

- 1) **Rationale-** The internet facilitates growth for technological advancements that can be beneficial to students, especially by incorporating multi-media tools, the teacher can reach many types of learners.

Prerequisites- The syllabus says none. I would add the prerequisites of having basic computer skills. Including basic software and computer applications such as adobe and Microsoft office. Other prerequisites would include basic knowledge of the internet, multimedia tools and a understanding of how online learning works.

Outcomes obtained by completion- Students will be able to complete the tasks of a designer that specializes in training materials and courses. The students will be able to facilitate different ways of differentiating instruction along with focusing the development and delivery of instruction towards the targeted audience.

- 2) **Clarify subject/Topic-**Design and Development for Performance Improvement
This course identifies the framework for building a workshop for training purposes along with using many types of technology to better facilitate learning. Once the learner has begun the stages of analyzing, planning and presenting the workshop topic of choice, they will understand all the fundamental basics when delivering effective training.

Analyze learners- Needs analysis by Van Merriënboer’s “World of Knowledge” strategy will be used to identify what the learners know (prerequisite knowledge) by studying their past courses. This will allow for the instructor (myself) to develop an understanding of competencies the prospective learners carry or possibly lack. The Instructor needs to understand the needs of the learners to move onto the next step in the planning process. It also would allow for the instructor to begin to understand learning styles and to create learning strategies to fit all types of learners. If the instructor does not actually know much about who the prospective students are, they can study what information is available and use their best judgement. Analyzing learners’ prior knowledge, needs, and learning types are important factors of the planning stage.

- 3) **Learning Objectives provided in the syllabus-**

- Define human performance technology
- Examine instructional systems designs
- Construct effective learning strategies
- Identify components of a creative learning environment
- Investigate effective training materials
- Design and present a mini workshop
- Incorporate adult learning styles into the workshop
- Distinguish methods to validate learning

- 4) **Classify syllabus objectives into domains-**

Define human performance technology	Concept- because the learner must be able to define HPT (understanding)
Examine instructional systems designs	Principle- because the learner must examine and present understanding of ISD (implications)

Construct effective learning strategies	Procedure- because the learner has to construct learning objectives to follow the ABCD method (steps)
Identify components of a creative learning environment	Fact- because the learner has to identify what makes a creative learning environment (associate)
Investigate effective training materials	Principle- because the learner has to investigate (implications) of effective learning materials
Design and present a mini workshop	Procedure- because the learner has to design and present (steps) a workshop project
Incorporate adult learning styles into the workshop	Procedure- because the learner has to incorporate (another step) learning strategies into the workshop project
Distinguish methods to validate learning	Concept- because the learner has to distinguish between (classify) methods to validate learning

5) Assessment methods provided in the syllabus-

The student will provide constructive feedback for the learning objectives assignment.

The student will create an Instructional Design Plan

The student will plan and present a mini workshop

6) Learning Strategies I would use- The syllabus has none. I would use the following strategies:

- A) Peer Instruction- I would place the students into groups for the peer review of objectives assignment; collaboration.
- B) Spaced Strategy- I would format the assignments to be more practice-based, especially for writing the objectives, and schedule the assignments over a span of time to avoid overwhelming the students, especially in the beginning.
- C) Visual- I would accommodate students who were visual learners by presenting short 5-7-minute videos on how to effectively create and present training seminars or workshops.
- D) Auditory- I would accommodate students who learn best when hearing instruction or information by recording two lectures. One would be on training design and the other on needs analysis/assessment.
- E) Kinesthetic- I would accommodate learners who work best by completing hands on activities with adding more steps to the workshop. The steps would be used during the final presentation. I would require students to have two forms of visual elements to the otherwise normal speech. These elements could be a chart, statistics, reports, PowerPoint presentation, diagram etc... which require hands on techniques to present them.

7) **Instructional materials provided in the syllabus and matching the objectives for the future projects-**

Week 1- Read Hodell ch.2-10/ answer questions
Week 2- Read Hodell ch. 11&12/ Pike 1-5/ answer questions/ submit 4 learning objectives
Week 3- Read Pike ch. 4/ Ford ch. 1-8/ provide peer feedback for objectives
Week 4- Read Ford ch. 9-17
Week 5- Read Pike ch. 4-8/ Submit Instructional Design Plan for workshop
Week 6- No reading/ Submit facilitator's guide and participant handouts

A) Instructional design plan-

OBJECTIVES:

Examine Instructional Systems Designs.

Construct Effective Learning Objectives.

Distinguish Methods to Validate Learning.

The four learning objectives that were created in a previous assignment will require the student to explain how each objective will coincide with the instructional method used. Each learning objective's domain is to be stated and described. Also, the student will describe what activities will be done to practice and reinforce learning for the mini-workshop.

B) Facilitator's guide and participant handouts-

OBJECTIVES:

Investigate Effective Training Materials.

Identify Components of a Creative Learning Environment.

The facilitator guide is a detailed script of what the facilitator needs to say as they present the training workshop. It should include a table of contents, checklist of what the facilitator should do/gather before the workshop begins, a layout of the room, length of time spent on each objective, note when the facilitator is to move from one section to the other, include any visual aids and when to present the visual aids, handouts, videos etc...

C) Final workshop-

OBJECTIVES:

Define Human Performance Technology.

Incorporate Adult Learning Styles into Workshop.

Design and Present a Mini Workshop.

The students are to use any type of visual or auditory digital technology to record themselves presenting one section of the mini workshop in front of at least two people. The length should be 15 minutes maximum. The student will present the workshop topic and state the learning objective that pertains to the particular section the student will choose to present. The student will:

-Introduce topic

-Demonstrate with activity and describe each step

-Repeat demonstration, have student perform each step of the activity.

-Finally, as the student is performing the activity for the third and final time, have each of them verbally describe the steps to the facilitator.

8) Interactive media components I would add-

- <https://youtu.be/85RVEas4AXs> I would incorporate a five-minute video on how to create training with purpose. I think it is important for designers or instructors to create and deliver meaningful content and to use the latest technological advancements that would keep the learners interest.
- <https://youtu.be/vN8zuB15Syt> I would also incorporate this video on how to deliver a training workshop. The students could use this short video to generate ideas for their own workshop.
- I would incorporate the PIAZZA app into the instruction. In order to create a workshop, learning analysis needs to be conducted so the designer can visualize their intended audience's needs. It is crucial to know your audience when creating any type of instructional media. Prerequisites, skills, learning styles, experience, background etc... can help the designer when thinking of what material to incorporate.

I (as the instructor) would create an account on PIAZZA app for the students to join. The account would contain student surveys. The students would answer pre-determined questions (created by the instructor). Strengths, weaknesses, describing their learning type, skills are a few examples of questions on the survey. I would also ask what the highest level of schooling completed was, what areas do they see opportunity for improvement, what do other people say they do well, is there a certain type of tool or resource that would help them perform better and what challenges do they face that they think can be resolved with training.

These questions can be submitted anonymously. Then the information will be displayed for the class to see in chart/graph forms. The information gathered will be used by the students when they are working on learner analysis.

9) Instructional material I would change/add/omit-

- I would change the creating 4 learning objectives assignment for the mini workshop stated in week 2. I would do this by expanding the practice sequencing when creating objectives. I feel this should be done because writing objectives includes practice to master it. The ABCD method needs to be memorized to ensure the objectives are correctly formed. Also, classifying the objectives to their proper domain is another matter in itself. I feel all three aspects of learning and writing objectives should be explored more and would be in the best interest of the student.

Instructional Media Plan
IT 740
Professor Wang
09/18/2018

SYLLABUS
HCD 643 Design and Development for Performance Improvement
Fall 2018

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Office Hours	Available by email, phone, or appointment
Prerequisites	None
Credit Hours	3 semester hours
Catalog Description	Mastery of core competencies to develop and deliver training and engage learners.
Course Goals	Prepare students to develop and deliver effective training sessions using appropriate methods and resources based on the needs of a targeted audience.
Provided Textbooks	<p>Hodell, C. (2011). <i>ISD From the Ground Up: A No-Nonsense Approach to Instructional Design</i> 4th Ed., Alexandria, VA: ASTD Press. ISBN: 978-1-56286-998-4.</p> <p>Pike, R. W. (2015). <i>Master Trainer Handbook</i>. 4th Ed., Amherst: HRD Press, Inc. ISBN: 978-1-6101440-25.</p> <p>Ford, D. J. (2010). <i>Bottom-Line Training: Performance-Based Results</i>. 2nd Ed. Redondo Beach, CA: Training Education Management, LLC. ISBN: 978-0-9763974-03.</p>

Instructional Method – Asynchronous, online

This is an **asynchronous, online** course. Studying the textbooks and readings are required to respond to the weekly course assignments. Basically, the online discussion process replaces the in-person classroom discussion process. You will need to establish and adhere to a strict timeline for completing the requirements for this course. You will need to invest as much or more time in this course as you would a typical graduate course, only there is no travel time required to attend class. Assignments are designed to help you achieve the learning outcomes for this course. Please note that Canvas is used for posting assignments, email, and all course communication.

Instructional Media Plan

IT 740

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09/18/2018

Login Instructions for Canvas

Instructions for accessing online courses in Canvas and entering the online class:

1. From the main USM website, <https://usm.instructure.com>
2. Log in using your username (w + id#) and your password used for all USM logins
3. Click on HCD 643 G001 Design/Dev Performance Improvement
4. Participate in weekly assignments

Course Objectives

- Define Human Performance Technology
- Examine Instructional Systems Design
- Construct Effective Learning Objectives
- Identify Components of a Creative Learning Environment
- Investigate Effective Training Materials
- Design and Present a Mini Workshop
- Incorporate Adult Learning Styles into Workshop
- Distinguish Methods to Validate Learning

Course Preparation

Your understanding of the course material and your success in the course is dependent on adequate preparation for each class. Since this is an online class, the textbooks and readings will serve as traditional class lecture. It is imperative that you read all chapters and readings referenced for each assignment.

All assignments are expected to be submitted on time. **Grading on late written assignments will start at 75% instead of 100% and will incur an automatic 2 percentage-point deduction per day.** All assignments (including Canvas discussion board postings) are due by 11:59 pm on the due date. The dates and times are automatically recorded when you submit assignments for grading.

Grading Points will be earned for each assignment. Grades will be assigned based on a percentage scale of total accumulated points according to the following:

Total possible points for course work as defined in the course requirements – 400 points.

% Total Points

90-100 (A) Goes beyond the requirements of the subject.

Criteria: Advance understanding of the subject, thoughtful analysis of the problem, clear communication of ideas, depth of understanding in connecting theory to practice, provocative, scholarly treatment of the subject, and creative/imaginative connections or examples.

80-89 (B) Fully achieves the requirements of the subject.

Criteria: Knowledge and depth of understanding of the subject, clear communication of ideas, examines the implications of theory to practice, analysis of the problem, and implementation of solutions.

70-79 (C) Substantially completes the requirements of the subject.

Criteria: Knowledge of the subject, adequately communicates ideas but lacks insight, implications drawn are limited in scope and not connected, not attempt to go beyond the minimum requirements of the subject.

60-69 (D) Inadequate attempts in completing the requirements of the subject.

Criteria: Limited knowledge of the subject, inadequate communication of ideas, completes less than minimum requirements of the subject.

0-59 (F) Noncompliance with basic requirements of the class.

Criteria: Blatant disregard for requirements.

**Academic
Honesty**

When cheating is discovered, the faculty member may give the student an “F” on the work involved or in the course. If further disciplinary action is deemed appropriate, the student should be reported to the dean of students. In addition to being a violation of academic honesty, cheating violates the Code of Student Conduct, as published in the *Student Handbook* and may be grounds for probation, suspension, and/or expulsion. Students on disciplinary suspension may not enroll in any courses offered by The University of Southern Mississippi.

Source: *USM Graduate Bulletin*

ADA Policy

If a student has a disability that qualifies under the American with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

The University of Southern Mississippi on the Gulf Coast
Office for Disability Accommodations
730 East Beach Blvd
Long Beach, MS 39560
Voice Telephone: (228) 214-3232 or (601) 266-5024
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY).

Library

Students will have access to the online research database offered through the Southern Miss library. Links to other publicly offered databases may be provided by the instructor.