

Technology, Training and Human Performance

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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:H2X, S1D, S3X, FX.

Course Learning 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 Competencies

In this course, you will develop the following competencies:

Competence	Competence Statement and Criteria
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H2X	Institutions and Organizations Subcategory written by student/faculty
S1D	Can design and plan an information technology solution for a problem
S3X	Science, Technology and Society Subcategory. Written by student/faculty
FX	(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 (H2X, S1D, S3X, and FX) will be demonstrated through the learning interactivities and assignments of this course, and through the final project designed and completed by each student.

Course Resources

To buy your books, go to <http://www.mbsdirect.net>.
Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

Required Reading:

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

Course Grading Scale

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

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

Course Structure

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

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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Assessment

Percentage distribution of Assessments

Module and topic coverage	Points
Module 1 - Introduction to Technology, Training and Human Performance	2
Module 2 - Learning Theories and Instructional Design Models	5
Module 3 - Analysis and Needs Assessment	6
Module 4 - Case Studies of Training, Technology & Human Performance	6
Module 5 - Training Delivery Vehicles	8
Module 6 - Implementing your Training	19
Module 7 - Delivering and Implementing Your Training	1
Module 8 - From Training to Performance	5
Module 9 - Your Final Project: Creating Your Training Plan as a Website	25
Module 10 - Evaluations and Reflections about Your Training Plan	3
Overall class participation	20
Total	100

Because the grade for this course is computed from the points indicated and the points total to 100, the points themselves represent the percentage that each indicated item represents of the total course grade.

Grading Policies and Practices

To complete the course, you must complete each of the assignments as described in the course and submit them to your instructor by the assigned deadline. In addition, you must participate in the course discussion forum by responding to all instructor requests and by interacting with fellow classmates as necessary.

Points are deducted for late work.

Assessment Criteria for Competencies (H2X, S1D, S3X, and FX)

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 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 your Final Paper or Project by Competence

Students taking Technology, Training and Human Performance for two competencies, with the exception of the S1D competence, 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 S1D competence 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.

General Assessment Criteria for All 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.

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-via-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different

kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

Obviously, the tutors will not necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you will receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit www.depaul.edu/writing.

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Discussion Forums

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

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.

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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](#) 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.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If a instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

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For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)
#370, Student Center, LPC, 773.325.1677

Description of Pass/Fail Grading Options

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

Please note: *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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Protection of Human Subjects

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

Demonstrating the acquisition of competencies in this course can involve 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:

- 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.
- 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.

- 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.
- 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>

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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 the 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 their responsibility 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 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. 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

This course was designed and produced by Ruth Gannon Cook, Ed.D. and staff at SNL Online of the School for New Learning of DePaul University.

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