



## Competencies

"The shift from providing training to improving performance" (Robinson & Robinson, 1998, p.vii) has been cited as a top priority in a fast paced, global economy. This course will cover training theory, instructional design principles, and examples of training conducted in various work environments and will use technology tools to develop a basic training and performance plan tailored for the student's own workplace. By the end of the course, students will have the following competencies:

F-X:	Understands instructional design approaches and can explain the development, roles, and maintenance of social institutions
H-2-X:	Can evaluate organizational needs and develop appropriate training strategies
S-1-D(X)	Can understand general computing principles and solve problems using computer-based applications within workstation or PC platforms
S-3-X:	Understands changing technologies impact on society and can develop training approaches to facilitate computer literacy

**Relationship of Course Content to the Course Competence Statements** There is a clear relationship between the competencies required to complete this course and the topics covered in this course. By the end of this course, students should have mastered all of the competencies outlined above and have accomplished all of the following outcomes listed below.

## Course Objectives

The purpose of the course will be to introduce the students to the philosophical principles of training and human performance, acquaint them with real case studies in a number of work environments, present them with technology and instructional design tools to design their own training program, then have the students create a basic training and human performance plan reflective of their work environments. Assessment and evaluation will also be discussed, but will not be covered in this course.

## Outcomes

By the end of the course, students will be expected to achieve the following outcomes:

- Be able to recognize and use instructional design tools for designing training programs
- Be able to observe and describe the difference between training and human performance
- Be able to create to conduct a needs analysis
- Be able to create a scope and sequence for a proposed training program
- Be able to recognize different types of work environments: profits, nonprofits, service, and manufacturing
- Be able to create a basic training plan unique to the student's work environment
- Be able to generally assess and evaluate strengths and weaknesses of training programs

## Course Content

The course will consist of reading requirements, web board interactivities, assignments, and a final project. The ten course modules will consist of:

- Philosophy and Theories of Training
- Instructional Design Principles
- Case Study Scenarios in four primary sectors: Profit/Business; Nonprofits; Service (including health care); and Manufacturing
- The above scenarios will also be set up to provide examples of

- Internal Employee Training
- External Employee and Customer Training

## Learning Experience

This course combines lectures, small and large discussion groups, Internet exploration, assignments, and a final project. Students will be introduced to principles of training and human performance using technology and software applications, such as PowerPoint and web pages. The students' learning experiences will be unique to their current work environments, but will include basic theories and principles of training, instructional design, and technology. They will acquire a picture of the total organizational environment, become familiarized with training and human performance needs, and design training and human performance solutions for both individuals and organizations.

## **Other Important Policies**

### **Grading Policy**

All assignments will be graded on a 100 point scale. **This course will be a pass/fail course and students will be expected to earn at least an overall grade of 75% to receive a pass grade for this course.**

Also, the final project will count for 25% of the student's grade for this course and the student must earn the maximum grade of 100% in order to receive the full 25% credit for the final project. Any grade of less than 100% on the final project will be decremented from the 25% credit for the final project.

The other 9 weekly assignments will equal 65% of the total course grade. Each assignment will also be graded on a 100% scale, and each assignment must equal at least 75% of the grade IF the student is to receive full credit for that assignment. (If the student fails any assignment, she/he will be given another opportunity to resubmit that assignment for grade reconsideration.) There will be a maximum score of 100% for each assignment, with any grade of less than 100% decrementing the grade for that assignment. The remaining 10% of the student's grade will be based on attendance.

### **Attendance Policy**

Attendance in the course will count for 10% of each student's grade. Students will be required to participate in class, fulfill their assignments, and turn in the final project in order to receive a Pass Grade in this course. Students will be expected to contribute to the small and large group sessions, complete assignments, and create a training plan with one complete module as a final assignment.

If you find yourself getting behind, please contact your course facilitator immediately.

### **Academic Integrity**

Please become familiar with <http://studentaffairs.depaul.edu/handbook/code16.html>

### **Plagiarism**

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes, but is not limited to, the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement. Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university.

### **Policy for Course Incompletes**

Per the policy outlined in the DePaul University Program Guide, page 10, incompletes are handled at the discretion of the instructor. To qualify for an incomplete grade in this course, there must be at least 60% of the course completed by the student; and, there must be extenuating circumstances preventing the student from completing her/his coursework described in a written memo to the instructor.

Course Schedule (Course Map)

**10 Modules for  
Technology, Training and Human Performance Course - A Survey Course  
Ruth Gannon Cook, Ed.D.**

Week	Module	Assigned Readings	Assignment Number and Due Dates
1	<a href="#">Introduction to the Course, course navigation and course tools; explanation of course expectations and requirements.</a>	<b>Chapters 1 &amp; 2.</b> Note: There are 37 pages in these 2 chapters, but it will be your shortest reading assignment. It will be important to keep up with your weekly reading assignments because there is much to cover in just 10 weeks.	<b>Assignment 1.</b> Due 2 <sup>nd</sup> week of class. Students will turn in a word-processed document with 2 components: 1. 1 A paragraph describing themselves & their jobs 1.2 A summary or outline (1 page per chapter-minimum) of what the student perceived were the most important points learned from Chapters 1 & 2
2	An Overview of History of Training Theories. This module also covers comparisons of theories and why it is important to understand the theories underlying instruction.	<b>Chapters 3 &amp; 4.</b> Even more reading: over 50 pages in these 2 chapters.	<b>Assignment 2.</b> Due 3 <sup>rd</sup> week of class. Each student will be assigned to a small group that will discuss Chapter 3, distance training and Chapter 4. The group assignment will need to be turned in that includes 1. identification of which are the most common educational paradigms (Ch.2), 2. identifies strategic distance training events (Ch.3), 3. Selects a technology from the selection criteria matrix (Ch.3), and 4. Explains why the Home Improvement Model in Chapter 4 may be relevant to the group's model
3	Taking Theories and Putting Them into Practice. An introduction to assessment of needs and instructional design. Several theories of instructional design will be discussed in more detail to let students decide which types of instructional models might work best in their organizational environments.	<b>Chapters 5, 6, 7 and 8.</b> Again, over 50 pages, but excellent case studies that will prepare you for your project assignments. Also, Instructor will provide handouts of training needs analyses for students to use in the preparation of this week's assignment.	<b>Assignment 3.</b> Due 4 <sup>th</sup> week of class. Each student will write examples of how needs analyses may have been done for the organizational examples in Chapter 5, Chapter 6 and Chapter 7.
4	Case Studies (Part 1). Four types of organizational environments will be studies: Profit/Business; Nonprofits/Foundations; Service industries (including health care); and manufacturing industries. This module will cover profit/business and manufacturing industries and cite both large and small business training examples.	<b>Chapters 9, 10, &amp; 11.</b> Since this is a survey course, the reading is crucial to supplement course content. Students will be graded on their readings so it will be crucial to keep up with the reading assignments.	<b>Assignment 4.</b> Due 5 <sup>th</sup> week of class. Instructor will provide examples of mind mapping/graphic organizers. Students will create 1. One mind map/graphic organizer for one of the organizations discussed in Week 4 class, and 2. One mind map/graphic organizer for one of the three chapters assigned in this week's reading (One mind map for Chapter 9, Chapter 10, or Chapter 11).
5	Web search for Good (and a Few Bad) Examples of Web	<b>Chapters 12,14, &amp; 15</b> (Ch.12: Pages 246-269),	<b>Assignment 5.</b> Due 6 <sup>th</sup> week of class. Each student will individually design a

	Training. Students will conduct searches for what they consider to be good examples of training sites and instructor will provide sample sites to assist students in their searches. There will be discussions and assignments to facilitate students' collecting an Internet Training Resource Library.	Ch.14: Pages 287-306), & Ch.15: Pages 309-327). Students will also read handouts provided by instructor on creating training modules using <i>PowerPoint</i> software for use in their assignments.	<i>PowerPoint</i> Presentation outlining a basic training program design scenario for her/his work environment (or her/his desired work environment). This <i>PowerPoint</i> presentation should include at least one mind map/graphic organizer, 5 slides, and a title slide.
6	Case Studies (Part 2). This module will cover nonprofits/foundations and service industries and will have discussions on how students can apply what they have seen in the case studies to their own work environments.	<b>Chapters 16, 17.</b> There will be discussions to facilitate students' creating and collecting an Internet Training Resource Library.	<b>Assignment 6.</b> Due 7 <sup>th</sup> week of class. Students will use handouts (or email attachments) provided by instructor as examples of the types of websites required for this assignment. Students will then conduct advanced Internet searches to find examples of: <ul style="list-style-type: none"> <li>• 3 websites that exemplify good corporate training websites.</li> <li>• 3 corporate websites that discuss generic training and human performance. (These sites can also be selling training services).</li> <li>• Students will create a bookmark training library.</li> </ul>
7	Using Technology to Create Training (Part 1). This week will introduce instructional design strategies to help students begin to design their own training plans and modules.	<b>Chapter 18 &amp; 19.</b>	<b>Assignment 7.</b> Due 8 <sup>th</sup> week of class. Students will use their mind map and their <i>PowerPoint</i> outline (of the basic training program design scenario) to <ul style="list-style-type: none"> <li>• Create an outline for their corporate training website</li> <li>• Create a basic outline for their 2 page summary due in Class 10. (A 2-page summary of what the student has learned about training from this course).</li> </ul>
8	Using Technology to Create Training (Part 2). This week will introduce <i>PowerPoint</i> and web-page design to help students create their own training plans and modules.	Students will read handouts or email attachments provided to them on how to create websites to prepare for their final projects: <ul style="list-style-type: none"> <li>-a 3-page website to deliver training materials</li> <li>-a 2-page summary of what the student has learned about training from this course.</li> </ul>	<b>Assignment 8.</b> Due 9 <sup>th</sup> week of class. Students will create the first draft of the final project website containing at least 3 webpages. The website will need to contain: <ol style="list-style-type: none"> <li>1. A Home/Welcome Page that tells the reader about the organization or individual and suggests what the other 2 webpages will contain about the organization or individual.</li> <li>2. At least 2 additional pages with information designed either to <ul style="list-style-type: none"> <li>- provide internal organizational training to employees, or</li> <li>- provide external training information to customers.</li> </ul> </li> </ol>
9	Learning to Escalate Training to the Level of Performance. Students will learn how to evaluate training and also learn how to make changes that can enhance the level of employee performance. They will also learn how to put plans in place	Students will read handouts or email attachments provided to them on how to create websites to prepare for their final projects: <ul style="list-style-type: none"> <li>-a 3-page website to deliver training materials</li> </ul>	<b>Assignment 9.</b> Due 10 <sup>th</sup> week of class. Students will create the final project website containing at least 3 webpages. The website will need to contain: <ol style="list-style-type: none"> <li>1. A Home/Welcome Page describing the organization or individual and suggesting what the other 2 webpages will contain.</li> <li>2. At least 2 additional pages with information</li> </ol>

	<p>that will be proactive in nurturing improved human performance.</p> <p>Students will discuss their plans with each other and compare their training plans to see if there are components of each other's designs that might be useful in their designs. Strengths and weaknesses of plans will also be discussed, and final questions about projects will be discussed.</p>	<p>-a 2-page summary of what the student has learned about training from this course.</p>	<p>designed either to</p> <ul style="list-style-type: none"> <li>- provide internal organizational training to employees, or</li> <li>- provide external training information to customers.</li> </ul> <p>The final draft of the website is due this week so that any problems or revisions can be suggested by the instructor and the student can revise and resubmit the final project by Week 10.</p>
<b>10</b>	<p>Final Projects are Due in order to Receive a Grade in the Course.</p>	<p>No readings assigned this week. Students will be required to turn in their final projects for the course.</p>	<p><b>Assignment 10.</b> Due 11<sup>th</sup> week, the last day of class for the quarter. Students will submit</p> <ol style="list-style-type: none"> <li>1. A 2-page summary of what the student has learned about training from this course.</li> <li>2. The final project website. (See weeks 8 and 9 for final project website requirements).</li> </ol>

**Please feel free to contact your course instructor by phone or email if you have any questions or if you need assistance in any way. Thank you.**