

ORAL COMPREHENSIVE EXAM: DESIGNING EFFECTIVE HRD PROGRAMS

Oral Comprehensive Exam
Designing Effective HRD Programs

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Gabrielle Evans

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Development

Committee Members:

Dr. Diane Wilcox

Dr. Oris Griffin-McCoy

Mrs. Diane Strawbridge

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Introduction

The following analysis will provide readers with in-depth information about the facilitation of my Oral Comprehensive Exam completed on December 4, 2014. It is my hope that, after reading this report, the oral exam committee will possess a deeper understanding of elements of the facilitation and understand the justification of the methodology. This paper will begin with an overview of the client and the learners along with an analysis of the methods used based on the audience. This information will be followed by an explanation of the instructional model chosen and a breakdown of its components. Next, there will be a rationale for the learning theories and an explanation of the ways these theories were implemented into the lesson structure. The paper concludes with a self-analysis and major takeaways from the experience.

Client and Learner Analysis

The client for the *LTLE 240: Introduction to Human Resource Development* class was Mrs. Diane Strawbridge. She gave me the assignment of teaching the class the five pillars of the ADDIE model over the course of four weeks. In order to condense the phases of the model into a four week lesson plan, the design and development phases of the ADDIE model were combined into one lesson. The class was held one day a week for 2 ½ hours. I knew that the long time frame of the class meant that I would have to include plenty of activities, questions, diverse events, and a break in the middle of class in order to keep the student's attention.

Before creating the lesson plan for each component of the ADDIE model, I conducted a learner analysis to determine the best way to structure the course content. The first thing that I took into consideration was the fact that these students are not considered adult learners. Adult learners often bring prior knowledge, skills, and experiences to the classroom setting; they also

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have a different outlook on learning than college students would in this environment. The learners for this facilitation experience were undergraduate students, mainly sophomores and juniors ranging from ages 18-22 years, who had no prior knowledge of human resource development (HRD) or the ADDIE model. Because most of the students do not read the assigned chapters prior to class, I knew this class would need a detailed introductory lesson on the information. Activities would also be an important part of breaking up information for learning to occur.

Content Outline

The following table consists of an outline of the major content included in the lesson. These are the major concepts that students needed to understand in order to fully grasp the lesson components. This table will allow the reader to understand the way information was chunked as well as the sequence of information delivery.

(Table 1) Content Outline

Topic	Lesson Components
1. Selecting the trainer or vendor	<ul style="list-style-type: none">• The “make-versus-buy” decision• Why an outside vendor may be contacted• Why an in-house trainer may be solicited• Things to consider with an outside trainer• Selecting the trainer• Train-the-trainer programs
2. Setting objectives	<ul style="list-style-type: none">• Objectives definition• How are objectives used?• Qualities/aspects of useful objectives• STAR method for writing objectives
3. Developing a lesson plan	<ul style="list-style-type: none">• What are lesson plans• What should lesson plans cover
4. Selecting training methods and media	<ul style="list-style-type: none">• Types of training methods• Ways to classify training

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	<ul style="list-style-type: none"> • Considerations to determine appropriate training approach
5. Preparing materials	<ul style="list-style-type: none"> • Program outlines • Training manuals or textbooks
6. Scheduling the program	<ul style="list-style-type: none"> • The goal • Scheduling during work hours • Scheduling after work hours

Instructional Model

The two instructional models used for this lesson was Gagne’s Nine Events of Instruction and Keller’s ARCS Model of Motivation. Both of the model structures are illustrated in tables along with a rationale for using these models within the facilitation.

Gagne’s Nine Events of Instruction

This instructional model was best suited for the class and the information structure because this instructional model allows for a large amount of cognitive information to be delivered to the learners. The model allows for instructional activities, the recollection of prior information, assessing the performance of the learner, and ensuring the transfer of information. The table below explains how each component of Gagne’s Nine Events of Instruction was employed throughout the facilitation.

(Table 2) Robert Gagne’s Events of Instruction

Gagne’s Events of Instruction	Program Component
1. Gain Attention	The facilitator showed a video on designing and developing HRD functions. The video gave a great overview of the information and let the learners know what the lesson would be covering.
2. Present Objectives	At the end of the lesson, you will be able to: <ul style="list-style-type: none"> • List the three “make-versus-buy” options on your post-test.

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	<ul style="list-style-type: none"> • Write training objectives that contain all three qualities for useful objectives. • Compare the pros and cons of developing an HRD program in-house versus purchasing it through an outside source. • List the three training approaches on your post-test.
3. Recall Prior Knowledge	The facilitator conducted a review of information taught the previous week by asking students to look back in their notes and discuss things they learned from the previous week. There was also a pre-test distributed to the class.
4. Present Stimuli	The material was chunked into sections (see Table 1) and separated by activities in order to maximize retention, minimize cognitive overload, stimulate learning, and allow the facilitator to gauge student learning.
5. Provide Learning Guidance	Throughout the lesson, the facilitator performed verbal knowledge checks by asking participant to identify facts and details. Students also received guidance during group activities as the facilitator walked around and answered questions.
6. Elicit Performance	Two major activities took place during the facilitation. The first activity split the class into two groups where they were able to defend hiring an outside HRD trainer vs. hiring the HRD personnel that is in-house. The second activity allowed students to work in pairs of two. The students were given the assignment of reading an article in the magazine and developing two objectives that would tell the audience what they should learn after reading the article.
7. Provide Feedback	During the presentation of activities, students received feedback on incorrect objectives or any questions they had during the lesson.
8. Assess Performance	The post-test allowed the facilitator to determine whether learning had occurred. The activities were also another opportunity to assess learner performance.
9. Enhance Retention and Transfer	Information taught in the class was constantly being transferred to real-life scenarios that would enhance the retention of information. If

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	chapter information related to my summer consulting experience, I would be sure to explain the importance to the class. I would also allow individuals in the class to share their own personal experiences that related to the lesson.
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Keller’s ARCS Model for Motivation

Keller’s ARCS Model for Motivation was also selected to guide the delivery of information to the college students because the students in this class are not often motivated to learn or be in class. This model allowed the facilitator to ensure that students would be motivated and engaged during the session and that students would be able to grasp the worth of the information in the lesson. The table below provides detail on the way that each component of the model was employed within the lesson design.

(Table 3) Keller’s ARCS Model for Motivation

Keller’s ARCS Model	Program Component
1. Attention	<ul style="list-style-type: none"> ● Used specific examples familiar to the audience ● Information broken up through various activities throughout the presentation
2. Relevance	<ul style="list-style-type: none"> ● Related content to student’s personal experiences ● Presented lesson’s worth ● Explained lesson’s future usefulness
3. Confidence	<ul style="list-style-type: none"> ● Feedback given with each activity ● Learners were given control over their learning
4. Satisfaction	<ul style="list-style-type: none"> ● The lesson format allowed students to be prepared for the course exam ● Students were able to demonstrate their understanding and receive positive reinforcement

Theoretical Model

Several learning theories were used in this facilitation to ensure that the retention of learning would take place. Cognitivism, the social learning theory, constructivism, and cognitive load theory are the four learning theories that formed the foundation of instruction for this lesson. The following sections will provide insight on why each learning theory was used, the basis of the learning theories, and the format in which the learning theory was implemented into the lesson plan.

Cognitivism

The cognitivist learning theory, developed by Kohler, Bruner, and Lewin, says the viewer is seen as an information processor and it supports the idea of informing students of new information. Cognitivist theories often describe student's brain as a black box that can be filled with information. This theory was chosen because the students in this course do not have prior knowledge of the information being taught. I knew there would be a high level of explaining concepts and the breaking down of information for students who had not heard of most of the information before. The cognitive learning theory can be seen during the lecture portions of the facilitation where I was delivering content to the students as they took notes.

Social Learning Theory

The social learning theory, developed by Bandura, says students learn from one another via observation, imitation, and modeling (Bandura, 1977). This learning theory seeks to see a change of behavior in a social context. This theory was chosen for this facilitation because the students need activity to keep their attention on the lesson; they also need the activities to reinforce information that was taught. Allowing students to participate with each other in

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learning also allows the students to bond as a class. The activities such as the debate and the doing the magazine objectives activity allowed the students to work together and learn from each other.

Constructivism

The constructivist learning theory, developed by Vygotsky, says learners are able to form meaning from experience and they can construct new knowledge based on their previous knowledge (Bodner, 1986). This theory was chosen for this facilitation because, although the students have no prior knowledge of HRD principles, they are able to form meaning from life experience and general knowledge of the workplace. The students were able to work in groups to come up with their points for the debate before the information was presented. This combined the social learning theory and the constructivist learning theory to ensure that students were challenged and wouldn't be bored from a simple delivery of information. The learning theory is based on the idea that learning is a constructive process; I ensured that, after the students did the best they could providing their own internal information, I explained the information from the book that agreed with their points and added additional information that the students had not previously thought of. The students did a great job with this opportunity and many of them covered a majority of the points that were in the book.

Cognitive Load Theory

Sweller's Cognitive Load Theory was used in the implementation of repetition and chunking strategies (Driscoll, 2005). The information presented to the learners was chunked into understandable bits of information that can be seen in Table 1. These sections of information were then separated by activities which engaged the learner and allowed for the repetition of information.

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Self-Awareness

After reviewing my facilitation and collecting a survey from students to gather their opinions of the course I developed several points of insight that will influence my future facilitation experiences. The following information are points that I developed after reviewing my personal pros, cons, and final takeaway points from this facilitation experience.

Pros

I truly feel like a subject matter expert after teaching the information in this course. I had a genuine grasp on the course information and I felt confident answering questions and helping students during the various activities. I think I did a great job of engaging with the students and ensuring that the class was not only informative, but fun. I also I did a great job of using minimal filler words such as “uh” or “um” during the classes as well. I think this experience raised my confidence as a facilitator and allowed me to note the ways that I already possess great skills that will benefit me in my future experiences. The learning theories and instructional models are now engrained in me so that I fully understand how to teach adults in an effective manner.

Cons

There were several things that I learned from this experience that have made me a better facilitator. The first thing that I realized was that I rarely asked the students if they had questions. I assumed that if they had questions they would raise their hand and ask. In future facilitation experiences I would take the time to ask students if they have questions at certain points within the facilitation process. The next thing I noticed was the pace that I taught the class. When I passed out surveys asking for student opinions of the facilitation sessions, many of them said that I would change the slide faster than they would have time to take notes. I had no idea that many

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of them were struggling to keep up with my pace, so in the future I will look more closely at the learners to see if they are done note taking before I continue. The final thing that I would use to grow from this experience is my ability to ask more challenging questions. During the debate, I noticed that I was often observing the students debating and I would simply tell the students when it was ok for them to present the next point. In the future, I would try to challenge the students more and get them to think deeper within the experience.

Final Takeaways

Overall, this was an excellent learning experience. Facilitation can be a great asset to consulting firms as well as non-profit work and I now feel more confident with my ability to do a long-standing lesson for a group of learners. One of the most important lessons that I learned through this experience is the importance of identifying information that is “need to know” versus “nice to know”. Learners just want information that they can use, appreciate, and take value from. I discovered the importance of keeping things simple as a facilitator by chunking information in a meaningful way.

The more times that I facilitated the lessons for this introductory class, the more comfortable I became with teaching the students and the more rapport I was able to build with the class. Although this wasn't an experience with adult learners, I am confident that I can be myself when teaching and I can be consistent in teaching information that produces positive results for learners and organizations. I will continue to apply learning theories and instructional models in my future facilitation experiences.

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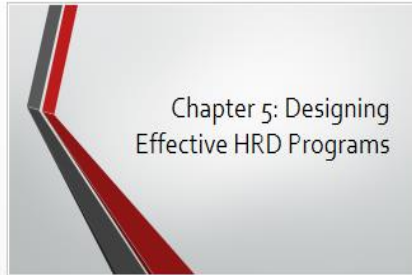
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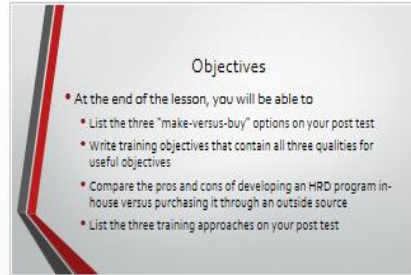
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Appendices

A. Original PowerPoint slides



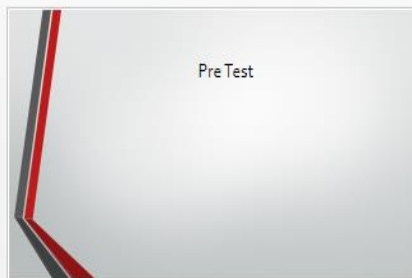
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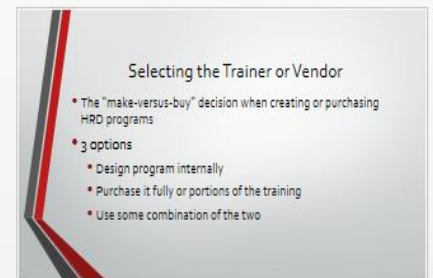
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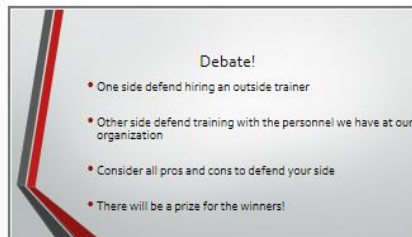


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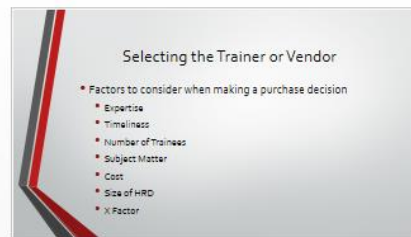


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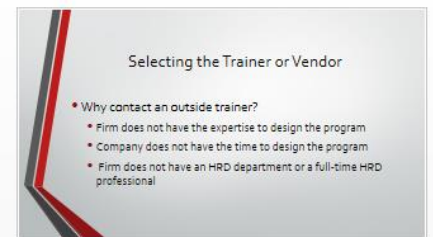


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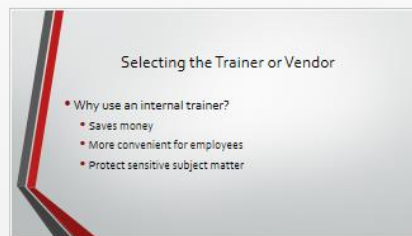
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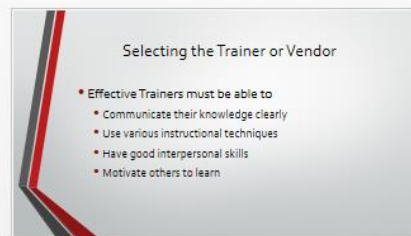


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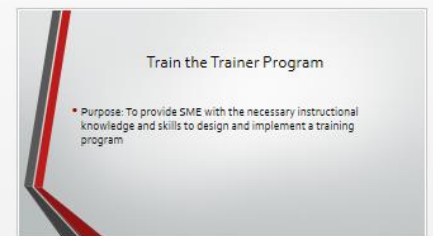
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Objectives

- Defined by Robert Mager as "a description of performance you want learners to be able to exhibit before you consider them competent"
- Used as the basis for determining which methods should be used to achieve the outcome

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Objectives define

- What participants will learn or do as a result of participating
- The problem at hand and diagnosis of problems
- The outcome the program is intended to produce

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Why objectives first?

- They keep your training on track
- They tell what the expectations are and how the learner is supposed to meet them
- They can shape employee performance

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Objectives are used by organizations to

- For the basis for selecting the program content and methods
- Evaluate the programs success
- Help participants focus their attention and efforts during the program

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Robert Mager states useful objectives include three critical aspects or qualities:

- The performance
- The conditions
- The criteria

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How do we write objectives?

- Begin with a statement saying when the objective should be achieved
- First word is action verb
- Main intent should be stated
- Include description of all conditions that will influence trainee
- Description of how well trainee must perform

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SMART Objective

- Specific
- Measurable
- Achievable
- Realistic
- Time-oriented

20

Which is the more specific objective?

- "In at least two computer languages, write and test a program to calculate arithmetic means in 20 minutes"
- "Discuss and illustrate principles and techniques of computer programming"

21

Activity

- You are a journalist and you want to convince people to read "People" magazine
- Create two objectives that tell your audience what they should learn after reading the magazine

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Developing a Lesson Plan

- Lesson plan – guide for delivery of training content
- Guide lesson plan based on objectives

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Lesson plan covers

- Content to be covered
- Sequence of activities
- Selection or design of training media
- Selection or development of experiential exercises (or both)
- Timing and planning of each activity
- Selection and method of instruction to be used
- Number and type of evaluation items to be used

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Three training approaches

1. On the job training
2. Classroom/instructor-led training
3. Computer-based

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Considerations to determine the appropriate training approach

- The objectives of the program
- Time and money available
- Availability of resources
- Trainee characteristics or preferences

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Demonstration

- Most of the world is moving towards technology
- There is still a benefit to using instructor-led training
- Role play activity

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Types of Materials

- Announcement
- Program Outline
- Training Manual
- Textbook

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B. Video Release Forms

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C. Teacher Evaluation papers