

HRD 4300 – Instructional Methods

Winter Semester 2018

CRN 10013

Mondays, 6:30 p.m. – 9:50 p.m.

Macomb University Center (MUC) UC2 205

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Course Purpose

This course focuses on the application of instructional systems design. Students will apply adult learning theories and principles by designing a behavioral-based training course and support materials.

Course Objectives

After completing this course, students will be able to:

- Explain adult learning principles and characteristics.
- Describe the systematic approach to instructional planning.
- Develop measurable learning objectives to evaluate learner performance.
- Select appropriate instructional strategies to ensure active engagement of the learner.
- Create a design document that details the flow of a training course.
- Create a detailed instructor and a participant guide.
- Create appropriate instructional media for a training course, e.g., handouts, job aids, training video, flipcharts, and PowerPoint slides.

Course Prerequisites

- Completion of HRD 310 with a minimum of a 2.8 GPA
- A completed HRD 310 task analysis
- An approved training topic (prior to development of materials)

Course Text Book

Silberman, M. (2015) Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips (4th Edition). San Francisco, CA: Pfeiffer Publishing

Course Assignments

Training Objectives	5 points
Design Document	15 points
Mid-term Exam	20 points
PowerPoint Slides	5 points
Participant Guide	20 points
Instructor Guide	30 points
Job Aid/Handout	5 points
TOTAL	100 points

Assignment Details

Training Objectives

Due Date: January 22, 2018

Task: Write sound, performance-based training objectives.

What to include:

- One overall course goal/terminal objective
- Audience, behavior, condition, and degree identified for each objective
- Correct domain (knowledge/skill gap to be filled) for each objective

Evaluation Criteria

- | | |
|--|-----------------|
| • Terminal objective | 1 point |
| • Correct domain identified for each objective | 1 point |
| • ABCD structure for each objective (labeled) | <u>3 points</u> |

TOTAL	5 points
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Design Document/Strategy Assignment

Due Date: February 12, 2018

Task: Design meaningful instructional activities for each training objective.

What to include:

- Enabling objectives
- Appropriate instructional strategies for objectives
- Diverse instructional strategies to appeal to all learning styles
- Complete description of the instructional strategy as it relates to the content, behavior, and conditions
- Application of *Learn, Apply, Reflect* structure for every learning objective
- Description of the media/materials to be used for each objective
- Complete description of the evaluation for each objective

Evaluation Criteria

- | | |
|----------------------------------|-----------------|
| • Strategy selection for content | 4 points |
| • Selection for objective domain | 2 points |
| • Design doc completed correctly | 2 points |
| • Description of strategy | 4 points |
| • Evaluation method selected | <u>3 points</u> |

TOTAL	15 points
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PowerPoint (PPT) Presentation

Due Date: March 12, 2018

Task: Create a PPT slide presentation that supports/reinforces course content. This assignment must be submitted via Moodle during the scheduled class time.

You will be assigned a chapter from the textbook. You will create a PPT slide presentation that explains/reinforces the textbook material. Instructor to provide additional info prior to assignment due date.

Evaluation Criteria

- Use of appropriate and effective slide text 2.5 points
- Use of appropriate and effective slide images 2.5 points

TOTAL

5 points

Participant Guide (PG)

Due Date: April 2, 2018

Task: Create a participant guide for a course that will accompany an instructor guide and other supplemental material.

What to include:

- Title Page
- Table of Contents
- Welcome Note
- Agenda
- Section Cover Pages
- Comprehensive and critical (need to know) content that supports independent duplication of the task or recall of the information after training
- Visuals to support content explanations (pictures, diagrams, graphs)
- Workbook pages for all application activities, including:
 - Directions for activity completion
 - Any information needed to complete the activity
 - Evaluation criteria to determine learner proficiency
- Workbook pages for all reflection activities
- Appendix that includes:
 - Level 1 course evaluation
 - Any supplemental material provided to learners (separate from the participant guide)

Evaluation Criteria

- Title page with course name, date, developer name 1 point
- Table of Contents 1 point
- Participant Welcome Note .5 point
- Agenda .5 point
- Module cover pages 1 point
- Workbook pages that include activity directions and evaluation criteria 3 points
- Content explanations with visuals to support explanations 7 points
- Appendix 2 points
- Overall presentation (*Final presentation is an essential component of design and client delivery. Your project must be printed in color, single or double-sided, in a binder clip.) 4 points

20 points

TOTAL

Instructor Guide (IG)

Due Date: April 2, 2018

Task: Create an instructor guide for a course that will accompany a participant guide and other supplemental material.

What to include:

- Title Page
- Table of Contents

- Welcome Note
- Materials Checklist
- Icon Key
- Section Cover Pages
- Comprehensive and detailed explanations for content delivery, activities, and supplemental material
- Visual support for course (PowerPoint presentation, flipcharts, whiteboards)
- Appendix that includes:
 - Level 1 course evaluation
 - Evaluation criteria for every module activity (answer keys for quizzes, observation checklists, etc.)
 - Screen shots for software-related training
 - Diagrams
 - Game boards
 - Answer keys
 - Note-taking handouts
 - Presentation slides

Evaluation Criteria

- | | |
|--|------------------|
| • Title page with course name, date, developer name | 1 point |
| • Table of Contents | 1 point |
| • Module cover pages | 1 point |
| • "Getting Started" section: <ul style="list-style-type: none"> ◦ Instructor Welcome Note ◦ Materials Checklist ◦ Icon Key | 3 points |
| • Appropriate content for course instruction | 11 points |
| • Appendix | 7 points |
| • Overall presentation of document (*Final presentation is an essential component of design and client delivery. Your project must be printed in color, single or double-sided, in a binder clip.) | <u>6 points</u> |
| TOTAL | 30 points |

Job Aid

Due Date: April 9, 2018

Task: Create a job aid to assist a learner with a new task.

You will be assigned a chapter from the text book. You will create a job aid based on content from the textbook. Instructor to provide additional info prior to assignment due date.

Evaluation Criteria

- | | |
|--|-------------------|
| • Proper wording/instruction of job aid document | 2.5 points |
| • Proper design/format of job aid document | <u>2.5 points</u> |
| TOTAL | 5 points |

Class Policies

- Attendance is required. One class may be missed without penalty. Each subsequent class missed for any reason will result in a two-point reduction (per absence).
- Arriving to class more than 15 minutes late and/or leaving class more than 15 minutes early will result in a one-point reduction.
- An attendance sheet will be available during class. It is the students' responsibility to sign it.
- If you are absent on a day when an assignment is due, the assignment still needs to be submitted. Late assignments **WILL NOT** be accepted.
- Students are responsible for obtaining class notes and/or handouts for any missed classes.
- Class slides and presentation material will be made available via Moodle or OU e-mail.
- Instructor will send class correspondence to students' OU e-mail accounts.
- All course assignments must be computer generated and submitted in hard copy unless otherwise specified (online/Moodle classes).
- Due to course requirements regarding desktop publishing, students must use MS Word.
- Whenever possible, instructor will provide samples of assignments. These samples are provided as a guide to help students better understand project requirements.
- **Students WILL NOT have an opportunity for extra-credit assignments or to resubmit assignments for a better grade.** Please make every effort to submit your best work for every assignment. The format of this class is such that the content builds, i.e. the learning objectives are the foundation for the design doc, PG, and IG. If your objectives are wrong, or are flawed in some way, then the remaining assignments will be negatively impacted.
- Any student with a disability that may require some modification of seating, testing, or other class requirements should see the instructor after the first class session so that reasonable accommodations may be made. Only those students for whom the instructor has received special documentation from the University are eligible for special arrangements.
- All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and thereby seeking a grade that is not actually earned. If a student is suspected of plagiarism, the Office of the Dean of Students will be contacted. If the Office of the Dean of Students makes a determination of plagiarism, the student will receive a zero (0) from the instructor for the course. Refer to the OU Academic Policy on *Academic Conduct of Undergraduate Students* in the OU Undergraduate Catalog.

Evaluation of Student Performance

- Participation in class is expected.
- Presentation quality (spelling, grammar, punctuation, graphics) is extremely important in instructional design. **Be sure to proofread your work prior to submitting to instructor.**
- Evaluation Criteria Worksheets will be provided for each assignment in advance of the due date. Use these worksheets to evaluate your work/assignment BEFORE you submit it to the instructor.

CLASS CALENDAR

Week	Date	Topic	Assignment Due	Reading
1	1/08	<ul style="list-style-type: none"> • Introductions • Syllabus review • What is Active Training? • Assessing Training Needs • Adult Learning Characteristics • Designing Active Training Objectives 		Ch. 1,2
2	1/15	**NO CLASS – MLK HOLIDAY**		
3	1/22	<ul style="list-style-type: none"> • Creating Opening Exercises • Instructional Strategies Part 1 <ul style="list-style-type: none"> ◦ Brain-friendly lectures ◦ Alternative methods to formal presentation • Introduction to Design Documents 	Training Objectives	Ch. 3, 4, 5
4	1/29	<ul style="list-style-type: none"> • Instructional Strategies Part 2 <ul style="list-style-type: none"> ◦ Experiential learning approaches ◦ Sequencing activities ◦ Designing active training activities • Reviewing Design Document Progress 	Come to class prepared with questions about your design document	Ch. 6,7,8
5	2/05	<ul style="list-style-type: none"> • Beginning an Active Training Program • Planning Programs • Developing Performance Measurements/Evaluation • Design Documents: Group Discussion 		Ch. 9, 10
6	2/12	<ul style="list-style-type: none"> • Introduction to PGs and IGs • Review PG-specific content 	Design Document	Ch. 11
7	2/19	**NO CLASS – WINTER RECESS**		
8	2/26	PG and IG content: <ul style="list-style-type: none"> • Review PG assignment progress • Review IG-specific content 	Come to class prepared with questions about your PG and/or IG	Ch. 14
9	3/05	<ul style="list-style-type: none"> • PowerPoint Presentations • MID-TERM EXAM 		
10	3/12	**Online Assignment** PowerPoint Presentation	PPT Assignment to be submitted online	
11	3/19	Review IG Progress: Group Discussion	Come to class prepared with questions about your IG	Ch. 15,16
12	3/26	Peer Review of PG and IG; continue with PG and IG discussions		Ch. 17
13	4/02	<ul style="list-style-type: none"> • Creating Supplemental Training Material (Job aids, handouts) New Business Realities for Training: Focusing on the Adult Learner Generational Divide; Expanded Roles for Trainers: Pulling It All Together	PG and IG	Ch. 18
14	4/09	**Online Assignment** Develop a Job Aid	Job Aid Assignment to be submitted online	
15	4/16	Class Wrap Up; Assignments Returned		