

## HRD 5317: TRAINING DESIGN (80830)

FALL 2023

Department of Human Resource Development  
Soules College of Business  
The University of Texas at Tyler

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Instructor:	Dr. Yonjoo Cho ( <a href="mailto:ycho@uttyler.edu">ycho@uttyler.edu</a> ), Professor (Tel: 903-566-7260)
Class Time:	8/21 – 12/9 (Thanksgiving holidays: Week 14)
Orientation:	8/21 (Mon) at 7:00pm CT
Weekly Meetings (Zoom):	8/29 (Tue), 9/11 (Mon), 9/19 (Tue), 9/25 (Mon), 10/3 (Tue), 10/9 (Mon), 10/17 (Tue), 10/23 (Mon), 10/31 (Tue), and 11/6 (Mon) at 7:00pm CT and other times by appointment
Team Clinic:	Week 13
Draft Presentation:	Week 15 - 11/27 (Mon) and 11/27 (Tue) at 7:00pm CT
Communication:	Canvas, email, and Zoom
Course Access:	<a href="https://uttyler.instructure.com/courses/36520">https://uttyler.instructure.com/courses/36520</a>
Zoom:	<a href="https://uttyler.zoom.us/my/yjcho">https://uttyler.zoom.us/my/yjcho</a>

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### COURSE DESCRIPTION

Designing and developing effective, efficient, and engaging training programs is a common goal of all trainers, instructional designers, and HR practitioners. In this course, students will go through a systematic instructional design (ID) process to design effective, efficient, and engaging training including analysis, design, development, implementation, and evaluation (called **ADDIE**). Many see ID as a science as well as an art, as training requires systematic analyses, integral evaluations, evidence-based practices, and creative approaches. Students will learn the core skills of ID and apply those skills to an organizational context to design and develop a training program. In this course, ID and training design are used interchangeably.

### COURSE OBJECTIVES/LEARNING OUTCOMES

After completing this course, students will be able to demonstrate core skills and competence in training design and development using the ADDIE model, including:

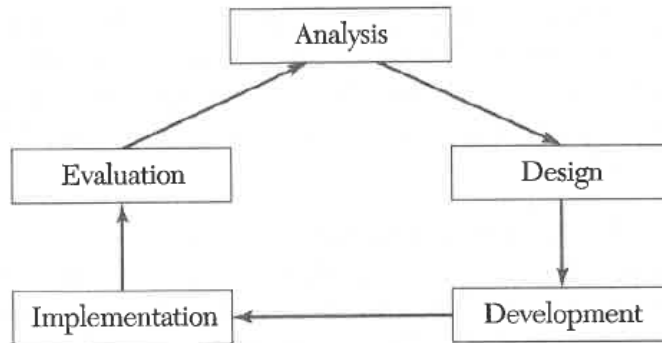
- Define what ID and ADDIE are
- Assess training needs in an organization
- Analyze tasks and learners
- Design a training plan and strategies
- Develop a training module
- Implement a training program designed and developed in a systematic way
- Conduct a formative evaluation and create a revision plan
- Develop communication and presentation skills in the process of working with team members, the instructor, and a client organization
- Reflect on class activities, assignments, teamwork, and lessons learned

## COURSE OUTLINE

In this course, students will learn the Instructional Systems Design Model (Piskurich, 2015, p. 4) incorporating the ADDIE process (see Figure 1):

**Figure 1**

*Instructional Systems Design Model*



Based on the Instructional Systems Design model incorporating the ADDIE process (Figure 1), students will complete a training design project that requires them to design and develop a training program in teams. To that end, students will form a team of three students and decide a training design topic that can be taught in less than one hour in consideration of agreed interests, client needs, and the complexity of tasks. Student teams will work through the sequence of the ADDIE process and complete the required steps including:

- Training needs assessment
- Analysis: Task and learner analysis
- Design: Design document
- Development: Develop a training module
- Implementation and Evaluation: Formative evaluation and a revision plan
- Draft report presentation and a final report

In the real world, trainers do not follow the sequence of the ADDIE process linearly due to multiple factors involved. For learning purposes, however, this course guides students to follow a step-by-step process to accomplish one task at a time. After completing a training design project, students will learn how to apply their competence and skills to diverse training contexts.

## READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Saturday at 9:00am CT** and will guide you to the content and things to do in the week. Mini lectures on APA, postings, the ADDIE process, and final project will be added to Read Me First pages. In the first week, post your introduction in Discussion (Canvas) to find your team members to work on the final project throughout the semester.

## SYNCHRONOUS MEETINGS

Research on online teaching and learning (e.g., Garrison et al., 2000<sup>1</sup>) indicates that students need synchronous meetings to feel *presence* in online classes. Many students from previous years have also suggested the need to regularly meet to ensure that they are on the same page with the instructor. To that end, we will have **synchronous meetings** via Zoom (<https://uttyler.zoom.us/my/yjcho>), including:

- **Orientation** in the first week – 8/21 (Mon) at 7:00pm CT
- **Weekly meetings**: Due to the equal split on a doodle poll, we are scheduled to meet on Mondays or Tuesdays - 8/29 (Tue), 9/11 (Mon), 9/19 (Tue), 9/25 (Mon), 10/3 (Tue), 10/9 (Mon), 10/17 (Tue), 10/23 (Mon), 10/31 (Tue), and 11/6 (Mon) at 7:00pm CT
- Draft report presentation (Week 15) – 11/27 (Mon) and 11/28 (Tue) at 7:00pm CT

**These synchronous meetings are highly recommended, though optional.** I have anecdotal evidence that students who join those synchronous meetings show better grasp of assignment guidelines and thus earn better grades. I will provide Zoom recordings so that you can view missed meetings whenever convenient. In these synchronous meetings, you can ask any questions related to course assignments and class activities. You may also contact me for an individual clinic during my office hours and by appointment.

In the draft report presentation meeting in Week 15, at least two members should be present to present and answer questions.

## INDIVIDUAL AND TEAM WORK

This course is based on a combination of **individual work (47%)** and **team project-based learning (53%)** as many business courses are, so students are required to work in teams as well as individually:

- Form a team of three students based on common interests (e.g., HRD, HRM), proximity (e.g., the same time zone), and diversity (e.g., gender, nationality, learning style). Diversity makes a team much more creative and innovative. This team formation should be done in the first week so that you may move forward.
- Name your team for team-building purposes. Be creative! 😊
- Set up the team **ground rules** for quality teamwork (see Appendix 2 for a sample). To evaluate how your team is doing, you will be asked to fill out a **peer evaluation form** (see Appendix 4) twice, at the mid-term and the end of the semester. At the mid-term, revisit your ground rules to refresh your teamwork. Your **team contribution points** (out of 20) will be converted from your average peer evaluation score (out of 4).

## CLIENT INVOLVEMENT

In this course, client involvement is highly recommended in the training project process, particularly when choosing a project topic, implementing a pilot, and completing a formative evaluation with one-on-one evaluation. If you cannot find a client organization, choosing a team member's employer may be an alternative.

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<sup>1</sup> Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

## FEEDBACK-BASED

Research indicates that team-based project learning is not possible without the instructor's timely feedback, so I will provide prompt and detailed feedback throughout the semester. In the process, you will learn how to meet the assignment requirements, develop critical thinking skills, and improve writing as a master's student following up the APA formatting guidelines as required in HRD and in the College of Business at UT Tyler.

I am going to give students one more opportunity to submit a revised version, if they choose to do so. To make this developmental process possible, the seamless communication between students (your team leader as communicator) and me is highly encouraged.

## INSTRUCTOR EXPECTATIONS

Online courses are based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet the quality standards at the master's degree level. It is YOU who should take responsibility for achieving the learning goals with confidence and completing all assignments and class activities within the due dates. In each step of the process, my role is to be there to provide you with prompt and detailed feedback. If assignment guidelines are unclear to you, ask for clarification. If you do not understand my feedback, which happens sometimes, ask for extra feedback until it makes sense. I hope this team project-based learning course will clearly set the right expectations for what to do (e.g., teamwork) and what not to do (e.g., free-ride). The bottom line is to learn as intended so that you will become a learned HR practitioner in diverse contexts. To achieve this goal, be open to learn new competencies such as the ADDIE process and APA formatting guidelines. A critical success factor in the process is communication, communication, and communication!

## ASSIGNMENTS AND DUE DATES

In this course, you are required to complete four assignments: weekly discussion postings (including ID case discussions), a semester-long training design project, class participation activities, and a reflection paper. **All assignments, except weekly discussion postings, introduction, and draft report, are due by Sunday at 11:59 pm CT.** Submit all assignments in a **Word** document unless there are notifications.

Assignment		Level	Point (%)	Due
Weekly Discussion Postings (10x12)	ID Case 1 (Week 6)	Ind	120 (26)	Weeks 1 to 12 (Answers by Wed & Comments by Sat)
	ID Case 2 (Wee 8)			
	ID Case 3 (Week 10)			
	ID Case 4 (Week 12)			
Training Design Project	Team Formation & Ground Rules (10)	Team	250 (53)	8/27 9/3
	Topic Selection (10)			9/10
	Training needs assessment (20)			9/24
	Analysis: Task & Trainee analysis (30)			10/1
	Design: Design document (40)			10/15
	Development: Training module (50)			10/29
	Evaluation: Formative evaluation (30)			11/12
	Draft Report (30) & Presentation (10)			11/27 & (11/27 & 11/28)

	Final Report (20)			12/3
Class Participation Activities	Introduction (10)	Ind	80 (17)	8/23 (Wed)
	Discussion Lead (20)			(Your choice)
	Team Contributions: Mid-term & final peer-evaluation (20x2)			10/8 & 12/3
	Class Evaluation (mid-term) (10)			10/8
	Reflection Paper	Ind	20 (4)	12/3
			Total	470

### Weekly Discussion Postings (120 pts)

Depending on a week's topic, read one or two readings. If there are two required readings, do not summarize each reading one by one; instead, integrate the two readings in a seamless way.

Post one **compact and pointed answer within a short paragraph** to a week's discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday**. This assignment is worth 10 points each week: 6 points for an answer and 4 (2x2) points for two comments. See the following sample of "compact and pointed answer within a short paragraph":

**Discussion Question:** What makes a team effective?

**Sample Answer:** For a team to be considered effective, Parker (2006) suggests it must strike a balance in the workplace by creating an informal atmosphere that encourages intentional participation and engagement while also maintaining structure to ensure tasks are relevant, goal oriented, and performed in a timely manner. For goals to be accomplished, team members must outline clearly defined roles and expectations, actively listen and reflect upon the ideas of colleagues, support diverse ways of thinking, and value the freedom to disagree when coming to consensus on a decision (Parker, 2006). These characteristics can strengthen teams and guide them towards becoming more effective when executed appropriately (quoted from Abigail, 2022).

We will have two discussion groups to have effective communication in small groups. From the second week on, a discussion leader of a discussion group will lead the week's discussion. To that end, choose a week to play a discussion lead role and write down your choice on [Google Docs](#) that will be provided.

**Discussion lead** is an excellent opportunity to lead a week's discussion so that you learn how to deepen your knowledge on the week's topic and to ask probing questions to engage students in in-depth discussion. This assignment has been highly valued by students in previous years. To complete this assignment:

- Read all required and optional readings.
- Read all your discussion group members' postings.
- Respond to interesting/intriguing postings and provide thoughtful feedback and/or ask probing questions for in-depth discussion.
- To earn the full 20 points, you must be present throughout the week of your choice, for a minimum of three days.

In the process of weekly discussions, students will better understand training design and develop critical thinking skills. I will provide immediate feedback on your postings if you did not meet the posting requirements after the first due date (Wed), so that you can revise your answers by the second due date (Sat). I suggest you post your answer and two comments early so that you can actively participate in discussion with others. I also suggest you do not add References at the end of your short answer unless there are new readings cited, just to save space (see **Appendix 1 for the postings rubric**).

## Training Design Project (220 pts)

The purpose of a training design project is to practice the design and development of an effective, efficient, and engaging training program using the ADDIE process throughout the semester. Students will complete a training design project in teams after going through a step-by-step process as follows:

- Form a team of three students and set up team ground rules as early possible (see **Appendix 2 for the team ground rules sample**):
  - To form a quality team, introduce yourself on Canvas Discussion in the first week. The team member selection criteria include: similar interests, diversity, and proximity. Don't form a team of friends.
  - Name the team, designate a team leader who will represent your team and communicate with me, and set up team ground rules for what to do and what not to do in teamwork. **Adding a regular weekly meeting schedule** (e.g., Tue at 8:00pm CST) is a must to successfully complete the final project.
- Topic selection: Decide on a training project topic that can be taught for less than an hour in consideration of common interests, client needs, and the complexity of tasks that are not so easy and not so difficult. To that end, ask your client for input. You may choose a team member's employer as a client.
- Follow the ADDIE process and complete tasks one by one: Training needs assessment, task/learner analysis, a design document, development of a training module, and formative evaluation.
- Write a single-spaced ten-page final report including:
  - Title on the cover page
  - Overview
  - Training Needs Assessment
  - Task/learner analysis
  - Design: Design document
  - Development: Training module
  - Implementation: Major development decisions and primary responsibilities of team members
  - Evaluation: Formative evaluation
  - Revision plan
  - References and appendices (if any)
- In Week 15, teams are scheduled to present a draft report in class via Zoom to receive feedback from the instructor and classmates. In the presentation file, highlight the project process and lessons learned. After the draft presentation, teams have a chance to revise the report.
- The final report will be evaluated for criteria including: (a) inclusion of all components of the report (see above), (b) relevance to the project topic, (c) organization and logical flow, (d) clarity, and (e) attention to details (e.g., APA) (See **Appendix 3 for the training design report rubric**).

## Class Participation (80 pts)

Actively participate in class activities including introduction, discussion lead, team contributions (mid-term and final peer evaluation), and mid-term class evaluation (see **Appendix 4 for the peer evaluation form**).

## Reflection Paper (20 pts)

Write a single-spaced, one-page reflection paper. This end-of-class reflection paper should include lessons learned from accomplishing class assignments: (a) title, purpose, and introduction: title your reflection paper in a way that sums up your semester-long experience in a compact and pointed way; (b) key points of lessons learned from the training design project and class activities; and (c) a conclusion with constructive suggestions.

## FINAL GRADES

Grade	A	B	C	D	F
Range	over 90%	80% - 90%	70% - 80%	60% - 70%	below 60%
Points	Over 423	376-422	329-375	282-328	below 281

## GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., positive on a COVID test). In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, you must inform me of the reasons why you need an extension or incomplete **in advance**.

## COURSE POLICIES

### Late Work

No credit will be given for late assignments unless the student's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, or quiz. The student is responsible for contacting the instructor, providing evidence of submitting any missed work within 24 hours.

### Academic Dishonesty Statement

The faculty expects from students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event that disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

**Plagiarism will not be tolerated**, and learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

## UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS

Information is available on Canvas Syllabus

## COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at UT Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

## RESOURCES

### APA Formatting Guidelines

In this course as in other courses in HRD and the College of Business, you must follow the APA (2020):

American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7<sup>th</sup> ed.). American Psychological Association.

Follow the basics of APA on Canvas Files and see how I referenced publications in this syllabus. You will learn how to write well in a compact and pointed way at the end, as APA is not just about formatting guidelines but also about organizing ideas.

### HRD Masterclass Podcast Series ([hrdmasterclass.com](http://hrdmasterclass.com))

The Academy of Human Resource Development ([AHRD](http://AHRD)), which is the premier organization in HRD, has published several podcast series that explore the fundamentals and different aspects of HRD. Each episode includes a one-to-one interview with a guest, as well as a group discussion where two to three guests discuss their shared interest in the episode topic. This is an outstanding resource to understand the most current topics and foundations of HRD.

## TEXTBOOK

This course is based on the first seven chapters of Piskurich (2015) and four ID cases from Ertmer et al. (2019). **Students must read all required chapters and cases to answer weekly discussion questions and to follow the ADDIE process.** Also see how I referenced all publications so that you can correctly follow the APA formatting guidelines.

### Required

Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3<sup>rd</sup> ed.). Wiley.

**Note:** As UT Tyler Library has purchased this ebook, students can use this book free of charge, available at <https://ebookcentral.proquest.com/lib/uttyler/detail.action?docID=1895845>.

### Recommended

Cennamo, K., & Kalk, D. (2019). *Real world instructional design: An iterative approach to designing learning experiences*. Routledge.



Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (2019). *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed.). Routledge.

### Select ID Cases

Glazewski, K. D., & Hicks, S. M. (2019). Natalie Morales: Managing training in a manufacturing setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed.) (pp. 249-255). Routledge. **[Case 1]**

Willoughby, C. C. (2019). Michelle Marshall: Developing a new initiative for use in teacher evaluation. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed.) (pp. 27-45). Routledge. **[Case 2]**

Rokaw, F. (2019). Fiona Roberts: “Joyne-ing” the learning team at a startup company. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed.) (pp. 256-270). Routledge. **[Case 3]**

Ross, S. M., Morrison, G. R. (2019). Andrew Stewart: Managing consulting activities in an evaluation context. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed.) (pp. 271-274). Routledge. **[Case 4]**

### REQUIRED READINGS

All required readings, except books and the textbook chapters, are posted on Canvas Files.

#### Week 1 (8/21 – 8/27) – Teamwork

Parker, G. M. (2006). What makes a team effective or ineffective? In J. V. Gallos (Ed.), *Organization development* (pp. 656-680). Jossey-Bass.

#### Week 2 (8/28 – 9/3) – Introduction to ID & ADDIE

Chapter 1: What is instructional design stuff anyway? In G. M. Piskurich (2015), *Rapid instructional design: Learning ID fast and right* (3<sup>rd</sup> ed.) (pp. 1-15). Wiley.

Branch, R.M. (2018a). Instructional design for training programs. In: Persichitte, K., Suparman, A., & Spector, M. (Eds.), *Educational technology to improve quality and access on a global scale*. Educational Communications and Technology: Issues and Innovations. Springer.

#### Week 2 – Optional

Allen, W. C. (2006). Overview and evolution of the ADDIE training system. *Advances in Developing Human Resources*, 8(4), 430-441. <https://doi.org/10.1177/1523422306292942>

Branch, R. M. (2018b). Characteristics of foundational instructional design models. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4<sup>th</sup> ed.) (pp. 23-30). Pearson.

#### Week 3 (9/4 – 9/10) – Learning Theories

Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. <https://doi.org/10.1002/piq.21143>

#### Week 4 (9/11 – 9/17) – Training Needs Assessment

Chapter 2: Before you do anything: Pre-instructional design activities (pp. 17-62)

#### **Week 4 – Optional**

Russ-Edt, D. F., & Sleezer, C. M. (2020). Chapter 1: Introduction. In *Case studies in needs assessment* (pp. 1-26). SAGE.

Sleezer, C. M., Russ-Eft, D. F., & Gupta, K. (Eds.) (2014). Chapter one: Overview of needs assessment. In *A practical guide to needs assessment* (3<sup>rd</sup> ed.) (pp. 15-33). Wiley.

#### **Week 5 (9/18 – 9/24) – Analysis**

Chapter 3: Do you know what you need to do? Analysis (pp. 63-105).

#### **Week 6 (9/25 – 10/1) – Analysis: Case 1**

Glazewski, K. D., & Hicks, S. M. (2019). Natalie Morales: Managing training in a manufacturing setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed.) (pp. 249-255). Routledge.

#### **Week 6 – Optional**

Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (2019). The case-learning process: Strategies and reflections. In *The ID casebook: Case studies in instructional design* (5<sup>th</sup> ed.) (pp. 1-8). Routledge.

#### **Week 7 (10/2 – 10/8) – Design**

Chapter 4: How to do it: Design (pp. 107-202)

#### **Week 8 (10/9 – 10/15) – Design: Case 2**

Willoughby, C. C. (2019). Michelle Marshall: Developing a new initiative for use in teacher evaluation (pp. 27-45).

#### **Week 9 (10/16 – 10/22) - Development**

Chapter 5: Doing it right: Development (pp. 203-261)

#### **Week 9 – Optional**

Driscoll, M. P. (2000). Gagné's theory of instruction. In *Psychology of learning for instruction* (pp. 321-372). Allyn & Bacon.

#### **Week 10 (10/23 – 10/29) – Development: Case 3**

Rokaw, F. (2019). Fiona Roberts: "Joyne-ing" the learning team at a startup company (pp. 256-270).

#### **Week 11 (10/30 – 11/5) – Implementation & Evaluation**

Chapter 6: Getting it where it does the most good: Implementation (pp. 263-309)

Chapter 7: Did it do any good? Evaluation (pp. 311 – 351)

#### **Week 11 – Optional**

Dick, W., Carey, L., & Carey, J. O. (2014). Designing and conducting formative evaluations. In *Systematic design of instruction* (8<sup>th</sup> ed.) (pp. 283-315). Pearson.

## Week 12 (11/6 – 11/12) – Evaluation: Case 4

Ross, S. M., Morrison, G. R. (2019). Andrew Stewart: Managing consulting activities in an evaluation context (pp. 271-274).

### HRD 5317 COURSE SCHEDULE<sup>2</sup>

Week	Topic	Reading	Assignment
1 (8/21-8/27)	Orientation (Zoom) Teamwork	Parker (2006)	Introduction (8/23) Discussion lead (8/23) Discussion groups (8/23) Discussion 1 postings (1 answer by 8/23 and 2 comments by 8/26)
2 (8/28-9/3)	Introduction to ID & ADDIE	Chapter 1; Branch (2018a) Optional: Allen (2006); Branch (2018b)	Team formation (8/27) & ground rules (9/3) Discussion 2
3 (9/4-9/10)	Learning Theories	Ertmer & Newby (2013)	Topic selection (9/10) Discussion 3
4 (9/11-9/17)	Training Needs Assessment	Chapter 2 Optional: Russ-Eft & Sleezer (2020); Sleezer et al. (2014)	Discussion 4
5 (9/18-9/24)	Analysis	Chapter 3	Training Needs Assessment (9/24) Discussion 5
6 (9/25-10/1)	Analysis: Case 1	Case 1 (Glazewski & Hicks, 2019) Optional: Ertmer et al. (2019)	Task and Learner Analysis (10/1) Discussion 6 (Case 1)
7 (10/2-10/8)	Design	Chapter 4	Mid-term class & peer evaluation (10/8) Discussion 7
8 (10/9-10/15)	Design: Case 2	Case 2 (Willoughby, 2019)	Design Document (10/15) Discussion 8 (Case 2)
9 (10/16-10/22)	Development	Chapter 5 Optional: Driscoll (2000)	Discussion 9
10 (10/23-10/29)	Development: Case 3	Case 3 (Rokaw, 2019)	Training Module (10/29) Discussion 10
11 (10/30-11/5)	Implementation & Evaluation	Chapters 6 & 7 Optional: Dick et al. (2014)	Discussion 11
12 (11/6-11/12)	Evaluation: Case 4	Case 4 (Ross & Morrison, 2019)	Formative Evaluation (11/12) Discussion 12
13 (11/13-11/19)	Project Work: Team Clinic		
14 (11/20-11/26)	Thanksgiving Week		
15 (11/27-12/3)	Draft Presentation (11/27 & 11/28) Final Submissions Reflection		Draft Report & Presentation file (11/27) Final Report (12/3) Reflection Paper (12/3) Peer Evaluation (final) (12/3) Course Evaluation

<sup>2</sup> All due dates and assignments are subject to change depending on the circumstances throughout the semester.

## APPENDIX 1: Weekly Discussion Postings

### Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meet two deadlines (Wed & Sat)	All required posts (an answer and two comments) were submitted by the two deadlines	Not all posts were submitted after the deadline	All posts were submitted after the deadline or were not submitted
Cite required readings to answer the week's discussion question	All required readings were cited to answer the week's discussion question	Not all required readings were cited	All required readings were not cited
Write in a compact and pointed way and follow the APA formatting guidelines (7 <sup>th</sup> ed.)	All posts followed the APA style and were written within a short paragraph in a compact and pointed manner	All posts did not follow the APA or were not written within a short paragraph in a compact and pointed manner	All posts did not follow the APA style and were not written within a short paragraph in a compact and pointed manner or were not submitted

## APPENDIX 2: Team Ground Rules Sample

### Team Ground Rules HRD 5317 Fall 2022

**Team Name:** The "A" Team

**Members:** Elizabeth Anderson, Natalie Anderson, Samantha Adkins

**Leader:** Natalie Anderson

**Purpose:** The purpose of this team is to work together to create a training program using the ADDIE model. This project will demonstrate how the ADDIE model can be used to create solutions for our client that are need-based. To best achieve this, we will identify a learning need for our client, analyze possible learning solutions, and develop a detailed training course in response. Throughout this collaboration, we as a team look to apply our knowledge and gain experience on the process of using the ADDIE model as a group.

**Weekly Meetings:** The "A" Team will meet every Tuesday at 7:00 PM on Zoom.

**Documents:** This team is utilizing Google Docs and Microsoft Word.

**Communication:** The team leader will facilitate any communication for the group with Dr. Cho and communicate the answer back to the group. Each team member will support the group by submitting any assigned portions to the team leader for review. As a group, we will communicate through text message, personal email, and Zoom meetings. If a team member cannot complete an assigned task, the team leader will be informed in a timely manner. The team leader will then communicate with the other group member to discuss how to split up the other member's work. Based on the reason the team member was not able to complete their task, they might lose points on their peer evaluation.

**Expectations and Group Norms:** All team members agree to the following:

- Team members will only communicate using text from the hours of 8:00 AM to 8:00 PM unless there is a time-sensitive task that needs to be made known or a personal emergency that affects an assignment that is due.
- Team members will give at least 24-hour notice if they cannot join the weekly team meeting.
- Team members will follow through on any assigned tasks they volunteer for or are assigned.
- Team members will communicate if they need assistance on assigned tasks promptly.
- Team members will respect each other's time.
- Team members will be flexible in response to any personal emergencies that arise for other team members as long as it does not become an established pattern. If the team is informed in a timely manner, we will be open-minded to finding solutions for any unfinished tasks so that they can be completed.

**Disagreement/Resolution:** All team members will be receptive to feedback about completed assignments and ideas for each new assignment. The group will come together if a disagreement occurs and discuss possible solutions. All group members will have the opportunity to voice their opinion. Group members will be respectful and open to all viewpoints. As a group, we will problem-solve to identify the issue, evaluate the next steps, reach a group agreement, and move forward. If the group cannot reach a consensus, we will vote. We all agree that the majority vote is the deciding outcome and will move forward.

### APPENDIX 3: Training Design Report

#### Rubric

Criteria	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
<b>Required Components of the Report</b> - <i>Did you include all components of the final report?</i>	The report includes all required components: cover page, overview, main body (analysis, design, development, implementation, evaluation, & a revision plan), appendix, and references.	The report includes all but one or two of required components listed.	The report includes all but two or more of the required components listed.	The report is not submitted or does not include many required components listed.
<b>Relevance to the Project Topic</b> - <i>Does the report include relevant information on the project?</i>	The report includes most relevant information on the project. Content is relevant and clear.	For the most part, the report includes relevant information on the project. Content is mostly relevant and clear, but there are a few unnecessary details that are not relevant to the project.	The report includes little relevant information on the project. Content is not relevant and clear, as there are unnecessary details that are not relevant to the project.	The report does not include relevant information on the project. Content is not relevant and unclear. There are unnecessary details that are not relevant to the project. Or the report is not submitted.
<b>Organization and Logical Flow</b> - <i>Is the report well-organized?</i>	The report is well-organized. Writing demonstrates an understanding of the steps followed.	The report is adequately organized. Writing demonstrates an understanding of the steps followed.	The report is somewhat organized. Writing does not demonstrate an understanding of the steps followed.	The report lacks logical organization. Writing does not demonstrate any understanding of the steps followed. Or the report is not submitted.
<b>Clarity</b> - <i>Is the report written with clarity?</i>	The report is well written, clear, free from grammar and spelling errors.	The report shows above average quality and clarity in writing. There are minor errors in grammar and spelling.	The report shows an average quality of writing. There are some errors in grammar and spelling.	The report shows a below average writing quality. There are frequent errors in spelling and grammar. Or the report is not submitted.
<b>Attention to Details</b> - <i>Did the report follow the APA (7<sup>th</sup> ed.) formatting guidelines?</i>	The APA formatting guidelines are used in text and references. The report demonstrates the authors' ability to pay attention to detail.	There are minor issues noted in APA formatting guidelines in text and references.	Some errors are noted in APA formatting guidelines in text and references.	Several errors are noted in APA formatting guidelines in text and references. Or the report is not submitted.

### APPENDIX 4: Peer Evaluation Form

Evaluate each member (including you) by circling the number that best reflects the extent to which he/she participated, prepared, helped the group excel and was a team player. Use the following ratings:

- 4 Usually (over 90% of the time)      2 Sometimes (less than half the time)  
 3 Frequently (more often than not)    1 Rarely (never or once in a great while)

<b>Preparation</b> Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings				
<b>Participation &amp; Communication</b> Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate				
<b>Helps Group Excel</b> Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects		⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇	⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇	⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇ ⬇
<b>Team Player (Cooperation)</b> Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others		⬇ ⬇ ⬇ ⬇ ⬇ ⬇	⬇ ⬇ ⬇ ⬇ ⬇ ⬇	⬇ ⬇ ⬇ ⬇ ⬇ ⬇
<b>Member Name</b>	⬇	<b>Helps Group Excel</b>	<b>Participation &amp; Communication</b>	<b>Preparation</b>
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

(Source: Adapted from Baker (2008), p. 205)

Please use this space for any additional comments.

**Honor Pledge:** To the best of my recollection and ability, the above ratings accurately reflect the performance of my peers as well as mine.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_