Assignment 4 Analysis

Analysis represents the planning phase critical to the effective use of educational technology. It is what educational technology professionals undertake when determining what actions should be take; “analysis,” “assessment,” “needs analysis,” or “performance analysis,” the focus is on making decisions regarding the design and use of technologies toward achieving educational outcomes by examining and considering many viewpoints and data elements rather than by habit, intuition, or fiat.

Analysis, it is possible to an analytical point of view rather than a view that favors technology or formal classroom instructional strategies. Analysis is a data-driven process that helps educational technologists identify key problems to design effective solutions. During analysis, many sources, questions, instruments, work products, and approaches are used to plan a solution.

Analysis can be both responsive and proactive, immediate and perpetual.

Eg. In Myanmar engineering education, we intended to teach all graduated can work engineering field well and have creative thinking and obey engineering ethic. We need to analyze these character for improving engineering society so that we prepared plan for analysis. Firstly, we changed teaching style (outcome base education).Secondly, fill the resources (library, laboratory, instrument, convenient classroom). Thirdly, fill the gap between the theory teaching and practical work. Then we ask question students in classroom to assess what they get, and giving problem and project work to solve, and we give instruction what they need.

Educators interested in anything other than the job or subject matter. Generally recognized as the originator of behavioral objectives, emphasized a questioning process as a means of determining objectives. Educator work accessible by crystallizing tools and approaches associated with analysis as well as finding and writing instructional objectives.

Objectives assist in planning only if they are the good objectives, educator wants to do, what the current state is, and what it will take to narrow that gap. Thus analysis assures fresh, varied, and data-driven roots for objectives. They presses the profession to consider how gaps and interventions affect the group, the organization, and society, not just the individual performer. Analysis activities must occur throughout human resources development, product development, organizational development, human resources management, and environmental engineering.

We have good objective (outcome) for leaner. Eg. We teach them to isolate microorganisms from soil and identified by biochemical methods. This objective assist our plan. We analyze asking question like that can they isolate microorganisms from soil?, how they understand isolation methods?, how they identified and which methods do they used? Then we decided what parts need to teach again or change to teaching style (assignment or group discussion, seminar). We fill the gap what they need.

Analysis has two overarching purposes:

(1) to make good decisions about technology based and non–technology-based approaches based on data from many sources; and

(2) to influence the organization in systematic and systemic directions.

Analysis is critical to figuring out what to put in any particular lesson or class;

about systems and readiness are addressed in analysis, increasing the

likelihood the class or lesson will make a difference. Analysis can be used to enhance performance, including, but not limited to, instruction. Analysis requires that the analyst then collaborate with appropriate colleagues and the aligned approach to the organization.Analysis increases the need for a fresh and data-driven look necessary to enabling global and culturally diverse contexts.

Two questions dominate analysis. The first is about the “what”

“What is the essence of good performance? What are the problems? Where are we attempting to do (e.g., what constitutes good auditing, good sales, or good sportsmanship)? The “what” questions are answered by reviewing the literature, best practices, and observing and querying experts and model performers.

The second question that dominates analysis is the “why,” which defines the

means for the educational technologist.

Four common causes of suboptimal achievement are:

(1)Employees lack skill or knowledge or information (necessary to add the memory to the computer that explains the reasons for the new operating system).

(2)The environment is in the way (do not have access to the equipment, tools, forms, or work space necessary to perform, software has not been installed).

(3)There are no, few, or improper incentives (Are supervisors paying attention to desired outcomes? Does the compensation program recognize excellence and extraordinary effort? If managers are expected to implement a program, will their performance appraisals reflect that priority? What happens if they provide only halting support?)

(4)Employees are unmotivated (What is going on within employees as they contemplate a new product or system?)

Time is also a factor for analysis. Therefore, we used e-mail ,e- learning method between teacher and students when we have insufficient time.

Five strategies for increasing support for analysis include:

1. Conduct effective analyses, then document that is important to collect examples of how analysis has unearthed information and opinions that altered subsequent decisions and impacts.

2. Make a case for analysis through analogies to other professions. Would an urban planner develop low-income housing without constant interaction with community leaders?

3. Avoid professional jargon, such as “inoculum”or “incubation”or “culturre,”words with little meaning beyond familiar professional boundariesso we use to consider using others that are more familiar in the customer’s world: “seed”or “plantation”or “culture.”

4. Step into the shoes of the customers, clients, or colleagues who are blocking analytical activities. Ask them about their hesitancies and respond accordingly.

5. Do whatever you do speedily and virtually.

The analysis provides the defining energy and direction. Trainers, instructional designers, educational technologists, and professionals who approach their work with an analytical and performance perspective. No solution is assumed until analysis is completed.