



Team

FLEX

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Team Flex

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Introduction

Active on over 350 college campuses, Alpha Phi Omega (APO) is a service organization based on the principles of Leadership, Friendship, and Service, and strives to build student leaders through community service. Currently there is no training in place to help college graduates transition into the role of alumni volunteering. A needs-analysis was conducted and based on the results; many areas of need were identified. One vital area of need is to develop a Basic Orientation to Alumni Volunteering. Each year approximately 200 new alumni volunteers begin to work directly with APO chapters having little to no training or support. The plan is to create a web-based system that introduces members to their new role as a volunteer. Completing the module should take approximately 20-30 minutes.

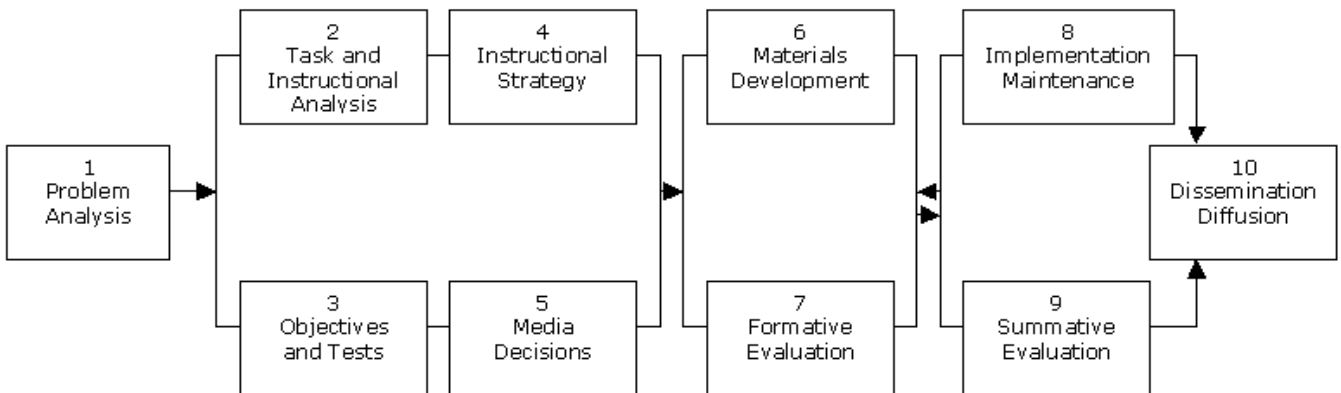
Team Flex proposes to develop a web-based orientation for incoming Alpha Phi Omega alumni volunteers. The basic orientation will cover the topics outlined as Level 0 in the Development Document provided by APO. The orientation will be designed to take approximately 20-30 minutes.

Instructional Design Model

Instructional system design (ISD) is a process used to design educational programs. This process of planned events or actions results in a specific and measurable outcome. Instructional system design defines the relationship between sets of concepts that must work together to create instructional events.

Team Flex has chosen to utilize the Seels and Glasgow Model.

Seels and Glasgow



In the construction of the Basic Orientation Course for APO, Team Flex will use the Seels-Glasgow Model. The Seels-Glasgow model is founded in the constructivist theories on learning and is unique in that the individual segments are non-linear, meaning they do not require completion to proceed to the next step. This model is conducive to the creation to this project because of its flexibility and constant evaluation and revision procedure. By using this model, Team Flex will be able to design and create a dynamic instructional web-site that both stratifies the lack of knowledge and skill determined in the performance assessment, but also the desires and vision of the client.

Client Profile

Alpha Phi Omega

Alpha Phi Omega (APO) is a co-ed National Service Fraternity based on the principles of Leadership, Friendship, and Service, and strives to build student leaders through community service. APO is currently active on over 350 college campuses. Except for a few paid staff at the national office, all of the people who work with these college service groups are unpaid volunteers.

Dr. Julie Moore - Alpha Phi Omega, Member, National Board of Directors

Dr. Moore currently serves as an Assistant Professor for the Department of Educational Psychology and Instructional Technology. Her research and teaching interests focus on technology integration in K-12 settings, collaborative models of teacher professional development, and online learning systems for teachers. Dr. Moore is active in the Georgia Systemic Teacher Education Project (GSTEP), a collaborative effort among colleges and school districts in Georgia to redesign teacher education.

Dr. Moore received her B.S. in Education from the University of Texas in 1985 and a M.Ed. in Secondary Education from the University of North Texas in 1989. After teaching high school math for nine years, she attended Indiana University, receiving a Ph.D. in Instructional Systems Technology in 2003.

Analysis Section Summary

The purpose of the analysis phase is to identify probable causes for the gap between actual performance and desired performance. The analysis phase consists of a performance assessment, purpose statement, instructional goals, learner analysis, instructional options and costs, resource analysis, and a project management plan.

Performance Assessment

This section provides empirical evidence to establish the causes for the performance gap within this organization. In addition, the actual performance is measured against the desired performance in order to determine the performance gap. Finally, the performance gap is analyzed in order to determine if the gap is due to lack of resources, lack of knowledge and skills, or lack of motivation.

Purpose Statement

The purpose statement presents an instructional solution while showing the connection between the instruction and the organizational goals.

Instructional Goals

The instructional goals describe the terminal tasks that the learners are expected to perform as a result of completing the course.

Learner Analysis

The learner analysis thoroughly identifies the typical learners who will participate in this on-line learning program, Alpha Phi Omega. The learner analysis includes information about the learner group, general characteristics, numbers, location, experience level, attitude, and skills related to the instructional delivery system.

Instructional Options

There are two instructional options provided from which the client Dr. Moore, an Assistant Professor for the Department of Educational Psychology and Instructional Technology at the University of Georgia, will choose one.

Resource Analysis

The resource analysis is an exhaustive list of all the content, technology, instruction, and human resources needed to complete the project from the beginning to a defined point after implementation.

Project Management Plan

The project management plan lists the project, tasks, deliverables, and due dates for each phase of the Seels and Glasgow model.

Analysis

Performance Assessment

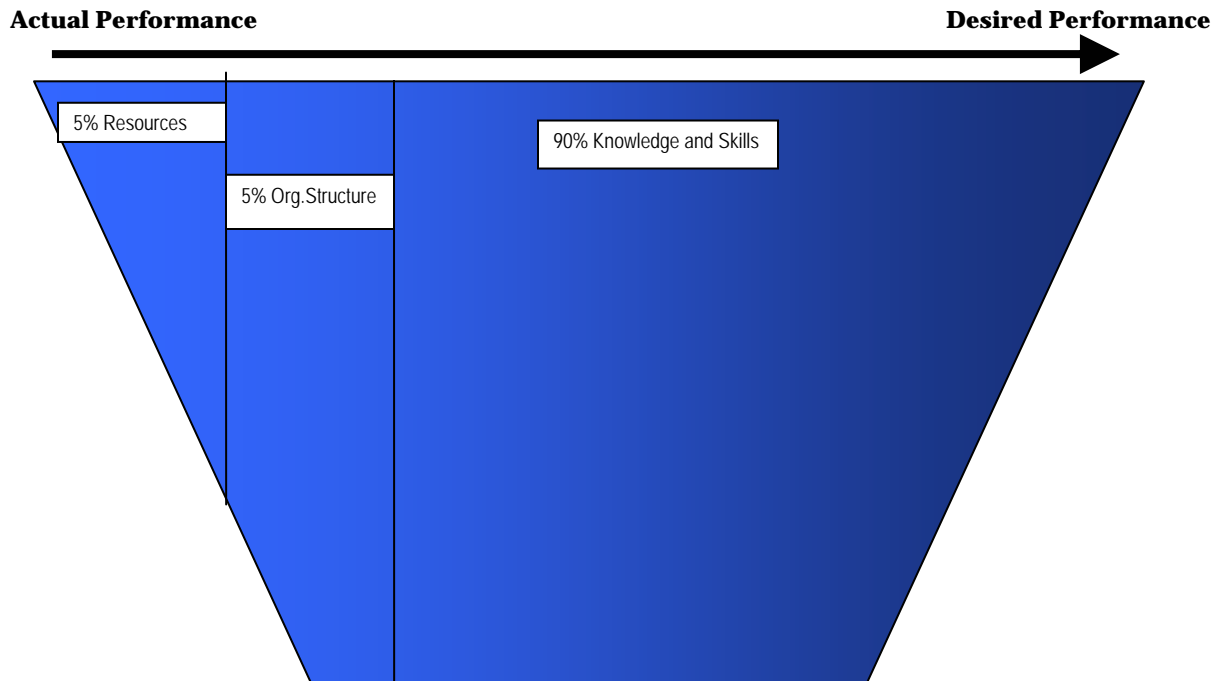
Alpha Phi Omega (APO) is a co-ed National Service Fraternity based on the principles of Leadership, Friendship, and Service, and strives to build student leaders through community service. APO is currently active on over 350 college campuses. Except for a few paid staff at the national office, all of the people who work with these college service groups are unpaid volunteers. Currently there is no training in place to help college graduates transition into the role of alumni volunteer. After conducting a needs analysis many areas of need were identified.

Team Flex has decided that the first step in this process is to conduct a performance analysis using data collected from **sources provided by Dr. Julie Moore**. This data includes **volunteer surveys and the APO Internal Volunteer Development Plan**. The results of this performance analysis are presented in the following performance analysis chart.

Performance Assessment Chart

<i>Actual Performance</i>	<i>Desired Performance</i>	<i>Primary Cause</i>	<i>% of Total Discrepancy</i>
Potential volunteers do not have a complete grasp of APO history.	All volunteers comprehend APO history.	<ul style="list-style-type: none"> Unexposed to APO history. Insufficient exposure to APO history as an undergraduate. 	25%
Potential volunteers do not possess knowledge of the APO mission and vision statements.	All volunteers possess knowledge of the APO mission and vision statements.	<ul style="list-style-type: none"> Time away from the organization. Mission and vision statements not learned at local chapter. 	10%
Potential volunteers do not know the organizational structure of APO.	All volunteers know the organizational structure of APO.	<ul style="list-style-type: none"> Unaware of organization structure beyond chapter level. 	20%
Potential volunteers do not comprehend the roles and responsibilities available in APO	All volunteers comprehend the roles and responsibilities available in APO.	<ul style="list-style-type: none"> Unaware of roles of volunteers within APO. Unsure of the responsibilities of volunteers within APO. 	15%
Potential volunteers do not comprehend the volunteer opportunities available in APO.	All volunteers are aware of the volunteer opportunities available in APO.	<ul style="list-style-type: none"> Do not understand the reasons why one should volunteer with APO. Unaware of available opportunities within APO. Unaware of time commitment necessary upon becoming a volunteer. 	15%
Potential volunteers do not know the steps to becoming an APO volunteer.	All volunteers are aware of the steps to becoming an APO volunteer.	<ul style="list-style-type: none"> Unfamiliar with the steps to volunteer with APO. Unfamiliar with contact information necessary to continue on in the volunteer process. 	5%

Performance Analysis Summary



Other Possible Causes of Performance Gap

Designing this course will not offer solutions for performance gaps associated with organizational structure of APO or lack of resources. Other means will be necessary to remedy these performance gaps. The gap caused by the organizational structure is common and unavoidable in an organization of this size. Changes in communication and the development of a more centralized communication instrument may alleviate some of this problem. The gap caused by resources may be closed by maximizing the use of current members of the organization and increasing other technological resources.

Purpose Statement

The purpose of this course is to inform prospective Alpha Phi Omega alumni volunteers about the fraternal history, mission and vision, organizational structure, roles and responsibilities, volunteer opportunities and steps to becoming an alumni volunteer.

Instructional Goals

1. Identify the history of Alpha Phi Omega
2. Recognize the mission and vision statement of Alpha Phi Omega
3. Describe the Alpha Phi Omega Organizational Structure
4. Describe the roles and responsibilities of Alpha Phi Omega alumni volunteers
5. Outline the volunteer opportunities within Alpha Phi Omega
6. Recognize the next steps in becoming an Alpha Phi Omega volunteer

Learner Analysis

Learner Group

The primary targeted learning group consists of all alumni volunteers of Alpha Phi Omega (APO). The focus will especially be for those just coming out of college or returning to the Fraternity after several years. The alumni that complete this learning tutorial are interested in becoming active volunteers for APO. This tutorial is required for the volunteers to learn about the basics of volunteering and the risk management involved.

Characteristics

The age range of these volunteers spans from 20 to 50. The majority of these volunteers are in the 26-30 range (33%), although volunteers ages 20-35 make up 80% of the volunteers. The gender distribution is 55% female and 45% male. All volunteers have a minimum of a bachelor's degree. The majority of the APO volunteers are Caucasian. All volunteers are fluent in American Standard English. As members of APO, 33% of the alumni volunteers work outside of their original chapters' geographic area.

Numbers

The recommended number of volunteers completing this tutorial each year is 200. This course is available for completion at all times. In addition, the number of volunteers will vary from semester to semester due to alumni interest.

Location

This Level 0 training tutorial will be available to alumni volunteers via the World Wide Web at an address provided by APO. Volunteers will need access to a computer and the internet.

Experience

This learning course is designed to be completed within 20-30 minutes. It is the beginning tutorial (Level 0) for all alumni members wanting to volunteer for APO. Due to this being the beginner level volunteer tutorial, there will be no pre-requisites for the tutorial other than the student being a member of APO. The alumni members should have experience with accessing programs on the internet. No prior knowledge of volunteering will be necessary for taking the tutorial. Everything reviewed within the evaluation will be presented in the tutorial.

There is a wide range of experience levels among the volunteers. For instance, these alumni members are coming from a variety of backgrounds with different degrees, job experience, etc. Some returning alumni have professional experience in the working world, and some are recent college graduates with no professional working experience. The two things that each person has in common are: 1) they are alumni members of APO, and 2) they are college graduates.

Attitude

The attitude towards this tutorial is positive among all based on interest in the program. There is a true interest among APO members because it is volunteer, not mandatory.

Skills Related to Delivery Mode

In order to complete this course successfully, members must have basic computer skills and familiarity with the internet. The designers of the tutorial will address basic accessibility issues.

Based on the delivery system chosen, the learners must have the appropriate skills related to the delivery system which include the following:

- Ability to log in to the APO online tutorial
- Ability to interact in a web-based setting
- Ability to interact and participate in an asynchronous web environment.
- Ability to secure and troubleshoot basic computer problems

Instructional Options

Option A: Web-Based Instruction

The tutorial will be self-paced and delivered via an online tutorial. The tutorial will be taken once per perspective alumni volunteer for a period of 20-30 minutes. Perspective alumni volunteers will need a computer with internet browsing capabilities.

Maximum tutorial capacity is unlimited.

Option B: CD ROM-Based Instruction

The tutorial will be self-paced and delivered via CD ROM-based tutorial. The tutorial will be taken once per perspective alumni volunteer for a period of 20-30 minutes. Perspective alumni volunteers will need a computer with CD-ROM capabilities and an internet browser.

Maximum tutorial capacity is unlimited.

Resources Analysis

	Option A: Web-based Tutorial	Option B: CD ROM-based Tutorial
Resource Analysis:		
Human Resources	Subject Matter Expert in APO orientation procedures 20 Pilot Test Participants who are current APO alumni volunteers	Subject Matter Expert in APO orientation procedures 20 Pilot Test Participants who are current APO alumni volunteers
Content Resources	Required text material for each section Handouts	Required text material for each section Handouts
Technology Resources	Computer with internet access	Computer with CD ROM capabilities
Instructional Facilities	Internet Connection Computer facility that has access to the internet	Computer facility that has CD ROM capabilities

Resource Cost

	Option A: Web-based Tutorial	Option B: CD ROM-based Tutorial
Resource Analysis:		
Delivery	Web-based	CD ROM-based
Delivery Software	Internet Browser	Internet Browser
Kind of instruction	Interactive E-Learning	Interactive E-Learning
Classroom software	Adobe Acrobat Reader; Internet access at 56k or above; Audio capabilities	Adobe Acrobat Reader; Audio capabilities
Class hours	20~30mins	20~30mins
x Class occurrence	One time per individual	One time per individual
Total Class Hours	20~30mins	20~30mins
Work hours of instruction: *		
Analysis	31.5-35	31.5-35
Design	166.5 - 185	166.5 - 185
Development	92.25-102.5	92.25-102.5
Implementation & Evaluation	67.5-75	67.5-75
Total instruction (ADDE):	450-500	450-500
+ Project Management	200	200
Total work hours	650-700	650-700
/ 5 Team members	130-140	130-140
Instructor: Involvement	N/A	N/A
Teaching Assistants	N/A	N/A
Instructor Professional Development	N/A	N/A
Instructor: class time	N/A	N/A
Instructor: preparation time per class hour	N/A	N/A
Instructor total prep time:	N/A	N/A
Instructor: total time (training + class time + prep time)	N/A	N/A
Associated costs:	Software: Microsoft Office (free), Microsoft Project Pro 2003 (free @ MSD), Macromedia Studio (free)	Software: Microsoft Office (free), Microsoft Project Pro 2003 (free @ MSD), Macromedia Studio (free), Produce CD-Rom (3*200=\$600)
Total Associated costs:	\$0	\$600
Work Charge Per Hour	\$0	\$0
Estimated Total Cost:	\$0	\$600

* estimate based on Performance, Learning, Leadership, & Knowledge: ISD: Analysis Phase: Estimate Training Cost

Project Management Plan

A high quality, on-time delivery of the Alpha Phi Omega: Level 0 Training Online Tutorial depends upon a sound project management plan. The goal of this project management plan is to establish the project activities, deliverables, and timeline. A detailed description of the tasks involved, sequence in which tasks must be performed and estimated length of time required for each task is also provided.

Project Milestones

Scope Document	September 09, 2005
Content Analysis/Objective List	September 14, 2005
Analysis Report	September 26, 2005
Design Brief/Evaluation Plan	October 07, 2005
Prototype/Flowcharts/Storyboard	October 14, 2005
Formulative Evaluation Report	November 15, 2005
Project Closeout	December 07, 2005

Project Tasks & Deliverables	Team Flex Timeline	Administrative Timeline
Scope Document	Thu 8/25/05	Fri 9/9/05
Scope Statement	Thu 8/25/05	Tue 9/6/05
Project Objectives	Thu 8/25/05	Tue 9/6/05
Project Constraints	Thu 8/25/05	Tue 9/6/05
Team Member Definitions	Thu 8/25/05	Tue 9/6/05
Project Timeline	Thu 8/25/05	Tue 9/6/05
Stage Sign Off	Wed 9/7/05	Fri 9/9/05
Content Analysis/Objective List	Thu 9/1/05	Wed 9/14/05
Content Review	Thu 9/1/05	Tue 9/13/05
Objective List	Thu 9/1/05	Tue 9/13/05
Needed Resources	Thu 9/1/05	Tue 9/13/05
Stage Sign Off	Wed 9/14/05	Wed 9/14/05
Analysis Report	Thu 9/1/05	Mon 9/26/05
Purpose Statement	Thu 9/1/05	Wed 9/21/05
Performance Assessment	Thu 9/1/05	Wed 9/21/05
Instructional Goals	Thu 9/1/05	Wed 9/21/05
Learner Analysis	Thu 9/1/05	Wed 9/21/05
Resource/Cost Analysis	Thu 9/1/05	Wed 9/21/05
Delivery Options	Mon 9/12/05	Wed 9/21/05
Project Management Plan	Thu 9/1/05	Wed 9/21/05
Stage Sign Off	Thu 9/22/05	Mon 9/26/05

**table continued on following page*

Design Brief and Formulative Evaluation Plan	Thu 9/22/05	Fri 10/7/05
Task Analysis	Thu 9/22/05	Wed 10/5/05
Performance Objectives	Thu 9/22/05	Wed 10/5/05
Testing Strategies	Thu 9/22/05	Wed 10/5/05
Return on Investment	Thu 9/22/05	Wed 10/5/05
Formative Evaluation Plan	Thu 9/22/05	Wed 10/5/05
Stage Sign Off	Wed 10/5/05	Fri 10/7/05
"Prototype, Flowcharts and Storyboards"	Fri 9/23/05	Fri 10/14/05
Site Navigation Flowcharts	Fri 9/23/05	Wed 10/12/05
Prototypes/Storyboards	Fri 9/23/05	Wed 10/12/05
Stage Sign Off	Wed 10/12/05	Fri 10/14/05
Formative Evaluation Report	Fri 10/7/05	Tue 11/15/05
Evaluation Methods	Fri 10/7/05	Thu 11/10/05
Evaluation Documents	Fri 10/7/05	Thu 11/10/05
Evaluation Results	Fri 10/7/05	Thu 11/10/05
Revisions From Feedback	Fri 10/7/05	Thu 11/10/05
Stage Sign Off	Fri 11/11/05	Tue 11/15/05
Studio Dress Rehearsal	Thu 11/17/05	Thu 11/17/05
Project Closeout	Thu 11/17/05	Wed 12/7/05
Installation and User Documentation	Thu 11/17/05	Wed 12/7/05
Project Activity Log	Thu 11/17/05	Wed 12/7/05
Project Extension Proposal	Thu 11/17/05	Wed 12/7/05

Analysis Endorsement

We have reviewed the Analysis Summary for the proposed online tutorial for Alpha Phi Omega alumni volunteers training. We believe that the best option to maximize results is delivery option _____ (choose A or B). We fully recognize and understand that this course closes the performance gap by a maximum of 90% by focusing on lack of skills and knowledge. Other factors such as resources and motivation must be addressed; however, the chosen delivery system will not address these factors.

Client

(signature)

(date)

Dr. Julie Moore,
Educational Psychology Instructional Technology

Team Flex

(signature)

(date)

Steve Ferguson
Project Manager

Additional Comments

Appendix

Team Flex – Team Profile

Camille Baker

Position: Evaluator
Education: Master's Student in Instructional Technology, EPIT, UGA
BA Business Education, UGA
Experience: Project Evaluation

Yun-shuang Chang

Position: Multimedia Developer
Education: Masters Student in Instructional Technology, EPIT, UGA
Experience: Instructional Designer, Fortune Information Systems CORP,
Multimedia Developer Graduate Assistantship, OISD

Steve Ferguson

Position: Project Manager
Education: Master's Student in Instructional Technology, EPIT, UGA
BSED Technological Studies, UGA
Experience: Project Design

Haley Grizzle

Position: Content Manager
Education: Master's Student in Instructional Technology, EPIT, UGA
BA English, UGA
Experience: Project Details, Content Management, Support Development

JP Murrell

Position: Instructional Designer
Education: Master's Student in Instructional Technology, EPIT, UGA
BA & MA in Political Science, University of Tennessee
Experience: Leadership Development, Media Designer