



OBTC 2017 at Providence College June 14th – 17th, 2017

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title: A Perfect Storm for Teaching Training & Development: ADDIE, Practice, Project and Alignment All the Way

Abstract: Preparing students for real-world work is a theme in our courses. In the training world, projects often begin with a blank sheet of paper with little or no direction but are related to real business problems. In my Training & Development course, I use the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) as a framework for the course that includes individual and group practice activities that further enable students to complete their group project. That project is a training program that covers all ADDIE phases.

Key Words: Training, ADDIE, Projects

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Pedagogy

1. Instructional approach of learn → practice in low risk environment → get feedback from instructor → apply learning to group project.
2. Replicate real-world work of a training professional such as:
 - a. Complete a job analysis – starting with a trip to McDonald’s to observe what a crew person does.
 - b. Conduct a behavioral event interview with a professor – bring interview finds to class and with small group, build a competency model.
 - c. Research a topic about which they know nothing – design and development relevant training.
3. Course design provides a robust example of alignment between topics, learning activities and assessment.

Andragogy

Course design addresses 2 of Malcolm Knowles' 5 criteria (Employee Training & Development, Noe 2013, chapter 4, p. 161).

1. *Adults have need to know why they are learning* – I invite three guest speakers who are current practitioners in Human Resources, Talent Development and Learning & Technology (learning management systems). I meet with speaker in advance to review course objectives and to make sure their presentation to the class aligns with what we are learning. They all share real examples where they have applied topics(s) from class such as: how training/learning supports company strategy, how the ADDIE model is used in practice, and tactics that are employed Talent Management to name several prominent examples. Students write a reflection of these visits – an assignment designed to help the students connect the dots from class lessons / topics and the guest practitioners' examples. This validates the course content for the students – they say as much in their papers.
2. *Adults have the need to be self-directed.* While specific requirements and framework are provided for the projects, students must research their assigned topic and decide on specific content and learning objectives. They are challenged to pare down the massive amounts of info they find in their research to a consumable amount for their project. I get a lot of questions about how to do this and try to coach the students without telling them specifically what to include (which in some cases they would like me to do ☺).

Learning Objectives

1. Describe the importance of alignment (topics/learning activities/assessment) in course design.
2. Discuss how short, simple application assignments can help students understand the ADDIE phases.
3. Review a project requirements document that outlines expected group progress (by week) in alignment with the new learning and application assignments.
4. Evaluate a project model that recreates the type of work a student will be asked to do in their profession.

I have extensive practical experience in the training and development profession. I have taken steps to recreate that environment for students to help them learn how to manage training projects. ADDIE is a generic process, commonly used by practitioners, so using it as the framework for the course makes perfect sense.

The course leverages a combination of *Passive Learning* (receiving information and ideas) and *Active Learning* (Experiences: doing, observing; Reflection: on what one is learning and how one is learning – along and with others). (Creating Significant Learning Experiences, Dee Fink 2003, Chapter 4, p. 104.)

I also use a concept called Forward-Looking Assessment (Creating Significant Learning Experiences, Dee Fink, 2003 Chapter 3, p. 86). In forward-looking assessment, teachers look ahead to what they expect students to be able to do as a result of learning about X, Y, Z. Wiggins, when writing about what is necessary to ensure authentic performance (1998, Chapter 2), identifies two key elements: authentic tasks and performance friendly feedback. The authentic tasks are the application exercises. The performance friendly feedback comes from the instructor in written format accompanied as necessary by verbal direction in small groups.

To create forward-looking assessment, Wiggins (1998, pp. 22, 24) recommends that teachers create questions, problems, tests and assignments that:

(√ = my course design addresses this item.)

1. Are realistic - task replicates ways in which person's knowledge and abilities will be tested in real-world situation √
2. Require judgment and innovation – student uses knowledge and skills to solve unstructured problems √
3. Ask the student to DO the subject – instead of reciting or replicating course content, student has to carry out exploration and work within a discipline or framework (in this case ADDIE & group project). √
4. Replicate or simulate the contexts in which adults are tested in the workplace – √
5. Assess student's ability to use a repertoire of knowledge and skill efficiently and effectively and negotiate a complex task. √
6. Allow appropriate opportunities for students to rehearse, practice, consult resources, get feedback and refine their products. √

(The above list is found and further explained in Creating Significant Learning Experiences, Dee Fink, Chapter 3).

Another common theme throughout the course is the emphasis on the importance of a well-trained, engaged workforce in execution of the firm's strategy and that training professionals must become valued partners in driving firm success.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

- I. Introduce session objectives and T&D course design – 1 page alignment document. (10 minutes)
- II. Have participants complete an exercise to replicate course experience – either a portion of Job Analysis or build a Competency Model. I plan to bring the raw data with which they can work. For example, if I use Job Analysis I will bring a list of crew member duties. If I use Competency Model, I will bring a list of themes from student Behavior Event Interviews. When I complete the detailed design, I hope to find a way to include both options....some groups working on Job Analysis and others working on Competency Model. This would be more efficient and I would also give everyone the same handout. (15-20 minutes)
- III. Introduce a graphic that shows in more detail how the application assignments and the associated feedback provide a foundation to successful project development (15)
- IV. Provide samples of syllabus, application assignments, project rubric. Share other best practices (15 minutes)
- V. If there is any time left, I can share what I learned after teaching the course the first time that I incorporated into my design the second time which I just finished teaching Fall 2016.

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

I think anytime we can provide students with tools so they can navigate changing environments, we are doing our job. This course provides a framework and various learning strategies that will enable the students to collaborate with the business, custom-design projects that meet specific business needs and guide others on doing things in generally accepted ways (ADDIE) with a view toward making it work for their company. The knowledge from this course will not become outdated any time soon.

I would also add that I designed the course and have just finished teaching it for the second time. This time was significantly better from the perspective of student interest and quality of work. Significant changes were made between my first time and second time to facilitate higher quality deliverables from my students due to enhanced practice and feedback along the way.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

I have not presented this proposal before. I am frequently asked by our university's Design and Develop Department to share my approach to course design and alignment when they hold "Design & Development" workshops for faculty several times a year. I often use the Training & Development Course as an example.

For OBTC 2016, my proposal was accepted and presented in a round table. Title: Adapting Face-to-Face to Online: Credentialing high school teachers to teach dual enrollment. That session was focused on course design; and more specifically, repurposing F2F courses to online version. I used my 2015 T&D Course design document as a handout. However, as mentioned above, I made a number of course design changes for T&D 2016 and the focus on this year's proposal is more about the depth of alignment and flow with topics/activities/feedback/project implementation.