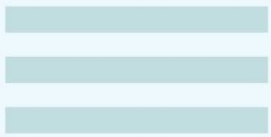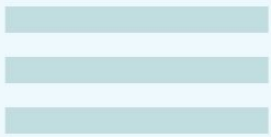
Introduction 🔊

Older adults often experience challenges to their well-being. For this activity, you should imagine that you are experiencing what happens to Laura. Put yourself in Laura's shoes and think about how she feels. Laura is 87 years old. She is exercising with her friend around their neighborhood.

- Introduction
- Dialogue
- Assessment
- Insight

Dialouge

Laura: Good Morning!

Susan: Hi, are you ready for our walk?

Laura: Yes, it's important to get out of the house and walk

Susan: I agree, we have to get our steps in somehow

Laura: Very true! Can we do yoga later in the week?

Susan: Of course!

Laura: Awesome, lets keep doing our workout
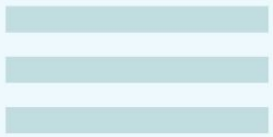
- Introduction
- Dialogue
- Assessment
- Insight

Assessment

🔊

How does Laura feel about exercising with her friend Susan?

😦 😐 😑 🙂 😊

− +
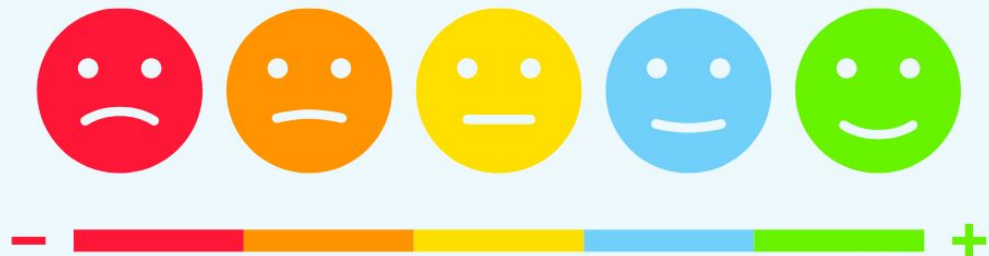
A: Happy

B: Jealous

C: Depressed

D: Tired
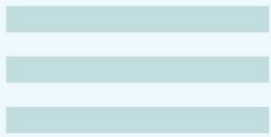
Insight

"As an older adult, regular physical activity is one of the most important things you can do for your health. It can prevent or delay many of the health problems that seem to come with age. It also helps your muscles grow stronger so you can keep doing your day-to-day activities without becoming dependent on others." (CDC, 2022)
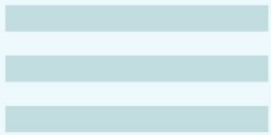
Learn More 🔊

Watch this video about Healthy Aging and Fitness and the importance of elderly people continuing to exercise
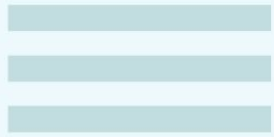
Introduction

Dialogue

Assessment

Insight

Reflection

🔊

Please consider the experiences of most elderly individuals. Imagine you experience Laura's situation. Take a moment to think about how this would make you feel.
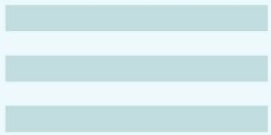
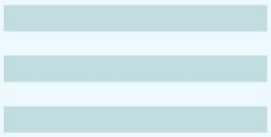- Introduction
- Dialogue
- Assessment
- Insight

References 🔊

Made in Canva Pro

Centers for Disease Control and Prevention. (2022, June 3). How much physical activity do older adults need? Centers for Disease Control and Prevention. Retrieved November 11, 2022, from https://www.cdc.gov/physicalactivity/basics/older_adults/index.htm#:~:text=It%20can%20prevent%20or%20delay,better%20than%20none%20at%20all.
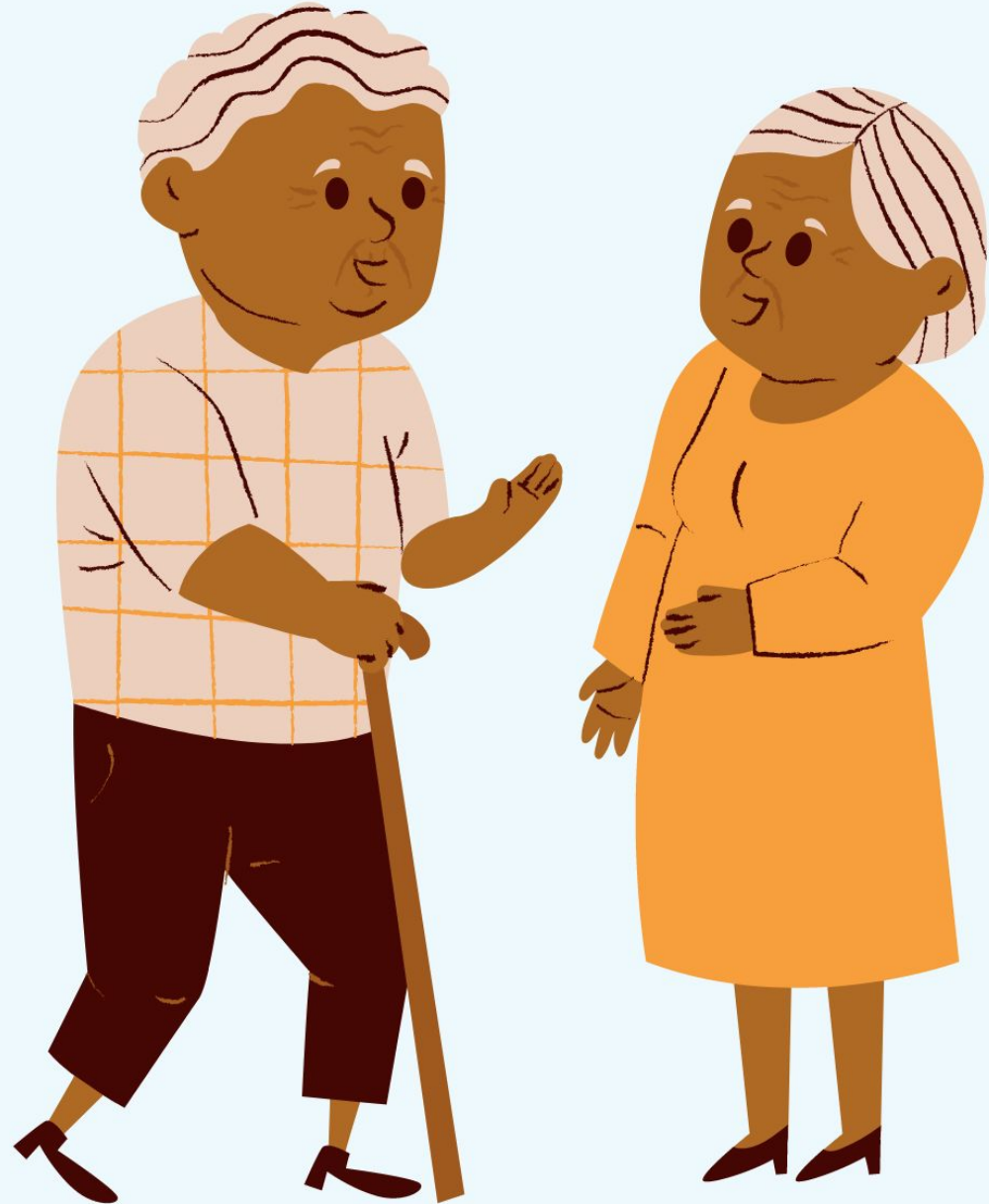
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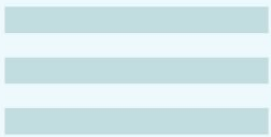
- Introduction
- Dialogue
- Assessment
- Insight

Thank you for taking
time to learn more
about older adults!