

Instructional Methods

HRD 4300

CRN 10014

Winter Semester 2018

Thursdays

1:00 p.m. to 4:20 p.m.

302 Pawley Hall



This course focuses on the introduction and application of instructional planning for adult learning. Students will apply adult learning theories and principles by designing a training course and deliverables to support the course. Upon completion of the development phase, students will facilitate a training course that encourages participant retention and application of training content.

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Office Hours: Tuesdays 11:45 a.m. - 12:45 p.m. and 4:30-5:45 p.m.

Thursdays 11:45 a.m. -12:45 p.m. ALL APPOINTMENTS MUST BE SCHEDULED

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Class Policies

1. Instructional Design strategies and techniques can only be mastered when you participate in the application and discussion opportunities that are provided in this class. As a result, consistent attendance is a requirement for this class. One class may be missed without penalty. Each subsequent class missed for any reason will reduce your total number of points achieved by 5.
2. This class will consistently run the designated class time of 3 hours and 20 minutes as specified in the course schedule. Missing the first half of a class or leaving a class prior to dismissal will be considered a missed class and the attendance policy (#1) will be applied.
3. Failure to submit assignments during scheduled Moodle classes will result in attendance deductions as specified in policy 1.
4. Because group presentations will be designed to include adult learning activities, **attendance is mandatory** for everyone on scheduled group presentation days. Failure to attend class on a scheduled group presentation will result in a 5-point deduction, regardless of whether you have an available class to miss or not.
5. If a class is missed on an assignment due date, the assignment will still be due. No exceptions! Assignments may not be submitted via email.
6. Each student is responsible for obtaining the notes and handouts for the missed class from another classmate.
7. Slides and presentation materials will be made available via Moodle or Oakland University email.
8. The instructor will send course correspondence to students' Oakland University e-mail accounts. Students are responsible for checking email daily.
9. An attendance sheet will be available at the beginning of each class and after the break. Students must sign both.
10. This class will require approximately **60-80 hours** of desktop publishing time. You must have access to Microsoft Word to complete the requirements of this class. To aid students in troubleshooting formatting problems, the instructor recommends using a PC rather than a Mac for the course project.
11. All course assignments must be computer generated and submitted in hard copy (*unless otherwise specified for Moodle classes*).
12. The instructor is happy to meet with students to provide customized guidance on projects; however, appointments must be scheduled with the instructor to ensure committed time to address your questions. Appointments are reserved in 15-minute increments.

Class Policies (Cont.)

12. The instructor will provide samples to support completion of the final project requirements of this course. These samples are provided as a guide, not a recipe. They are provided to help students determine the level of content detail and formatting requirements for each assignment.
13. This class requires **weekly preparation**. The instructor facilitates using discussions and activities, not lecture. Students will be responsible for reading assigned chapters PRIOR to class and for actively participating in discussions. The instructor reserves the right to administer weekly quizzes and reallocate points accordingly if students are unprepared for class or fail to engage in class discussions.
14. Voicemails, e-mails and text messages may be returned during break. **No phones, laptops or tablets permitted during class.**
15. The instructor does not permit students to video tape, audio record or use photography during class or office appointments.
16. 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. Students are advised to read the entire Oakland University Academic Policy on *Academic Conduct of Undergraduate Students* available in the Oakland University Undergraduate Catalog.
17. The instructor is happy to accommodate student requests supported by documentation from the university's Office of Disability Services. Such requests must be submitted to the instructor after the first class.
18. I expect all course participants to approach the course in a mature, motivated, and professional manner including:
 - a) *Complete course assignments with enthusiasm and without complaint.*
 - b) *Recognize that learning can only happen when we take an active role.*
 - c) *Engage fully in all course activities*
 - d) *Ask questions. Respond to the questions of others.*
 - e) *Contribute your observations, insights, and opinions.*
 - f) *Respect the observations, insights, and opinions of others.*
 - g) *Treat information shared in class with respect, sensitivity, and confidentiality.*
 - h) *Strive to excel.*



Course Catalog Description

Provides knowledge and skills in the development of instructional materials for adults. Explores the application of theories of message design, communication, and learning to the development of instruction.

Text Materials

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

Course Prerequisite

- Successful completion of HRD 3300 with a final course grade of 2.8 or better.
- Completed HRD 3300 task analysis.
- Training topic must be approved by the instructor **prior** to development of any materials in HRD 4300.

Course Outcomes

Upon completion of this course, students will be able to:

- Define adult learning principles and characteristics.
- Describe the systematic approach to instructional planning.
- Develop measurable learning objectives to evaluate learner performance of your training course.
- Select appropriate instructional strategies that make the learner an active participant in your training course and influence transfer of training.
- Create a design document that details the flow of your training course.
- Apply the systematic approach to instructional planning to create an Instructor and Participant Guide.
- Facilitate a presentation in accordance with the systematic approach to instructional planning.
- Select and design appropriate instructional media for your training course such as handouts, job aids, flipcharts, overhead transparencies, and presentation slides.

Evaluation

Assignment sheets are provided for each of the tasks. In addition to the criteria presented on the assignment sheets, the following general criteria will be used for grading.

- Presentation quality (spelling, grammar, quality of graphics, etc.) is extremely important in instructional design. The number of points awarded for any assignment will be substantially reduced for poor presentation quality. In addition, a high quality of writing is fundamental to success in instructional design.
- All assignments must be computer generated using a clear, dark cartridge or laser printer. **All assignments must have a cover sheet which includes the title, student's name and number and submission date.**
- Students are expected to attend each session and sign-in on the attendance roster circulated at the beginning of class and after the break.
- Assignments are due on the dates assigned. No exceptions! The instructor will not accept assignments submitted via email. All assignments must be submitted hard copy (*unless specified otherwise for Moodle classes*).
- This class focuses on active training. As such, active participation from **all students** is expected. Activities and discussions are only effective as learning strategies if you prepare and participate. Failure to do so will result in the administration of quizzes and reallocation of points distribution.
- **The instructor does not permit students to resubmit work for a revised grade and does not offer extra credit opportunities, so please follow assignment guidelines provided, process the instructor's feedback, and use peer review to obtain feedback. Please be sure to submit your best work for every assignment.**
- The assignments of this course build on one another and directly contribute to the final project requirements. The instructor provides detailed feedback on every assignment regarding revisions that must be processed in preparation for the final project. Students who disregard this feedback should not expect a successful result on the final project.

Evaluation (Cont.)

- The instructor is happy to meet with students who schedule appointments during office hours to review specific questions on assignments; however, the instructor does not 'pre-grade' assignments.
- Evaluation criteria worksheets will be provided for every assignment in advance of the due date on Moodle. Students are **strongly encouraged** to peer review assignments using the grading criteria worksheets provided to receive feedback and identify necessary revisions prior to submitting the assignment to the instructor for grading.
- The participant guide and instructor guide final copies are due to the instructor no later than 1:00 p.m. on the due date. There will be no exceptions and no extensions to this deadline. This project is worth 50% of your grade, so don't take chances waiting until the last minute to complete this assignment.
- Final grades will be based on work submitted by **April 5, 2018**.

Grading

Training Objectives	5 points
Design Doc./Strategy Assignment	15 points
Facilitating Active Discussions	
Research Project	5 points
Article Review Discussions	5 points
Participant Guide - Final draft with specified criteria	20 points
Instructor Guide - Final draft with specified criteria	30 points
<u>Group Presentation</u>	<u>20 points</u>
TOTAL	100 points



Week	Date	Topic	Assignment Due	Reading
1	01/04	Course Overview Defining Group Norms Establishing Expectations What is Active Training? Assessing Training Needs	Presentation Teams are Assigned	Textbook Preface Ch. 1
2	01/11	Creating Opening Exercises An Introduction to Active Training Objectives Developing Active Training Objectives: A Group Activity	Bring HRD 3300 Packet to Class	Ch. 2, 3
3	01/18	Instructional Strategies <ul style="list-style-type: none"> <input type="checkbox"/> Lectures <input type="checkbox"/> Alternative Methods Introduction to Design Documents	Submission of Group Presentation Outline Training Objectives Due	Ch. 4, 5
4	01/25	Instructional Strategies (Cont.) <ul style="list-style-type: none"> <input type="checkbox"/> Experiential Approaches <input type="checkbox"/> Sequencing Activities <input type="checkbox"/> Planning Programs Introduction to Design Documents: A Group Discussion	Come to class prepared with questions from your design document progress	Ch. 6, 8, 9
5	02/01	Designing Active Training Activities Beginning an Active Training Program Developing Performance Measurements/Evaluation Design Document Progress: A Group Discussion		Ch. 7,11, 17
6	2/08	*****DO NOT MISS CLASS - BRING LAPTOPS***** Introduction to Instructor & Participant Guides Formatting Your Instructor and Participant Guides	Design Document Due	
7	02/15	Instructor and Participant Guide Progress: A Group Discussion and Working Session *****Group Presentation Prep Session*****		N/A
8	02/22	*****No Class - Winter Break***** Enjoy!!!		
9	03/01	Article Review Discussion	Article Review Written Summary (hard copy)	N/A
10	03/08	Team Presentations Team Green - Gaining Leadership (Ch 12) Team Orange - Giving Presentations (Ch 13)		Ch. 12, 13





Week	Date	Topic	Assignment Due	Reading
11	03/15	Team Presentations Team Red - Facilitating Activities (Ch 14) Team Blue - Concluding Active Training (Ch 15)		Ch. 14, 15
12	03/22	*****NO CLASS***** Working Session on Final IG & PG		
13	03/29	New Business Realities/Challenges for Designers and Trainers	Final IG & PG Due by 1:00 p.m.	Ch. 18
14	04/05	Facilitating Active Discussions Research Project *****Online Moodle Class*****	Submission of Findings via Moodle Chat	
15	04/12	Pulling it All Together/Class Wrap-Up	Final Project and Final Course Grade will be provided to students	





Training Objectives

Due Date: January 18, 2018

Task: To create meaningful and effective training objectives for your instructional materials that can be objectively evaluated by others.

What to include:

- One overall goal or terminal objective
- Audience, behavior, conditions, and degree labeled in each objective
- Identify the correct domain for all objectives.

Evaluation Criteria

Terminal objective	1 point
Identify correct domain for each	1 point
ABCD structure labeled for each	<u>3 points</u>
TOTAL POINTS	5 points

Design Document/Strategy Assignment

Due Date: February 8, 2018

Task: To create meaningful instructional activities for each objective.

What to include:

- Enabling Objectives
- Appropriateness of instructional strategy selected for the objective domain.
- A complete description of the instructional strategy as it relates to the content, behavior and conditions.
- Description of the media/materials to be used for each objective.
- A 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 POINTS	15 points



Instructor Guide

Due Date: March 29, 2018 by 1:00 p.m.

Task: To create an Instructor Guide for a course that will accompany your Participant Guide and your flipchart and overhead.

What to include in your Instructor Guide:

- Cover Page
- Table of Contents w/ apply and reflect activities for each module
- Welcome Note, Material Checklists, Icon Key
- Section Cover Pages
- Comprehensive content explanations for content delivery including references for usage of every material included in the appendix
- Detailed instructions for activities and evaluation
- Visual support for course instruction
- Appendix that includes a Level 1 evaluation, evaluation criteria for every module activity (i.e. answer keys for applicable quizzes/ crossword puzzles, observation checklists, etc.) screen shots for software-related training, diagrams, layouts, game boards, answer keys, flip charts, note taking handouts and presentation slides.

Evaluation Criteria

Cover Page with course name, date and student name	1 point
Table of Contents with course breakdown and page numbers:	1 point
Section Cover Pages:	1 point
Instructor Welcome Note, Material Checklists, Icon Key	3 points
Thorough Appendix	6 points
Appropriate Content for course instruction	10 points
Overall Presentation	6 points
	<u>10 points</u>
TOTAL	30 Points

****Note: Final presentation is an essential component of design and client delivery. Your project must be printed in color, one-sided, spiral-bound with a clear cover overlay and cardstock back or 6 points will be deducted from your grade.**

Participant Guide

Due Date: March 29, 2018 by 1:00 p.m.

Task: To create a Participant Guide for a course that will accompany your Instructor Guide.

What to include in your Participant Guide:

- Cover Page
- Table of Contents w/ apply and reflect activities for each module
- Welcome Note and Agenda
- Section Cover Pages
- Comprehensive, critical, need-to-know content that will support independent duplication of the task or recall of the information after training
- Visuals to support content explanations (i.e. pictures, diagrams, graphs, forms, examples, screen shots, etc.)
- Workbook pages for all application activities that include directions for activity completion, any information needed by learners to complete the activity and evaluation criteria to determine learner proficiency
- Workbook pages for all reflection activities that include instructions for completion and 3 questions
- Appendix that includes a Level 1 course evaluation and any supplemental materials that will be provided to learners separately from the participant guide

Evaluation Criteria

Cover Page with course name, date and student name	1 point
Table of Contents with course breakdown and page numbers:	1 point
Participant Welcome Note w/ Agenda	1 point
Section Pages for each section break:	1 point
Workbook pages that include activity directions and evaluation criteria	3 points
Content explanations w/ visuals to support content explanations	8 points
Appendix	1 point
Overall Presentation	<u>4 points</u>
TOTAL	20 Points

****Note: Considerations may be provided for students who have extenuating financial circumstances that prevent completing the final presentation requirements of the project and make arrangements with the instructor at the beginning of the semester.**



Group Presentation

Due Date: March 8, March 15, 2018

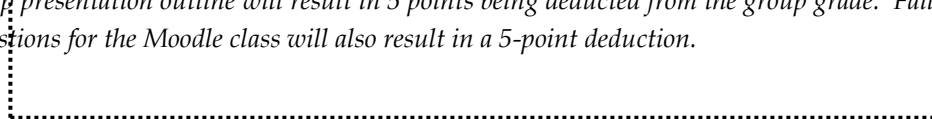
Task: Your group will be assigned a chapter from the textbook. Your group will prepare a 60-minute presentation that includes the following criteria:

- A 'mini' participant guide on your group's presentation content. Your group must prepare copies of the participant guide for distribution to your audience. (1 copy for every participant OR 1 copy for every 2 participants.) The participant guide must include the following criteria:
 - Presentation agenda
 - A course goal/terminal objective (in ABCD structure)
 - Training objectives (in ABCD structure)
 - Critical, need-to-know content for future participant reference that would enable independent duplication of the content after the training program
 - Workbook pages for all activities (both application and reflection) that include instructions for activity completion and evaluation criteria to determine learner proficiency
 - Level 1 course evaluation to obtain participant reactionary feedback to the training program that consists of 10 Likert-scale questions across 5 categories with 2 open-ended questions
- Demonstration of a variety of instructional strategies for the introduction of the course, each enabling objective, and closing of the course. The strategies chosen must appeal to all learners. There may be no duplication of instructional strategy throughout the 60-minute time period.
- Your team must evaluate your learners' acquisition of the stated learning objective for each module through formal evaluation criteria. Evaluation criteria for every activity (such as answer keys, observation checklists, labeled diagrams, etc.) must be included in the instructor's copy of the participant guide.
- A variety of media to present the content for each module (i.e. power point presentation, flip charts, game supplies, posters, Prezi presentation, video, diagrams, etc.). Copies of all visuals used must be included with the instructor's copy of the participant guide.
- Every group member must contribute to the presentation and facilitate one learning objective module following a learn-apply-reflect structure for approximately the same amount of time as other members. Facilitating the opening exercise or course conclusion activity does not qualify as a learning objective module.
- Planning timing and pacing is critical for instructional design and content delivery. Points will be deducted for failing to satisfy the 60-minute duration as well as for exceeding the 60-minute requirement.

Evaluation Criteria

'Mini' Participant Guide (<i>group grade</i>)	5 points
Instructional Strategies Selected (<i>group grade</i>)	2 points
Evaluation Methods & Criteria (<i>group grade</i>)	3 points
Media Materials Selected (<i>group grade</i>)	2 points
Team Member Evaluation (<i>individual grade</i>)	4 points
Overall Facilitation and ability to engage the audience (<i>individual grade</i>)	<u>4 points</u>
TOTAL POINTS	20 points

***Note: Failure to submit the group presentation outline will result in 5 points being deducted from the group grade. Failure to answer all discussion forum questions for the Moodle class will also result in a 5-point deduction.*



Facilitating Active Discussions Research Project

Due Date: April 5, 2018

Task: To research criteria to strengthen discussion skills with an audience, identify key components for successful engagement, and practice facilitating a discussion.

Anyone can present Power Point slides to an audience. An Instructional Designer should be held to a higher standard to actively involve the audience to ensure learners are *processing and retaining* their newly acquired knowledge. Your job is to research the 'tricks of the trade' to actively engage your audience during both your article review discussion as well as your group presentation. You may acquire your research through written articles (need not be from academic journals) and through interviews with faculty, professional instructional designers, consultants or trainers. You must cite your source(s).

You must then report the 2-3 key components for successful engagement in a Moodle discussion and present 2-3 questions related to your research findings for participant discussion. Your written portion of the assignment may be submitted to the instructor through Moodle.

You must respond to all the discussion questions posted by 3 other classmates. For example, if each classmate posts 5 questions, you must respond to 15 questions total.

Evaluation Criteria

Written summary to submitted to instructor
Via Moodle that includes: 3 points

- a) SWOT analysis of facilitation skills
- b) Presentation of 2-3 key components for successful engagement from research
- c) Explanation of how you can benefit personally, from using key components
- d) Development of questions that provoke participant discussion

Meaningful responses to 3 classmates posted to Moodle 2 points
TOTAL POINTS 5 points

Article Review Discussion

Due Date: March 1, 2018

Written Summary Task: To identify an article on an ID or training topic that compliments textbook content, prepare a written summary of your findings and develop discussion questions. Your research topic should consist of a topic that your audience has reasonable knowledge of already so you can educate them within 2 minutes during your discussion during part II of the assignment. Specific criteria to include in the written assignment will be provided by the instructor during class. The written assignment must be submitted to the instructor via hard copy by 1:00 p.m. on the due date.

Evaluation Criteria

Development of questions that provoke participant thought and discussion 1 point

Topic choice & written article summary 1 point
2 points

Discussion Task: Present findings from your article review research (no more than 90 seconds). You should provide enough factual background information from your research that your learners are able to form an opinion and engage in discussion. Your position on the topic should be objective and unbiased. You will then facilitate a 5-minute meaningful discussion on your research.

Presentation of critical information in no more than 90 seconds 1 point

Ability to Facilitate Discussion 2 points

TOTAL POINTS 3 points



Student Assignment Sheet

Assignment	Points
Training Objectives (5 points possible)	_____
Design Doc./Instructional Strategy Assignment (15 points possible)	_____
Facilitating Active Discussions Research Project (5 points)	_____
Article Review Discussion (5 points possible)	_____
Participant Guide (20 points possible)	_____
Instructor Guide (30 points possible)	_____
Group Presentation (20 points possible)	_____
TOTAL (100 points possible)	_____

