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A final project presented to the faculty of the
Instructional Design Master's Degree Program
University of Massachusetts at Boston

Laws Pertaining to Harbormasters

Submitted by
Stephen Bedard

in partial fulfillment for the requirement of the degree
MASTER OF EDUCATION

May 2, 2016

Dr. Carol Ann Sharicz

Approved by Dr. Carol Ann Sharicz
Faculty

Acknowledgement

We gratefully acknowledge the Urban Harbors Institute; the Harbormaster Training Council; Ken Corson, Stuart Smith, and Steve Melo, the Subject Matter experts; and the Seaport Council for their support and involvement on this project.

Abstract

The Massachusetts Harbormaster Training Council (HTC) was looking to create training programs specifically for Massachusetts harbormasters. The HTC received a grant to create the training programs and began working with the Urban Harbors Institute (UHI) to coordinate the project. The UHI reached out to the Instructional Design program at UMASS Boston for assistance. The Instructional Design program contacted students looking to complete their Capstone projects to see if they were interested in creating training programs for the HTC as part of their Capstone project. Three students were selected to create the training programs as part of their Capstone and one student was selected to create the evaluations as part of his coursework in another class.

The HTC requested a training program on Laws Pertaining to Harbormasters and I was assigned to create the training. Other training programs were created by the other students. A needs assessment was conducted to determine what training was needed. The stakeholders determined that this class would be created for a classroom setting.

The training program was created with a PowerPoint presentation being used to guide the training and ensure that all instructors covered the same material. An Instructor Guide was also created to guide the instructors through the training program and ensure that each instructor covered all the required material. Practical exercises are part of the training program where the students can apply what they learned while still under the direction of the instructor. The practical exercises are designed to allow the students to take the knowledge they gained in the classroom and apply it to a simulated real-world scenario.

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Phase I: Analysis

Background Information

On December 23, 2008, the Massachusetts Senate and House of Representatives passed Chapter 422 of the Acts of 2008 and created the Massachusetts Harbormaster Training Council under Chapter 6 Section 116D of the Massachusetts General Laws. The Council consists of 11 members who set policies and standards for training harbormasters and assistant harbormasters in accordance with applicable laws and regulations. The Harbormaster Training Council contracted with the Urban Harbors Institute at the University of Massachusetts Boston to evaluate the training needs of new harbormasters and assistant harbormasters. The Urban Harbors Institute requested that students from the Instructional Design Program at the University of Massachusetts Boston assist with this evaluation and training project. Under the supervision of advisor, Dr. Carol Ann Sharicz, students Amber Lachapelle, Sandy Tranfaglia, and I, Stephen Bedard, accepted the offer to participate in this project as part of our Capstone project. Student Daniel Eident also participated by creating the evaluations for the training we created.

The Harbormaster Training Council required that harbormasters and assistant harbormasters attend training provided by outside agencies such as the Massachusetts Police Training Committee (MPTC), the United States Coast Guard (USCG), National Association of State Boating Laws Administrators (NASBLA), and the Department of Environmental Protection (DEP). The Harbormaster Training Council became aware that new harbormasters had not been prepared with certain facets of their profession during their initial training from these other agencies, and needed assistance to determine what could be done to correct the deficiency. The students on this project worked with the Harbormaster Training Council to assess and identify the most efficient and effective steps to correct the problem.

The goal of the Harbormaster Training Council is to set the training requirements for the harbormasters and the assistant harbormasters. In addition, they ensure the training is completed satisfactorily so the harbormasters and assistant harbormasters will be competent to perform their duties. The goal of the Urban Harbors Institute is to work with the University of Massachusetts Boston students and provide training programs to the Harbormaster Training Council. Training was determined to be the solution and the University of Massachusetts Boston students worked with the two stakeholders and created training programs for the Harbormaster Training Council. The students from the Instructional Design Program assisted both the Harbormaster Training Council and the Urban Harbors Institute in accomplishing their goals.

Analysis Plan

As a result of the initial meeting between the Harbormaster Training Council, the Urban Harbors Institute, and the Instructional Design students, the Harbormaster Training Council requested five courses be created by the Instructional Design students. These five courses, Laws Pertaining to Harbormasters, Vessel Documents, Civil Liability, Mooring Regulations, and Marine Medical Emergencies, were to be created by the three Instructional Design students. The students agreed to divide the assignments as follows:

Stephen Bedard

- Course Design Document – Laws Pertaining to Harbormasters
- Course Design Document – Civil Liability
- Course Design Document – Mooring Regulations
- Laws Pertaining to Harbormasters course
 - Pre-Reading Assignment
 - PowerPoint Presentation

- Instructor Guide
- Practical Exercises

Amber Lachapelle

- Course Design Document - Vessel Documents
- Vessel Documents course – eLearning
- Civil Liability course - eLearning

Sandy Tranfaglia

- Course Design Document – Marine Medical Emergencies
- Marine Medical Emergencies course
 - PowerPoint
 - Instructor Guide
- Mooring Regulations course
 - PowerPoint
 - Instructor Guide

Daniel Eident

- Assessments for all courses created

I created a Capstone Proposal document (Appendix A) to detail my proposal to create the *Laws Pertaining to Harbormasters* course as part of my Capstone project. This document was submitted to my advisor, Dr. Carol Ann Sharicz, for review and approval.

The analysis which follows refers to the *Laws Pertaining to Harbormasters* course. The scope of the learning was determined through discussions with the Harbormaster Training Council, the Harbormaster Training Council Training Subcommittee, and the Urban Harbors Institute.

I created a 12-page questionnaire (Appendix B) and presented this to the Harbormaster Training Council. This document requested that the Council provide me with the essential laws and material that they wanted covered in the training program. The questionnaire was compiled based on the material previously supplied regarding the subject matter. The specifics of the training had not been confirmed and the questionnaire was being used to acquire additional input and information and also to help determine the exact content of the course. The questionnaires were distributed to the Harbormaster Training Council at one of their meetings. At the Harbormaster Training Council meeting, the questionnaires were explained and I requested that they review the questionnaire and return it to me with their comments. The questionnaires were then reviewed to ensure that all pertinent material was included in the course.

The Urban Harbors Institute also provided several documents with laws that were taught during previous training programs. The Urban Harbors Institute had several documents from previous harbormaster laws training programs. These materials provided essential information taught during the previous trainings. I was able to use all the information collected to create a new course containing all the required information.

Several subject matter experts were also consulted and provided knowledge and documents. The subject matter experts were an excellent resource while creating the training program. The experts were able to assist me in completely re-writing the previous courses. They were able to provide me with the knowledge of what the harbormasters “do” and how I can present the material in a user friendly and sequential way. The subject matter experts also reviewed the presentation and instructor guide and offered comments to ensure the course material was accurate.

All the material was collected and reviewed and then a determination was made on the scope of the training. A presentation of the proposed training program, a Course Design Document (Appendix C), was created. This took place after the initial request for information had been made and the subject matter experts for the course had provided their initial comments. The Course Design Document was presented to the stakeholders for review and approval before the development phase started.

Analysis Report

The Analysis Phase started prior to the start of the semester. During the end of December 2015 and during January 2016, the Instructional Design students met with the Harbormaster Training Council and the Urban Harbors Institute. The purpose of the meetings was to analyze the deficiencies that the Harbormaster Training Council were dealing with and work on possible solutions. During this phase, it was determined that five training programs were the solutions to the problem. This determination came from discussions involving the stakeholders with input from the harbormasters and assistant harbormasters.

This section will deal specifically with the *Laws Pertaining to Harbormasters* course. The gap identified was between the instruction currently provided and the laws that the harbormasters needed to know to perform their duties. The harbormasters received training from the Massachusetts Police Training Committee. They attended the reserve intermittent academy which provided a base level of police officer training. This training included some law training and some constitutional law training but most of it did not specifically pertain to harbormasters or maritime law. The Harbormaster Training Council was looking to fill this gap with the creation of a laws course that would specifically deal with maritime law that the harbormasters use in the performance of their duties.

This Capstone project, creating a course on *Laws Pertaining to Harbormasters*, will solve part of the Harbormaster Training Council's problem. This course provides training in laws not covered in the reserve intermittent academy but are required knowledge of the harbormasters. Some of these laws deal with harbormaster authority, registration requirements on vessels, equipment requirements on vessels, safe operation of a vessel, safe operation of a personal watercraft, and enforcement action based on any detected violations. These laws and regulations are not covered elsewhere. The Massachusetts police training programs do not cover marine law and the U.S. Coast Guard training programs cover Federal law and not Massachusetts Law.

The target audience was determined to be new harbormasters and new assistant harbormasters. Most of these will be male but several could be female. Most will have experience in boating and a general understanding of the duties of a harbormaster. This understanding would come from dealing with harbormasters over the years and not from any formal training. The audience should be motivated to learn as the training is required to maintain their certification. Their ages could vary from their 20's through their 40's, on average.

An in-depth discussion took place regarding the delivery method. Although the eLearning option was considered, it was decided that classroom training would be most beneficial for this type of training. The Council wanted to have a knowledgeable instructor present the materials so it could be presented in a realistic manner. The Council requested a standardized format such as a PowerPoint presentation, allowing for all classes to receive the same information, while also allowing for the instructor to clarify and explain specific concepts. It was determined that an Instructor Guide was a necessity to ensure that all instructors presented the course material in a similar way. The course will be taught by a variety of instructors.

The Council also determined that the course be 12-hours long. Eight hours will take place in a classroom setting and 4 hours will take place outside the classroom while actually applying the knowledge gained. It was determined that the practical exercises could take place in a dry dock, wharf, mooring, or on the open water, depending on the time available and the weather conditions. Practical exercises were designed to guide the instructor in providing exercises that would reinforce the classroom training.

The goal of the training program was to design a program to train harbormasters how to “do” their jobs. The classroom portion was designed to take the harbormasters through the steps of doing one aspect of their job, conducting a safety inspection of a vessel. The practical exercises were designed to allow the harbormasters to apply what they learned in the classroom to an actual safety inspection on a real vessel with a real operator.

Phase II: Design

Learning / Performance Objectives

The training program is broken down into six modules. Each module has a training objective. These objectives are listed below.

Module 1: Authority - To comply with the law, harbormasters will determine functions that are within their authority according to Massachusetts General Law and the Code of Massachusetts Regulations.

Module 2: Stopping a Vessel - After observing a violation or deciding to conduct an administrative safety inspection, the harbormaster will safely stop a vessel and determine if it is safe to board the vessel according to departmental regulations and standard operating procedures.

Module 3: Registration and Operation - After stopping a vessel, the harbormaster will determine if the vessel is properly registered and marked and if the operator is in compliance

with the law according to Massachusetts General Law and the Code of Massachusetts Regulations.

Module 4: Equipment - After boarding the vessel, the harbormaster will conduct an inspection of the safety equipment and determine if violations exist according to Massachusetts General Law and the Code of Massachusetts Regulations.

Module 5: Personal Watercraft - When the vessel is identified as a personal watercraft, the harbormaster will conduct an inspection of the personal watercraft according to Massachusetts General Law and the Code of Massachusetts Regulations.

Module 6: Enforcement Action - When the inspection is complete, the harbormaster will conclude the stop and take enforcement action, if warranted according to Massachusetts General Law and the Code of Massachusetts Regulations.

Instructional Strategy

The instructional strategy listed below will be broken down by modules. The objective for each module will be stated and then the instructional approach will be discussed.

Module 1: Authority - To comply with the law, harbormasters will determine functions that are within their authority according to Massachusetts General Law and the Code of Massachusetts Regulations.

The objectives listed in Module 1 through Module 6 were all created based on guidance from *Preparing Instructional Objectives* (Mager, 1997). The three characteristics of an objective - performance, conditions, and criterion - were all integrated into the objectives whenever possible.

Four key adult learning principles were used throughout this training program. Research conducted by Malcolm Knowles, as well as others, believe that these four principles “*are the*

most applicable and meaningful principles for adult learning in the work setting” (Stolovitch, 2011, p. 53). The principles are readiness, experience, autonomy, and action.

“The readiness principle is simple: Always focus training on your learners’ needs” (Stolovitch, 2011, p. 53). This training program was designed based on the needs of the learners. Module 1 tries to focus on what the harbormasters need to know to perform their duties. Their duties start with what authority do they have. Without a clear understanding of what the law allows them to do, they will not be able to effectively perform their duties. Once this foundation is set, the other modules will build upon the harbormaster’s authority and provide information on how to apply that authority to perform the harbormaster’s duties.

Module 2: Stopping a Vessel - After observing a violation or deciding to conduct an administrative safety inspection, the harbormaster will safely stop a vessel and determine if it is safe to board the vessel according to departmental regulations and standard operating procedures.

Module 2 continues with the principle of readiness as we focus on what the learner needs to know to perform their duties. Harbormasters are required to stop vessels for violations and to perform administrative or safety inspections. When a harbormaster asks *“What’s in it for me?”* (Stolovitch, 2011) the harbormaster will be able to answer that question. The harbormaster will understand that this module will prepare them how to safely stop a vessel to conduct the inspection.

Practical exercises at the end of the classroom session will further reinforce this training and also provide the harbormasters a chance to practice what they have learned. *“Developing a welcoming and comfortable atmosphere, providing the right materials, and linking these materials to learners’ past and future experiences are crucial in assisting adults to learn from their experiences”* (Merriam, 2007, p. with direct quote). The harbormasters arrive to the

training with some maritime experience and after the classroom training, the harbormasters are asked to link their old and new knowledge with a practical exercise helping them link it to their future duties.

Module 3: Registration and Operation - After stopping a vessel, the harbormaster will determine if the vessel is properly registered and marked and if the operator is in compliance with the law according to Massachusetts General Law and the Code of Massachusetts Regulations.

In addition to the adult learning theories mentioned above, in this module we continue to present the material as the harbormasters will use it. The instructors are asked to bring in copies of registrations and allow the learners to view them and determine if they are valid. In this method, the material is presented and then the learners must apply what they learned and determine if the registrations are valid. The practical exercises also require the learners to apply their knowledge after the classroom portion of the training. This break in time allows the learners to review their learning and reinforce the knowledge learned in class.

Module 4: Equipment - After boarding the vessel, the harbormaster will conduct an inspection of the safety equipment and determine if violations exist according to Massachusetts General Law and the Code of Massachusetts Regulations.

The objective of Module 4 requires the harbormasters to conduct a safety inspection. This module presents the equipment requirements for vessels, as well as a checklist of common violations with their legal citation, as a reference. The job aid (checklist) is a tool that they can use during the training but also in the field while working. Instructors are asked to bring in examples of defective equipment to allow the learners to see what the violation looks like. By

presenting the material, discussing the equipment and violations, and then seeing and touching the equipment, the learners are able to absorb the knowledge in a variety of ways.

Module 5: Personal Watercraft - When the vessel is identified as a personal watercraft, the harbormaster will conduct an inspection of the personal watercraft according to Massachusetts General Law and the Code of Massachusetts Regulations.

The objective of Module 5 is to conduct an inspection of a personal watercraft. This module deals specifically with personal watercrafts, as compared to all vessels as previously presented. The material in this module will be presented in a similar fashion as the other modules. A practical exercise also specifically deals with inspecting a personal watercraft.

The material is presented with a PowerPoint presentation but most of the discussion comes from the instructor. The instructor does not just give the learners the information, he or she guides the learners to find the material themselves and then participate in the discussion. Instead of an instructor providing all the information, the learners are required to search and find the law, read and interpret the law, and then participate in a class discussion on the law. Involving the learners in the process will improve retention.

Module 6: Enforcement Action - When the inspection is complete, the harbormaster will conclude the stop and take enforcement action, if warranted according to Massachusetts General Law and the Code of Massachusetts Regulations.

The instructors will present a classroom discussion on the types of enforcement action that can be taken. They will demonstrate how to take that action and also stimulate a discussion on when to choose each type. Blank copies of citations and criminal complaint application forms will be distributed to the learners and they will be required to complete them themselves. The

practical exercises will also provide a time for the learners to decide which type of enforcement action to take and then take it by completing the appropriate paperwork.

Phase III: Develop

Introduction

The Laws Pertaining to Harbormaster's course was created to fill a gap between the laws being taught to the harbormasters at the Municipal Police Training Committee Reserve Intermittent Academy and the laws the harbormasters need to know to perform their duties. The Harbormaster Training Council felt that this gap was created because the harbormaster laws are specific to the harbormasters and, therefore, are not being taught to all police officers during the academy. They felt that they would need to create a course specifically for the harbormasters that would deal with the specific Massachusetts harbormaster laws.

The Harbormaster Training Council felt that some courses would work in an eLearning format. Because the harbormasters are spread all over the eastern coast, they preferred the eLearning format. We had discussions with the Massachusetts Police Training Committee and they agreed to offer their eLearning platform and their personnel to enter the harbormasters personal data into the system and to enter the courses into the system. They expressed concerns about putting the laws class online and in the end decided they prefer the classroom format for this class.

The Harbormaster Training Council requested the class be created using a PowerPoint presentation format and an accompanying Instructor Guide for the instructors to follow. The first 8hours of the class would be taught in the classroom using the PowerPoint presentation as a guide and the remaining 4hours would be taught outside on boats and personal watercrafts where the learners could apply what they learned in the classroom. The 4-hour block would consist of

practical exercises where the learners would be required to perform the duties of a harbormaster based on a scripted practical exercise. Each exercise would have a learning objective and a facilitator or role player to oversee the exercise. The concept was to ask the learners to apply the knowledge that they received in the classroom while they are still being monitored by the instructor. The practical exercises would also allow the learners to reinforce the learning that took place in the classroom.

The PowerPoint presentation was created in a simplified format. The text on the slides were minimized to prevent the instructor from reading from the slides and prevent the learners from reading the slides while they should be listening to the instructor. The slides were designed to ensure that each instructor, who is also a subject matter expert, covers the same material in each class taught. The slides are used as a guide and the instructors are required to add their expertise to each discussion. When viewing the slides by themselves, they do not contain all the required information. Learners will also be required to participate in the training by searching and finding applicable statutes. With the exception of references for the learners, the bulk of the content is found in the Instructor Guide and is presented by the instructor with his or her additional institutional knowledge.

An Instructor Guide was created within PowerPoint. The Notes section of each slide was used to hold the notes regarding the specifics on what the instructor should discuss while each slide was displayed. The course was designed this way to enable the learners to take an active role in their learning. They are not being fed all their knowledge; they are being told to seek it out by researching the law being discussed and contribute to the discussion.

In addition, six practical exercises were created for the 4-hour practical exercise section of the training. This can be used as a guide for the instructors when setting up the hands-on

portion of their training. The practical exercises are designed to be fluid because the Harbormaster Training Council recommended that they be adaptable because of the variable weather conditions on the water. Some days the exercises could be conducted on the water and other days they might have to be done at a dock.

Instructional Materials

A pre-reading assignment, consisting of various laws and regulations, was created to allow the learners to read the material before attending the class. The Harbormaster Training Council felt that the pre-reading assignment was essential to prepare the learners for the training. The pre-reading assignment consists of approximately 100 pages and will be required reading prior to attending the training. To read each law and regulation during class time would drastically extend the time needed to complete the training. A pre-reading assignment will also allow the learners to absorb the material in a more relaxed environment at their own pace as compared trying to learning it in a classroom setting when the material is being read for the first time. The Harbormaster Training Council assured me that the learners will understand that importance of the training and will pre-read the material before attending the training program.

A Boater Offense Guide was provided by the Harbormaster Training Council and will be provided to the learners to use as a job aid. The Boaters Offense Guide is currently being used in the industry by other harbormasters. The guide will be presented to the learners to allow them to have a job aid they could use during the training, and while working, to quickly locate the statute or regulation of a violation.

A PowerPoint presentation was created. During the training, each slide will be displayed on a screen in the front of the classroom and will be viewed by the learners. The content on the slides are intentionally simplified to minimize distractions. The goal is to have the bulk of the

learning take place through discussion, learner research, and participation as compared to an information dump. This method will require a quality instructor with an excellent working knowledge of the subject matter. The Harbormaster Training Council has advised that competent instructors will be assigned to teach this course.

An Instructor Guide was created in the Notes section of the PowerPoint presentation. This method gives the instructor specific guidelines regarding each slide, how to present the material and what topics to cover. The Harbormaster Training Council requested an Instructor Guide because a wide variety of instructors will be instructing the class. All will be subject matter experts but not necessarily experts in teaching. The Instructor Guide will allow a variety of instructors to present the material while ensuring that all the required material is presented.

Six practical exercises or scenarios were created. The instructors can determine which exercises to use and where to conduct them. The exercises were intentionally created to be adaptable to allow an instructor to use the exercises needed and conduct them in an appropriate location depending on the environmental conditions.

Phase IV – V: Implementation and Evaluation

Evaluation Plan

The course was broken down into six classroom modules. At the end of each module, a “test your knowledge” section was added. These were created by Dan Eident and were designed to allow the learners to recall and apply the material that was discussed during each module. The evaluation format was a discussion to take place during the training program. The first discussion would take place in small groups within the class, and after each group has had an opportunity discuss each question, the entire class will discuss each question. Three “test your knowledge” questions are at the end of each module.

A Level 1 Reaction Sheet was created by Dan Eident and can be found in Appendix D. The Level 1 Reactions sheet will be given to each learner at the end of the training program. A Level 1 Reaction sheet is designed to *measure how those who participate in the program react to it*. (Kirkpatrick, 2006, p. 21). We are trying to provide the Harbormaster Training Council a way to monitor the learner's reaction to the training and measure *customer satisfaction* (Kirkpatrick, 2006, p. 21). This sheet will not assess how much learning took place, only the learners' reaction to the learning. *Positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of its occurring* (Kirkpatrick, 2006, p. 22).

A Level 2 evaluation was discussed with the Harbormaster Training Council Training Subcommittee. A Level 2 evaluation is designed to measure learning. *Learning can be defined as the extent to which participants change attitudes, improve knowledge, and/or increase skill as a result of attending the program* (Kirkpatrick, 2006, p. 22). It was determined that this was not necessary at this time but the Harbormaster Training Council might add a Level 2 evaluation at a later time. The Training Subcommittee was advised that the Level 2 evaluation would measure the learning that takes place from the beginning of the class to the end of the class. Part of their concern was that the Level 2 evaluation would not be given until the first day of class and this would be after the learners have read the pre-reading assignment. They felt that this would alter the actual measurement. They also felt that there was no way to require them to take the Level 2 evaluation prior to the pre-reading.

Level 3 evaluations measure the change in behavior and *can be defined as the extent to which change in behavior has occurred because the participant attended the training program* (Kirkpatrick, 2006, p. 22). Level 4 evaluations measure results. *Results can be defined as the final results that occurred because the participants attended the program* (Kirkpatrick, 2006, p.

25). The Harbormaster Training Council determined that these evaluations will not take place for this training program. The training program will not be implemented until after the semester ends and the Harbormaster Training Council wanted to implement the training program before being concerned with Level 3 and 4 evaluations.

Although the Harbormaster Training Council decided against the Level 3 and 4 evaluations, it should be noted that the practical exercises will be a form of evaluation in addition to a form of training. The practical exercises are designed to allow the learners to conduct real-life scenarios but in a training environment. The learners will be evaluated by the instructor, facilitator, or the role player to ensure that they have a clear understanding of material. A learner having a tough time understanding the material and a hard time completing the practical exercises can be remediated and retested until the subject matter is mastered.

Improvement Plan

The Laws Pertaining to the Harbormasters course was designed with formative assessments throughout the course. The Instructor Guide has preloaded discussion questions for the instructor to present to the class. These questions are throughout the program on many, but not all, slides. The questions will be presented to the learners by the instructor. The instructor can direct those questions towards a specific learner or to the class as a whole. Instructors will be able to monitor the learners' understanding of the content and make immediate clarifications when required.

Each module ends with three "test your knowledge" scenarios or questions. The questions should be answered in small groups first and then with the entire class. This method will allow the instructor to be able to assess the learning and understanding taking place

continuously throughout program. At the end of each module, the instructor will be able to assess each learner and try to correct any deficiencies detected.

The practical exercises will allow the instructor to observe the learners in action as they apply what they learned during the class. This will allow the instructor to immediately correct any deficiencies detected but also identify deficiencies that apply to individuals versus deficiencies that apply to the entire class. This will help the instructor identify material missed by one learner and material that was missed by most of the learners.

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Appendix A

Instructional Design Capstone Proposal Form

Harbormaster Training Project

Stephen Bedard

Anticipated Graduation Date: December 2016

Provide an overview of the project including background information, problem statement, and ultimate organizational goals.

On December 23, 2008 the Massachusetts Senate and House of Representatives passed Chapter 422 of the Acts of 2008 and created the Massachusetts Harbormaster Training Council under Chapter 6 Section 116D of the Massachusetts General Laws. The council consists of 11 members who shall set policies and standards for training harbormasters and assistant harbormasters in accordance with applicable laws and regulations. Recently, the Harbormaster Training Council contracted with the Urban Harbors Institute at the University of Massachusetts Boston to evaluate the training needs of new harbormasters and assistant harbormasters. The Urban Harbors Institute requested that students from the Instructional Design Program at the University of Massachusetts Boston assist with this evaluation and training project. Under the supervision of our advisor, Dr. Carol Ann Sharicz, students Amber Lachapelle, Sandy Tranfaglia, and I, Stephen Bedard, accepted the offer to participate in this project as part of our Capstone project. Student Daniel Eident will also be participating by creating the evaluations for any training that is created.

The Harbormaster Training Council has been requiring that harbormasters and assistant harbormasters attend training provided by outside agencies such as the Massachusetts Police Training Committee (MPTC), the United States Coast Guard (USCG), National Association of State Boating Laws Administrators (NASBLA), and the Department of Environmental Protection (DEP). The Harbormaster Training Council became aware that new harbormasters had not been prepared with certain facets of their profession during their initial training from these other agencies, and needed assistance to determine what could be done to correct the

deficiency. The students on this project will work with the Harbormaster Training Council to assess and identify the most efficient and effective steps to correct the problem.

The goal of the Harbormaster Training Council is to set the training requirements for the harbormasters and the assistant harbormasters and ensure the training is completed satisfactorily so they will be competent to perform their duties. The goal of the Urban Harbors Institute is to assist the Harbormaster Training Council in determining if there is a deficiency and to provide a solution to any problems detected. It is believed that training will be the solution however, this will be determined during meetings involving the two stakeholders and the students from the Instructional Design program. The students from the Instructional Design Program will assist both the Harbormaster Training Council and the Urban Harbors Institute in accomplishing their goals.

Describe the anticipated format and scope of the learning event to be designed and list possible deliverables for the project.

As result of the initial meeting between the Harbormaster Training Council, the Urban Harbors Institute, and the Instructional Design students, the Harbormaster Training Council has requested that three courses be created by the Instructional Design students. These three courses, Harbormaster Laws, Vessel Documents, and Marine Medical Emergencies, will be created by the three Instructional Design students. We will be working on all three courses together but I will specifically discuss the Harbormaster Law course.

The scope of the learning is still to be determined. I have created a 12-page document and presented this to the Harbormaster Training Council. This document requests that the Council provide me with the essential laws that they want covered in the training program. The

Urban Harbors Institute has also provided several documents with laws that were taught during previous training programs. All the material will be collected and reviewed and then a determination will be made on the scope of the training.

The deliverables for the Harbormaster Law course will be the following:

1. A presentation of the proposed training program (Course Design Document). This will take place after the initial request for information has been made and the subject matter for the course has been provided.
2. A presentation of the training program. This could include pre-reading, an eLearning component, and a classroom component. The specific training presentation will be determined during the development phase.
3. An instructor's guide for the class. This can be used by the instructor to facilitate the training and to ensure that all relevant material is presented and all learners receive the same instruction.

In addition to the deliverables for the training program mentioned above. I will also be submitting three deliverables for the Capstone project. These deliverables include:

1. A Capstone Project Proposal (this document)
2. A Course Design Document
3. A final Capstone Project Overview and Reflection paper

Develop a project plan/schedule for completing the project that includes completion of major milestones (the design document and final project). In addition to these required deliverables, define interim steps to achieving the milestones, and interim points/deliverables for feedback.

Analyze

The Analyze Phase started prior to the start of the semester. During the end of December 2015 and during January 2016, the Instructional Design students met with the Harbormaster Training Council and the Urban Harbors Institute. The purpose of the meetings were to analyze the deficiency that the Harbormaster Training Council was dealing with and work on possible solutions. During this phase it was determined that three training programs were the solutions to the problem. This determination came from discussions involving the stakeholders with input from the harbormasters and assistant harbormasters.

I have requested additional information from the Harbormaster Training Council and I expect that to be sent to be by Friday February 5, 2016.

Design

On February 6, 2016, I will begin creating the course design document. My goal is to be able to break the course down into three segments so the material can be divided among the three instructional design students. Exactly how this will be done will not be known until the course content is submitted and determined.

The course design document will be completed by Friday February 26, 2016. Once any required changes are made and approval has been made we will move to the development phase.

Develop

The development phase will start on February 27, 2016. This course will be divided into three sections and each of the Instructional Design students will complete a section. During the Design Phase the course material will be determined and broken down into three sections.

The development phase will end on April 19, 2016. This is the date the course will be completed and submitted to the Harbormaster Training Council.

Implement

The course is scheduled to be completed by April 19, 2016, and submitted to the Harbormaster Training Council by April 25, 2016. The Harbormaster Laws course and all Capstone required documents will be submitted by May 2, 2016, to Dr. Sharicz. The semester ends on May 6, 2016.

Evaluate

The evaluation phase will not take place until after the Capstone project has ended. Evaluations will be created prior to the end of the semester by student Daniel Eident. The evaluation process will be presented to the stakeholders who are responsible for implementing them in conjunction with the training. The specific evaluation methods will be determined during the Design Phase.

Summary of the Dates:

December 15, 2015	Begin Analysis Phase
December 15, 2015	Initial Meeting at Urban Harbors Institute with the Harbormaster Training Council and Instructional Design students
January 26, 2016	Harbormaster Training Council Meeting
February 5, 2016	Capstone Project Proposal submitted to Dr. Sharicz
February 5, 2016	All course material collected from stakeholders
February 5, 2016	End Analysis Phase
February 6, 2016	Begin Design Phase for the Harbormaster Laws course
February 12, 2016	Vessel Documents Course Design Document due
February 19, 2016	Marine Medical Emergencies Course Design Documents due
February 26, 2016	Harbormaster Laws Course Design Document due
February 26, 2016	End the Design Phase for the Harbormaster Laws course
February 27, 2016	Begin the Development Phase for the Harbormaster Laws course
February 29, 2016	Vessel Documents course completed
March 4, 2016	Marine Medical Emergencies course completed
April 19, 2016	Harbormaster Law course completed
April 25, 2016	Vessel Documents, Harbormaster Laws, and Marine Medical Emergencies Courses submitted to Harbormaster Training Council
May 2, 2016	Vessel Documents, Harbormaster Laws, and Marine Medical Emergencies Courses material and Capstone documents submitted to Dr. Sharicz
May 6, 2016	End of Semester

Appendix B

Laws Pertaining to Harbormaster's

Hours and Course Breakdown

- 20 hours total
 - 16 hours on Laws
 - 4 hours
 - Chapter 90B
 - 323 CMR
 - Case Laws
 - 8 hours
 - Mooring Regulations
 - Department of Environmental Protection
 - Army Corp of Engineers
 - 4 hours
 - Drafting Local Regulations and Bylaws
 - 4 hours on Civil Liability

Laws - 4 hours

- Chapter 90B
- 323 CMR
- 501CMR
- Case Laws

Course Objectives

- The objectives should clearly state three things:
 - **Performance** – what the learner is expected to be able to do.
 - **Conditions** – important conditions, if any, under which the performance is to occur.
 - **Criterion** –the criteria of acceptable performance.

Course Objectives for the 4-hour class on laws

1. At the completion of this training, the Harbormasters will know, understand, and be able to apply Massachusetts General Law and Coded Massachusetts Regulations (CMR's) using the reference materials they will possess while working, with 100 percent accuracy.

Please add any other objectives for the LAWS CLASS you feel should be included:

1. Performance - _____

Condition - _____

Criterion - _____

2. Performance - _____

Condition - _____

Criterion - _____

Course Objectives for the 8-hour class on Mooring Regulations

1. At the completion of this training, the Harbormasters will know, understand, and be able to apply the mooring regulations using reference materials they will possess while working, with 100 percent accuracy.

Please add any other objectives for the MOORING REGULATIONS CLASS you feel should be included:

1. Performance - _____

Condition - _____

Criterion - _____

2. Performance - _____

Condition - _____

Criterion - _____

Course Objectives for the 4-hour class on Drafting Local Regulations and Bylaws

1. At the completion of this training, the Harbormasters will be able to demonstrate the process of drafting a local regulation or bylaw in their community.

Please add any other objectives for the DRAFTING LOCAL REGULATIONS AND BYLAWS CLASS you feel should be included:

1. Performance - _____

Condition - _____

Criterion - _____

2. Performance - _____

Condition - _____

Criterion - _____

Course Objectives for the 4-hour class on Civil Liability

1. At the completion of this training, the Harbormasters will be able to state at least five examples how they could be held civilly liable under Federal and Massachusetts Law.

Please add any other objectives for the CIVIL LIABILITY CLASS you feel should be included:

1. Performance - _____

Condition - _____

Criterion - _____

2. Performance - _____

Condition - _____

Criterion - _____

CHAPTER 90B

With four hours allotted for Chapter 90B, 323 CMR's, 501 CMR's, and Case Laws, we will not be able provide in-depth instruction on all the material. Please place a check mark in the appropriate column to show which material is most important.

SECTION	TITLE	IMPORTANT	SOMEWHAT IMPORTANT	LEAST IMPORTANT	NOT APPLICABLE
1	Definitions				
2	Numbering, exceptions				
3	Application for certificate of number, display				
4	Lost, destroyed or mutilated certificate number				
4A	Altering, forging or counterfeiting certificates				
4B	Removal, defacing of identification number				
5	Classes, required lighting, signaling, fire ext				
5A	Personal flotation devices				
5B	Automatic shut-off nozzle fuel dispensing device				
5C	Discharge of sewerage into waters				
5D	Violations of Section 37B of Chapter 21				
6	Exhaust				
7	Compliance with Section 5				
8	OUI - Alcohol/Narcotics				
8A	OUI - Controlled Substances serious bodily injury				
8B	OUI - Controlled Substances death				
9	Accidents				
9A	Jet ski, surf jet, wet bike operation				
9B	Educational Safety Program				
10	Request for information				
11	Powers and duties of director				

12	Enforcement of chapter				
12A	Operation without personal floatation devices				
13	Arrest without warrant; entry upon private lands				
13A	Scuba divers; divers flag				
14	Penalties				
15	Scope of the chapter; local regulations				
16	Repealed	N/A	N/A	N/A	N/A
17	Enforcing officers; reports to director				
18	Laws applicable				
19	Severability				
20	Definitions applicable to Sections 21 to 35				
21	Recreational vehicle safety course				
22	Registration				
22A	Vintage snow vehicle				
23	Transfer of ownership				
24	Lights, reflectors, excessive noise				
25	Operation on public ways				
26	Prohibited operation by underage person				
26A	Operation of snow & recreational vehicles OUI				
26B	Negligent operation of snow/recreational vehicle				
26C	Forfeiture of snow or recreational vehicle				
26D	Summons for violation of Sections 26A or 26B				
26E	Permitting underage operation of snow or				
27	Accident reports				

28	Suspension or revocation of registration				
28A	Suspension of license and revocation / 26A				
28B	Suspension of license and revocation / 26B				
29	Rules & Regulations				
30	Nonresident recreational vehicles				
31	Municipal assessments				
32	Regulations; enforcement; reports of violations				
33	Local or department regulation				
34	Violations; punishment				
35	Disposition of fines				
36	Titled motorboats; certificates of title				
37	State to be provided to defendant				
38	Failure to disclose name and address; to stop				
39	Surcharge on registration, title and permit fees				

CMR'S

The Coded Massachusetts Regulations (CMR's) that we were aware of are listed below. Please place a check mark in the appropriate column to show which material is most important.

CMR	TITLE	IMPORTANT	SOMEWHAT IMPORTANT	LEAST IMPORTANT	NOT APPLICABLE
323 CMR 1.00	Motorboat Titling				
323 CMR 2.00	Use of Vessels				
323 CMR 3.00	Use of Recreational Vehicles & Snow Vehicles				
323 CMR 4.00	Operation of Personal Watercraft				
323 CMR 6.00	Whitewater Rafting				
501 CMR 16.00	Harbormaster Training Council				

If other laws, rules, or regulations should be covered, please describe them here:

CASE LAW

We have not been provided any specific case law that should be provided as part of the training. Please indicate any case law that Harbormasters should be made aware of during this training.

PUBLISHED LAW BOOK

Are you aware of any professionally published Harbormaster Law books which we could require the Harbormasters to purchase and pre-read prior to attending the training class? This would save an enormous amount of time discussing each law and CMR during class.

Mooring Regulations – 8 hours

- Department of Environmental Protection
- Army Corp of Engineers

We are requesting information on what should be taught during this 8-hour block of instruction. We believe these two agencies might have regulations regarding mooring but we would need the specifics on what should be taught. Please provide as much information as possible on what you would like us to cover during this training.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

We are requesting information on what should be taught during this 4-hour block of instruction. Please provide as much information as possible on what you would like us to cover during this training.

[illegible]

We are requesting information on what should be taught during this 4-hour block of instruction. Please provide as much information as possible on what you would like us to cover during this training.

[illegible]

Stephen Bedard

Appendix C

Laws Pertaining to Harbormasters

MASSACHUSETTS HARBORMASTER TRAINING COUNCIL
STEVE BEDARD

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Laws Pertaining to Harbormasters

Problem statement

The Massachusetts Harbormaster Training Council (MHTC) has determined that new harbormasters and assistant harbormasters are missing competencies that should be covered within the initial training. To address this issue, they recommended the following three courses be developed:

- Marine Theft and Vessel Documents,
- Laws Pertaining to Harbormasters, and
- Marine Medical Emergencies.

This design document is for the **Laws Pertaining to Harbormasters** class. Members of the MHTC are volunteers and as a result, are unable to dedicate a significant amount of time to the development of a training program. After receiving funding from the Seaport Advisor Council, the MHTC requested help from the Urban Harbor Institute (UHI) at the University of Massachusetts – Boston (UMass-Boston).

UHI does not have any curriculum development experience and requested to have members within the Instructional Design program at UMass-Boston assist. On November 23, 2015, Jack Wiggin from UHI met with Judith Erdman and Carol Sharicz from the Instructional Design program to discuss the scope of the project. During this time, deliverables were decided upon as well as the timeline of the project. They then met with two other members of UHI – Kimberly Starbuck and Kristin Uiterwyk – and Dan Eident from the Instructional Design program on December 8, 2015. Kristin had prepared a comprehensive list of required courses, their lengths, and their competencies and objectives. During this meeting the need for instructor guides in synchronous courses were set. After these two meetings, three students – Steve Bedard, Amber Lachapelle, and Sandy Tranfaglia – were chosen from Instructional Design program to develop the three courses as their Capstone project. This instructional design team will be advised by Dr. Carol Sharicz. Dan Eident is going to support the team throughout the project by providing different levels of evaluation. All involved members met on December 18, 2015 to meet each other and cover all the requirements that were decided upon in the previous meetings.

A conference call was set up between Steve, Chad Hunter, Carol, Kristin, and Dan Zivkovich from the Massachusetts Police Training Committee (MPTC), to discuss the possibility of using the state LMS – EOPPS – for asynchronous eLearnings. It was determined that this option is possible but would be most appropriate for one of the shorter classes. At this point, it was decided that both overall and class specific competencies needed to be better defined. A meeting was set up and attended by Amber and Sandy via phone and in person by Greg Fraser – Falmouth's harbormaster, Carol, Kristin, and Jack. Once the competencies were fully defined, Steve, Amber, and Sandy created documents in preparation for the MHTC meeting on January 26, 2016. Each document served as a quick needs analysis for the courses. The documents were given to the MHTC with a request to have them returned electronically to Sandy Tranfaglia by February 8, 2016.

Instructional goal(s)

Newly appointed harbormasters and assistant harbormasters will understand and be able to apply the laws and regulations regarding their authority, their jurisdiction, vessel equipment, vessel operation, vessel numbering, and vessel accidents.

Training Length

12 hours Total

Learners and Context Analysis

General Group Characteristics

Harbormasters and assistant harbormasters are permanent full-time and part-time employees of the coastal towns within Massachusetts. Many of them have either been police officers or members of the military. While many have prior boating experience, it is not a requirement of employment. New harbormasters and assistant harbormasters are chosen because they show leadership skills, emotional maturity, and a team oriented attitude.

Entry Skills

Newly appointed harbormasters and assistant harbormasters should have local knowledge of the area and the waterways. They should have interpersonal skills and perform well under pressure. In addition to being able to work as part of a team, they must also demonstrate the ability to make decisions with little or no direction.

Prior Knowledge of Topic

No prior knowledge of marine laws and regulations are needed.

Attitudes Towards Content

New harbormasters and assistant harbormasters are eager to learn this material. This material is required by the MHTC but classes are held at irregular intervals. Until they are able to complete this class, they are not completely compliant with MHTC requirements.

Attitudes Towards Delivery System

Currently, all classes for new harbormasters and assistant harbormasters are held in person. Learners have expressed a desire for classes to be available online when appropriate.

Motivation for Instruction

New harbormasters and assistant harbormasters are highly motivated to learn this content. They are required to take this class in order to be compliant with MHTC requirements.

General Learning preferences

The harbormaster and assistant harbormaster jobs are varied and are not sedentary. As a result, they prefer to learn by doing. When a class does not require them to actively do something, however, they have expressed a preference for the content to be available online. This format would allow them to complete their requirements as they have time, rather than take them away from their job site for a prolonged period of time since a classroom setting can require significant travel time.

Attitudes Towards Learning Organization

Learning in classes created solely for MHTC's purposes will be a new experience for the new harbormasters and assistant harbormasters. As a result, there is currently not a negative or positive view of the organization as a provider of education.

Learning Context Analysis

Number/Nature of Learning Sites

Learning for the Laws Pertaining to Harbormasters class will take place in a classroom setting and in an area where the harbormasters and assistant harbormasters will have access to boats and personal watercrafts for the practical exercises.

Objectives and Assessments

Performance Objectives

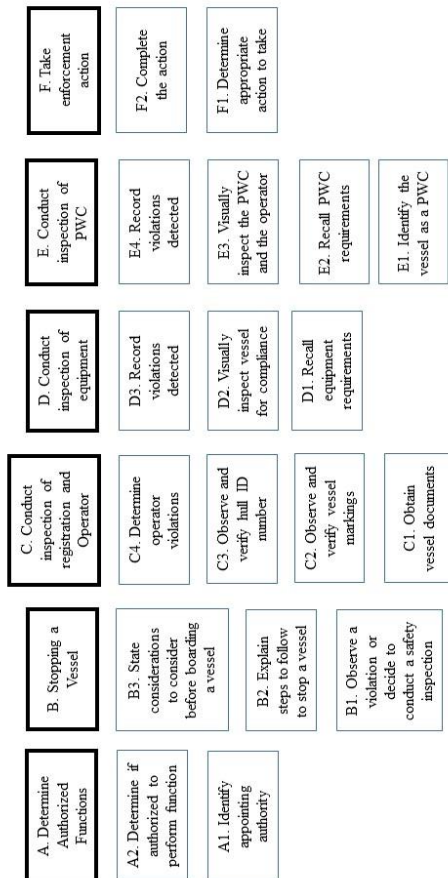
Condition	Performance	Criteria
To comply with the law, the harbormaster will	determine functions that are within their authority	according to Massachusetts General Law and Coded Massachusetts Regulations.
After observing a violation or deciding to conduct an administrative safety inspection, the harbormaster will	safely stop a vessel and determine if it is safe to board the vessel	according to departmental regulations and standard operating procedures.
After stopping a vessel, the harbormaster will	determine if the vessel is properly registered and marked and if the operator is in compliance with the law	according to Massachusetts General Law and the Coded Massachusetts Regulations.
After boarding the vessel, the harbormaster will	conduct an inspection of the safety equipment and determine if violations exist	according to Massachusetts General Law and the Coded Massachusetts Regulations.
When the vessel is identified as a personal watercraft, the harbormaster will	conduct an inspection of the personal watercraft	according to Massachusetts General Law and the Coded Massachusetts Regulations.
When the inspection is complete, the harbormaster will	conclude the stop and take enforcement action, if warranted	according to Massachusetts General Law and the Coded Massachusetts Regulations.

Goals Analysis

Major Step, Coinciding Objective, and Assessment Item

Major Step	Objective	Assessment Item
Determine authorized functions	To comply with the law, the harbormaster will determine functions that are within their authority according to Massachusetts General Law and Coded Massachusetts Regulations.	The learner will be given several scenarios and they will need to determine if they are authorized to perform that function.
Stop a vessel	After observing a violation or deciding to conduct an administrative safety inspection, the harbormaster will safely stop a vessel and determine if it is safe to board the vessel according to departmental regulations and standard operating procedures.	The learner will stop a vessel and determine if it is safe to safely board the vessel to conduct and inspection.
Determine registration and operator violations	After stopping a vessel, the harbormaster will determine if the vessel is properly registered and marked and the operator is operating the vessel in compliance with the law according to Massachusetts General Law and the Coded Massachusetts Regulation.	The learner will conduct an inspection of the registration paperwork, the vessel markings, and the operator of a vessel and determine if any deficiencies exist.
Conduct an equipment inspection	After boarding the vessel, the harbormaster will conduct and inspection of the equipment and determine if violations exist according to Massachusetts General Law and the Coded Massachusetts Regulations.	The learner will conduct an inspection of the equipment on a vessel and identify any deficiencies.
Conduct a personal watercraft inspection	When the vessel is identified as a personal water craft, the harbormaster will conduct an inspection of the personal water craft according to Massachusetts General Law and the Coded Massachusetts Regulations.	The learner will conduct an inspection of a personal water craft and determine if any deficiencies exist.
Take enforcement action, if warranted	When the inspection is complete, the harbormaster will conclude the stop and take enforcement action, if warranted, according to Massachusetts General Law and the Coded Massachusetts Regulations.	The learner will be given several scenarios and the learner will determine the appropriate enforcement action: warning, civil citation, criminal complaint, arrest.

Map showing skills and subordinate skills



Appendix D**TRAINING COURSE EVALUATION**

On a scale of 1 to 5, with “5” being Strongly Agree, please provide the following feedback for the training module that was just delivered. For each statement, circle the number that best depicts how you feel about the statement. Thank you for your input!

1. The objectives of the course were clearly stated.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
2. The course content had a logical, clear flow.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
3. The content of the course was relevant to the subject.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
4. The instructor created an atmosphere conducive for interaction and discussion.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
5. The amount of work was appropriate for the topic covered.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
6. Completing pre-work, then discussing the material in class was an effective method of learning for you.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
7. Based on this experience, you would be willing to take another course with this style of format.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
8. The scenarios and discussions reinforced your understanding of the materials.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree
9. The scenarios prepared you for real-life situations as a harbormaster.
1.....2.....3.....4.....5
Disagree Agree Strongly Agree

1.....2.....3.....4.....5
Disagree Agree Strongly Agree

[illegible]

Reflection Paper

When I started the Instructional Design program at the University of Massachusetts at Boston, I knew I would need to complete a Capstone project. Since that time, I have been considering what project I would like to do for my project. I was expecting my project to be centered around my workplace as I had heard that many other students apply what they had learned in the program to a Capstone project from their place of employment. When crunch time came and I needed to decide, I, along with the other students ready to complete their Capstone project, received an email regarding a Capstone Project opportunity. I jumped at the opportunity to complete a “real life” project as my Capstone.

I was asked to participate in a Capstone project which would allow me to work with the Massachusetts Harbormaster Training Council (HTC) and the Urban Harbors Institute (UHI) and create training for the harbormasters and the assistant harbormasters. The project sounded excellent. The training would be completed for the Harbormaster Training Council but we would be working with the Urban Harbors Institute who received the grant to create the training. I had not worked with stakeholders in this capacity before and although I was excited about the program, I was also a little nervous that my experience level might not be enough to complete the project properly. Two other students were going to be working with the same stakeholders while they completed their Capstone. Another student was going to work with us on the evaluation and assessments as part of a class he was taking.

I felt that a majority of my classmates had been in the field practicing instructional design and I had not. I was concerned that I might not be ready for such a project and did not want to hold back the other two students working on their Capstone, or provide a substandard project to the Harbormaster Training Council. My advisor, Dr. Carol Sharicz, felt that I would be a good

fit for the project and had the skills needed to complete the project. I decided to commit to the project and agreed to work with Amber Lachapelle and Sandy Tranfaglia as a team to create these courses. Daniel Eident agreed to work with us on the evaluation portion of the training.

We started the semester one month early. That did not bother me but it made me wonder what I got myself into. The process was new to me and a learning experience at every step. I had never worked with stakeholders before and was trying to find my way. During some meetings, I felt that I was the only one who had no idea what was going on. Everyone seemed enthused about the training and I hoped I was able to live up to their expectations.

The courses that I took as part of the Instructional Design program were excellent and prepared me for this project. The courses, however, were individual parts and now I was being asked to combine all the courses into one project. At first, I was overwhelmed, but as we began to work on the project, things seemed to fall into place.

Working with the Urban Harbors Institute was an excellent experience. We worked mostly with Kristin Uiterwyk at the Urban Harbors Institute and she quickly provided whatever assistance was needed. We were also assigned subject matter experts who were to provide us with the required expertise we needed to complete our projects. We found our progress stalled when we were unable to get information or feedback from the subject matter experts. Without this information, we were unable to work on our projects. We noticed substantial delays at the beginning of the semester because we were unable to move forward without the required course content. Once Kristin became aware of this, she worked quickly to try to open the lines of communications between the students and the subject matter experts.

Part of the problem, as I saw it, was the system and not the individual people involved. The harbormasters who are on the Harbormaster Training Council and the harbormasters who

were asked to be our subject matter experts, were volunteers and had fulltime jobs. They were trying to help us in their spare time and, as we all know, our days are very busy and it is a struggle to find extra time in the day for additional tasks.

Our struggles to get information and feedback continued, however, and we were concerned we would be unable to complete our Capstone projects. I was told this is common on projects like these, but it was very frustrating as we tried to create our required work within the semester. We had time constraints and their delays and indecisions created a lot of stress for me. I wrote a letter to Kristin explaining our concerns and how the lack of response and the lack of information was inhibiting our ability to create the courses.

Kristin began coordinating SME's for each course and mediating getting information to us. The information provided by Kristin allowed us to continue working on our projects. I was concerned that the delays created by the HTC or their last minute changes could have a negative effect on my Capstone project. This fear was eliminated when Dr. Sharicz told me to follow the instructional design steps and continue to work. She told me that some of the stresses I was feeling were a normal part of the instructional design process. This helped to reduce my stress and kept me focused on the project.

I found the analysis phase to be the most challenging while trying to obtain information and feedback. Once I received the framework for the content, I was able to move into the next phase. The development phase went much smoother because I had most of the information I needed to create a PowerPoint presentation. It was a great feeling to actually begin creating the course itself.

The next challenge was the instructor guide. I had never created one and was trying to figure out how to do this. Sandy suggested I use the notes page in PowerPoint. This was a great suggestion and I worked on both the PowerPoint and the Instructor Guide simultaneously.

What to do about the pre-reading? I wanted to assign a pre-reading assignment so the harbormasters would have a general understanding of the laws before they showed up for class. This would prepare the harbormasters for the class, allow more time in class for in-depth learning, and enable a participative discussion. The challenge was how to do this. I was unable to locate a book with all the required laws and cases. I could use the internet but that would require me to create a document with multiple links for the harbormasters to go to and read. This method was good because the State would be keeping the laws current. This was bad because some of the required reading was not available on the internet. In the end, I decided to create my own document with the laws, regulations, and court cases they were required to read. This document would be almost 100 pages. My suggestion was to post the pre-reading to the HTC website and the harbormasters could download a copy for themselves or print it out to use as a reference.

I enjoyed the experience of my Capstone project. Although difficult at times, I felt having a Capstone project that was going to be implemented, and working with stakeholders, was beneficial to me as a learner. Some things cannot be learned in a classroom and this type of experiential learning was a great conclusion to my instructional design studies. I appreciated the opportunity to work on this project and the support provided by the Urban Harbors Institute, the Harbormaster Training Council, and Dr. Carol Sharicz.

Working with Amber, Sandy, and Dan as teammates was a great experience. Each brought something different to the project and I felt that we all worked well together. I am

amazed at the knowledge and experience that the three of them have and brought to this project. Although we lived in different corners of Massachusetts, we met by phone weekly, and met as a team as needed. The combination of the team and our advisor was perfect and I learned more than I expected this semester. Working on a project at your workplace would have its benefits but working with an outside agency, outside your comfort zone, also had a lot of benefits. The Harbormaster Training Council was able to get five training classes that they would not have been able to have, and I was able to learn from and experience a course being created from its inception to its implementation.

The Instructional Design program at UMASS Boston allowed me to experience a side of learning and training that I had not been exposed to before. When I started the program, I was working in a training department but felt we did not have any direction. The ID program helped me to understand the process and work to improve my training department and the way we were operating.

After every class I took, I found I was spending time reflecting on what I learned in the class and how I usually saw things operating at work. Sometimes these two things were very different. It seemed to me that often times training is considered the least important, or even a necessary evil. This program has shown me that training is the opposite of that. Training done correctly can improve productivity and reduce cost. Trainers, however, need to be ready to follow the learning theories taught and be ready to demonstrate the cost/benefits of the training.

The concept of reflecting was fairly new to me when I entered the program. One of my first classes stressed the need to reflect but I thought it was going to be isolated to that one class. The more classes I took, the more I realized that reflection has become a new and powerful way

to learn. I must admit that I struggled to accept the concept at first, but then became a true believer. I continue to use this process personally and in the trainings I conduct.