MEGAN SCHWARTZ

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PROFILE

- Extensive experience in curriculum design and learner analysis.
- Highly versed in learning theories, instructional design models, and e-Learning design.
- Skilled in training/instruction, course development, and adult learning.
- Known for thorough analysis, adaptability, and taking initiative.

Software PowerPoint, MS Office, Captivate, InDesign, Illustrator, Rush, Lectora, Photoshop SharePoint, Storyline, SnagIt, Camtasia, WebEx, Zoom, LMS

Skills Communication, Creative Design, Project Coordination, Program Evaluation, e-Learning Theory and Application, Content Creation, SME interviews, Curriculum Planning, Performance Measurement, Change Management

PROFESSIONAL EXPERIENCE

Contract Instructional Designer / August. 2017 to Present

- Built online microlearning videos to enhance prospective client knowledge, increasing company sales.
- Established new-hire training for insurance agents, resulting in a more efficient onboarding process.
- Eliminated performance gaps identified in front-end analysis by designing and developing e-courses on workers compensation.
- Using ADDIE, implemented a blended-learning approach, including facilitator-led instruction and e-course design in Articulate establishing new-hire onboarding procedures.
- Constructed a five-module course along with instructional materials, shedding-light on mental health awareness by empowering learners to live a stigma-free life.
- Identified areas of improvement and learner satisfaction by employing Kirkpatrick's Evaluation models through use of program assessments and evaluations, elevating the success of trainings.

Instructional Designer, KeelWorks Foundation, October. 2018 to August 2019

- Improved project efficiency through weekly collaboration with remote instructional design team determining the scope, timeline, budget constraints, and delegation of work for a not-for-profit agency.
- Developed job aids, content, materials and learning activities (LMS and non-LMS environments) empowering disadvantaged and underprivileged youth struggling with homelessness and incarceration.
- Devised researched-based e-learning course on self-identity using Adobe Captivate inspiring target learners to progress through evaluation of their thoughts, actions, attitudes, and beliefs.
- Increased learner engagement through development of facilitated interactive learning materials, video selection, media production, coaching and script editing culminating in higher course completion rates.
- Facilitated project management, effectively prioritized and managed multiple projects to completion, meeting desired timelines and increasing team efficiency.

Multi-Aged Classroom Educator Pasco County Schools, FL August. 2004 to May. 2010

- Improved student success by generating highly effective instructional strategies, curriculums and programs (visual- and graphics-based) while overseeing diverse groups to advance academic and social progress in adherence to institutional standards.
- Designed engaging opportunities for individual growth and performance; assessed students via anecdotal records, student-teacher conferences, evaluations, test data, portfolios.
- Achieved short-range and long-term learning objectives and targeted outcomes through student monitoring, advanced instructional strategies and materials, and intuitive modeling for groups and individuals.

EDUCATIONAL BACKGROUND

Master of Science in Instructional Design
Saint Leo University, Saint Leo, Florida

Master of Science in Elementary Education
IUPUI, Indianapolis, Indiana

Bachelor of Arts in Psychology
Indiana University, Bloomington, Indiana

Instructional Design Certificate, ATD

Memberships: AECT -Association for Educational Communications and Technology | IBSTPI- International Board of Standards for Training, Performance and Instruction ATD – Association for Talent Development

Publication: Schwartz-Weber, M. (2018, March 8). The Implications of 3 Adult Learning Theories on Instructional Design. Retrieved from https://elearningindustry.com/adult-learning-theories-on-instructional-design-implications-3