Fostering Competent Professionals: The Instructional Systems Specialists at the Instructional Systems Technology Program

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Inquiry Questions

• What is the status of the IST students’ knowledge, motivation, and organizational resources with regard to their goal of demonstrating 100% at the foundational competencies needed for their specific professional setting outline by the Association of Educational Communications and Technology (AECT) 2012 Standards?

• What are the recommendations for the IST program’s practice in the areas of knowledge and skills, motivation, and organizational resources?

Key Literature

Global Demands in Technology Integration in Education Context

Transformation of Higher Education

Institutional Challenges in Technology Integration

Collaborations of Stakeholders Within and Between Organizations

Methods and Data Analysis: Gap Analysis

• A qualitative study using Clark and Estes (2008) Gap Analysis in knowledge, motivation, organizational aspects

• Triangulation of the quantitative and qualitative data from online surveys, video conference interviews, and document analysis

• Data analysis based on preliminary statistical analysis and coding into common themes (Merriam, 2009)

Significance & Findings

Robert Rueda(2011): “Education has value in facilitating the achievement of important life goals.”

• The competency-based education program’s effective practices were confirmed by their student professional development supports in:

  1) Goal alignment between the program and students;

  2) Effective program design and implementation;

  3) Adequate academic supports from the faculty and the institution.

• Different performance levels of students may be caused by the academic year transition as well as their professional backgrounds and professional concentrations.

The IST Program’s Effective Performance

<table>
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<tr>
<th>Professional Development Support</th>
<th>Summary</th>
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<tr>
<td>Program Goals</td>
<td>The IST program curriculum (courses) is aligned with the competencies outlined by the AECT 2012 Standards</td>
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<tr>
<td>The IST program goals are aligned with the IST students’ professional concentrations</td>
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<td>Effective Program Design</td>
<td>The IST students feel that the program is providing them well designed and implemented instruction</td>
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<tr>
<td>Academic support</td>
<td>The IST students received adequate academic support from the IST program and the institution</td>
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Deficiencies and Recommendations

• No organizations are perfect. Deficiencies identified in the IST were:

  1) Improved career advising;

  2) Disparity between the curriculum and real world practice;

  3) Changes in student professional concentrations;

  4) Need better administrative level support for curricular development.

Recommendations

• Bolster career advising through collaboration

  1) Online support community development

  2) Partnership with organizations in other sectors

• Hire professional expert for curricular development

• Benchmark other institutions’ promising practices

• Strategic evaluation plan: Graduates’ practices

Areas for Future Research

• Focus on all stakeholders’ experiences analyzing organizational performance gap analysis

• Data collection from more extensive methods that prevent self-reporting

• Large samples and longitudinal research

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