

# Technology, Training and Human Performance

## Course Syllabus

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### [Course Information](#)

### [Assessment](#)

### [Policies](#)

### [Course Expectations](#)

[Download a printable syllabus here.](#)

*Please check the online course for the most up-to-date version of course materials and assignments.*

## Course Information

### Course Description

This course covers the principles of training and human performance through an analysis of real case studies in a number of work environments. The course will also present the necessary technology and instructional design tools so that students can design their own training program and develop a basic training and performance plan that reflects their own work environments.

Prerequisite: basic computer skills, including the ability to use and save work with Microsoft Word.  
Competencies: A2D, H2G, H2X, S1D, S3X, FX.

### Course Goals

After completing this course, you will:

- 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 and 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 Resources

This course contains study aid resources designed for this course and also contains links to relevant topics for students in this course.

#### Textbook

If you have not done so, please go ahead and purchase your books immediately because you will need your book within the next ten days for an upcoming assignment. Our staff members at SNL Online have informed me that you should have received instructions regarding books, registration, login credentials and other administrative procedures already. Please write [snlonline@depaul.edu](mailto:snlonline@depaul.edu) with any questions that you may have about the course or about logging in to the course. The textbooks for this course are:

Rosenberg, Marc J. (2006). *Beyond E-Learning*. San Francisco, Pfeiffer, an Imprint of Wiley, Inc.

#### Selected Readings :

You should also find a listing of selected case study readings in certain modules and you can begin your readings as soon as you want, but if you get ahead of the class, you will need to be mindful that your classmates may not be there yet. So please post your questions to the Discussion Conference for the assigned week so that your classmates will see them and have the benefit of the answers when they finally get to the place where they may have the same or similar questions.

## Course Competences

In this course, you will develop the following competences:

Competence	Competence Statement and Facets
A-2-X	Written by student/faculty. This competence allows students to create statements that meet their specific learning needs.
H-2-G	Can evaluate the role and impact of mass media or information technology on society
H-2-X	Institutions and Organizations Subcategory written by student/faculty
S-1-D	Can design and plan an information technology solution for a problem.
S-3-X	Science, Technology and Society Subcategory. Written by student/faculty.
F-X	(Written by student/faculty). Student must have the permission of her/his professional advisor to take this course as a competency for her/his focus area and the course must satisfy the competencies emphasized in the student's focus area.

### How the Competences Will Be Demonstrated in this Course

The competencies (A-2-X, F-X, H-2-G, H-2-X, S-1-D, S-1-X, and S-3-X) will be demonstrated through the learning interactivities and assignments of this course, and through the final project designed and completed by each student.

### Course Structure

This course consists of 10 modules. The estimated time to complete each module is one week.

To view the course schedule, click on the [Schedule](#) link on the left-hand navigation bar. This page contains the most recently updated listing of the topics and assignments due for each week of the course.

[Top](#)

## Assessment

### Assessment of Learning

#### Percentage Distribution of Assessments

Table of Assignment % Distribution of Grades	
Assignments: Modules 1-6, 8, 10	50%
Module 7	10%
Module 9	25%

Student Participation in Web-board Postings and Discussions	10%
Points for Additional Work and/or Exceptional Performance	5%
<b>Total Grade Points</b>	<b>100%</b>

### Assessment Criteria for Competencies (A-2-X, F-X, H-2-G, H-2-X, S-1-D, S-1-X, and S-3-X)

To earn an A/Pass grade for competencies:

- You will need to do at least seven of your ten assignments, and receive at least a 69% for each assignment; of these assignments, you must complete the Module 7, the PowerPoint assignment, and earn at least a 69%, and you must complete Module 10, the website and paper, and earn at least a 69% for each of those sub-assignments.
- In addition, the criteria for passing the course includes your consistent participation in web postings and discussions, completing the assigned readings, and turning in assignments by the assigned due dates.
- You will be assessed by the rubrics posted for each module of this course. To earn a passing grade of at least a C (69%), you must meet the requirements for at least C work, or better, as shown in the Rubric for each module of this course.

### Assessment Criteria for Writing Assignments

- Assessment criteria for reading assignments will be gauged by your responses and level of knowledge of concepts and content material;
- Assessment of writing assignments will also be based on the rubrics for each course module, and
- Assessments need to adhere to American Psychological Association (APA) guidelines for writing papers, bibliographies, citations, and electronic courses or texts.

### Online Discussion

#### Assessment Criteria for Online Discussion Participation

- In the online discussions you should clearly and consistently link what you are learning in the course to your real life experiences. Specifically, in order to receive credit for your participation in the online discussion parts of the course, it is important that:
  - You are able to contribute to the online discussions in a collegial fashion. You should begin your postings by addressing your peer students, maintain a kind and conversational tone, and close with your signature.
  - You regularly demonstrate good “listening” skills and active inquiry skills in the online discussions. This means that you pay attention to the commentary of others with an open mind and you offer constructive and interested commentary, whether in the form of questions or statements.
  - You contribute your own original ideas to the online discussion in ways that, optimally, provide meaningful examples and facilitate learning for fellow students.
  - It is expected that you follow accepted standards of English spelling, grammar and usage, although you will not be assessed for these particular characteristics when you post to the discussion forums. These discussions are a place for you to exchange your reflections with the others in the class about what you are learning.

#### Assessment Criteria for your Final Paper or Project by Competence

Students taking Technology, Training and Human Performance for two competencies, with the exception of the H-2-G and S-1-D competencies, will be required to do “double” assignments for Modules 7, and 9 (one set of assignments for each competency). (See Module 7 and Module 9 for detailed information on assignments and assessment criteria). Students taking the H-2-G must, in addition to the one competency for the Module 9 final project, demonstrate the role and impact mass media or information technology has on society. Students taking the S-1-D competency must, in addition to the one competency for the Module 9 final project, demonstrate they can design and plan an information technology solution for a specific problem.

It is important your final project:

- Demonstrates you can apply criteria provided in this course, including moral, ethical, and democratic principles to real life issues and design training to include these principles;
- Organizes your supportive evidence into relevant training materials that address your subject;
- Demonstrates objectivity of content materials and an appreciation of other points of view;
- Demonstrates that you are able to integrate the course content materials from your chosen sources, using proper English grammar, format, sentence structure, and using APA (American Psychological Association) accepted guidelines in your assignments. The paper and/or project also contain(s) an introduction/overview, content materials, and relevant contact information;
- Uses proper citation form, according to APA format, for in-text references as well as for bibliography or references.

**You should save in an electronic folder the course materials, the student assignment aids, and your assignments to separate DVD, flash drive, or external storage device so that you have another copy of these materials in a safe place.**

### Course Grading Scale and Grading Policies

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

Students in this course will be assigned a grade unless a Pass/Fail is requested by the student. In SNL courses taken for Pass/Fail, a "Pass" represents a grade of "A" for purposes of financial aid and employer reimbursement.

Students wishing to declare a Pass/Fail option must do so before the end of the 2nd week of the quarter.

### Discussion Boards

Discussion Boards are a forum for discussion and sharing information among students. Your instructor may create one or more discussion forums related to the topics you are studying each week.

At the beginning of the quarter, your instructor will set up three discussion forums. These three forums will help you and your classmates get off to an immediate start on the course, by providing conversational spaces for necessary, ongoing social and administrative activities. These forums are:

- Introductions
- Course Q&A
- The Water cooler: a social meeting space for discussion that is not directly related to course content. (This has different names in different courses.)

The Q&A forum is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers. You will also find the schedule of specific dates for your course in this forum.

The Water cooler can be used freely for your own conversation (like setting up groups or teams, if these are used in the course).

[Top](#)

## Policies

### Academic Integrity

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct.

Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

**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 it 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.

## Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

## Incomplete Grades

The intent of the incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

## Protection of Human Subjects

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve "interactions"—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as "research" with "human subjects" and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning's Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will

NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.

2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
  - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

[Top](#)

## Course Expectations

### Time Management and Attendance

SNL’s online courses are not self-paced and require a regular time commitment EACH week throughout the quarter.

You are required to log in to your course at least FOUR times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than “face to face” courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour “face to face” course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

***The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.***

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

### Your Instructor’s Role

Your instructor’s role in this course is that of a discussion facilitator and learning advisor. It is not the responsibility of the instructor to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate “office hours” when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 business hours.

### Your Role as a Student

As an online student, you will be taking a proactive approach to your learning. As the course instructor’s role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

You will learn with and from your classmates in the online discussions and group assignments, sharing information and resources and posting your ideas and critiquing and expanding on the ideas of others in a collegial fashion. You are encouraged to bring your questions to the online discussions and respond to each other—do not always wait for the instructor to answer questions.

***If events arise in your life that will prevent your attendance in class for one week or more, it is***

***your responsibility to make sure that your instructor is advised at the first possible opportunity. You, or a friend or family member can do that by email, postal mail or phone. Someone could also send a note to [snlonline@depaul.edu](mailto:snlonline@depaul.edu). This will allow your instructor to assist you to make up missing work. If these events occur early in the quarter and you wait until the end of the quarter before informing your instructor, do not expect to receive an Incomplete.***

### **The Golden Rule Policy**

The Golden Rule, "Do unto others as you would have them do unto you" sometimes seems forgotten in the bombardment of responsibilities and information overload in daily lives. Our everyday world has become so hectic that it is easy to understand why there sometimes seems to be "road rage" and lapse of common everyday courtesies. Let us be reminded of the Golden Rule in this class, and every person make a diligent effort to be careful to observe courtesies to each other and the instructor. Be careful not to think that, just because we are not seen, that we are anonymous and can ignore this Golden Rule.

Please:

- **do not** make demands of others, send angry remarks (to other students or the instructor), and
- **do** observe common courtesies, such an expression of appreciation for requests or feedback.

For more information on how to observe electronic courtesies (netiquette), please go to <http://www.albion.com/netiquette/>.

### **Final Note**

Participating in SNL courses can be an enriching, rewarding experience, and a chance to share ideas in a safe environment.

Some difficulties at the beginning of an online course are quite normal; solving them is part of every distance learning experience.

Enjoy your journey into lifelong learning!

### **Credits**

*The second edition of this course was designed and produced by Ruth Gannon Cook, Ed.D. and staff of SNL Online at DePaul University.*

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[Top](#)