Welcome Back!

Orientation

- Instructor – Dave Netherton
  - Senior Lecturer
  - Occupational and Technical Studies
  - Program Leader for:
    - Fashion
    - Marketing Education
    - Training Specialist Programs
Qualifications to teach this course:

- Experience
  - in government
  - in Career and Technical Education
  - in private industry
- Taught graduate and undergraduate curriculum development and training development courses for 24 years

Course Purpose:

- Prepares students to plan, design and develop education and training courses and programs.
- It is a professional development course for career and technical teacher education students.
  - They learn to plan, design, and develop instruction using a variety of strategies.

OTED 400/500, Course Description

- Learn how to design and develop instructional materials including educational and training curricula and programs.
• Non-Teaching majors
  – learn to develop instructional materials using the instructional systems design process.

• Career and Technical Teacher Education students
  – learn to plan and implement competency-based education and to modify and use the Virginia career and technical education curriculum guides.

Course Assignments
Undergrads

• Lesson Plan Project 20%
• Exams 40%
• Pre-Submission Eval 10%
• Term Project 30%

Course Assignments
-- Grads

• Lesson Plan Project 20%
• Exams 40%
• Pre-Submission Eval 10%
• ISD or CBE Project 30%
Accommodating Students with Special Needs

- Students with learning or physical disabilities will be expected to do the same level of work at the same proficiency as students without disabilities.
- Where necessary, accommodations may be made for those who make their learning or physical condition known in advance.

Textbooks:

- Readings are on the web.
- Some are in .pdf format and you will need Adobe Acrobat Reader.
Attendance:

- Experience shows that those who do not attend class are less successful than those who do attend. Students are expected to attend class.
- If you miss a class, you are responsible for the material missed. No make-ups will be given for tests unless official documentation is received.
  - Folks, having to work on a test date is no excuse!

Punctuality:

- Every student is expected to practice professional time management skills and report to class on time.
- Arriving late -- take a seat nearest to the door and quietly sit down without disturbing the class.

Disruptive Behavior

- Learning environments require the attention and positive contribution of both student and teacher.
- Sidebar or loud conversations, jokes, laughter, pranks, etc., while class is in session are disruptive to the learning environment.
- Students disrupting the learning environment are subject to University sanctions regarding disruptive behavior.
Professional Language/Respect:

- Professional language, conduct, and respect for peers, the instructor, and the learning process are a basic requirement. (on-line as well as in class).

Food and Beverage:

- No food or beverage is allowed during class
- They are OK during breaks . . .

Electronic Devices

- All cell phones and pagers are to be turned off prior to entering the class.
- Habitual failure to follow the rule regarding cell phones or pagers may result in a student being asked to leave class.
Make-up Work

• Make-up tests are not routinely available. **No make-ups will be given for tests unless an official excuse document is received.**

• Emergencies do occur. In the event of an illness, family responsibilities, or death in the immediate family, documentation of the situation should be presented at the earliest possible date.

Assignments are expected to be turned in on the date due. Don’t assume you may turn it in late, **ask first!**

• If an assignment is delivered late, expect that a penalty of up to **one letter grade per day** late, including weekends, may be assessed.

Folks, you will have plenty of time to do the assignments. **Don’t wait to the last minute!**

The ODU Honor Code is in effect throughout the course

• Any work submitted is expected to be yours. Any referenced work must include the citation showing credit to the author of the cited material.

• Dishonesty (cheating) in any form will not be tolerated and will be handled following the honor code violation policy.

• All tests will be monitored.
• All other student conduct policies are in full effect as explained in the Old Dominion University Student Handbook.

Office Hours

• Office hours are posted on the office door. Instructor will be available 1 1/2 hours prior the scheduled class.

• Office -- ED 228 (OTS Office suite).

Getting in touch . . .

757-683-5323 My Office
757-683-4305 OTS -- Dept.
757-683-5227 Fax
dnethert@odu.edu Email
www.lions.odu.edu/~dnethert Web Site
OTED 400 Web Site

www.lions.odu.edu/~dnethert/Courses/oted400.htm
www.lions.odu.edu/~dnethert
then . . . Click on “Courses”

Questions?

• Purpose?
• Requirements?
• Information?

The Web Site
Your primary tool for the course . . .
Let's Get Started!

An Overview of Training

www.lions.odu.edu/~dnethert
- Syllabus
- Assignments
- Examples
- Lecture Notes
- Readings
- Forms needed
- Links
Question:

- Why is knowing how to plan and conduct training/instruction important for you in your future?
  - Training Specialists
  - Industrial Technology
  - Fashion

Move into your group.
- Select a leader
- Select a recorder
- Select a spokesperson

Begin to prepare a report for the class:
- Why is training/instruction important for your profession?
- Who needs to know how to plan instruction in your profession?
- Who needs to present instruction in your profession?
- Who is responsible for planning and conducting training/instruction in your profession?
- What advantages will you have in your profession if you have developed competence in planning and presenting instruction?
• OK . . . What did you find out?

Good and Bad Learning Experiences!

At its worst . . .

• Training and education can be an isolated program of activities
  – put together with no understanding of the needs of the business or the trainees and
  – no attempt to determine the value of training
At its best . . .

- Training (and education) is a set of processes
  - aimed at continuously improving employees and organizational systems,
  - including the training process itself.

What can we do to maximizing effectiveness of training?

- Provide supportive environment
- Design training that motivates learners
- Work with others to remove barriers to using new knowledge and skills

The ASTD definition . . .

Training and Development

- Identifying, assessing and -- through planned learning --
- help develop the key competencies
- which enable individuals to perform current or future jobs.

ASTD = American Society for Training and Development
Learning

Definition varies. . .
- A relatively permanent change in cognition (i.e., understanding and thinking)
- results from experience
- directly influences behavior.

We speak of learning “KSA”s

K = Knowledge
S = Skills
A = Attitudes

Learning
Skill-Based Learning
Cognitive Knowledge
Attitudinal Learning

Knowledge
3 Kinds . . .

- Declarative Knowledge
  - store factual information
- Procedural Knowledge
  - understanding when and how to apply it
- Strategic Knowledge
  - using facts and procedures to plan, monitor, and revise a goal-directed activity
Skills

- Capacities needed to perform a set of tasks
  - Compiling Stage
    - When one is learning or has just learned a skill
  - Automatic Stage
    - Mastery of the skill -- can be performed without thinking

Attitudes

- Reflections of a person's beliefs and opinions that support or inhibit behavior
- In training and career and technical education, we worry about attitudes related to job performance.
- They are important because they affect a worker's motivation.

Training in the Organization

- Often "training" is "housed" in the Human Resource Development (HRD) department.
- The focus of training is on improving the organization's effectiveness through training employees to do their job better.
- It includes training or educational programs that meet the personal needs of the employees
- Reaching a balance between personal and organizational training is the key to truly effective HRD operations
This course focuses on

- Instruction Development
  - You will each develop instruction using the Instructional Systems Development process

Next . . .

- What is Learning?
- What Affects Learning?
- What are the components of the Learning System?
What is learning?

Learning is a personal act.

- We each place our own personal stamp on
  - how we learn,
  - what we learn and
  - when we learn.
- We in effect have our own learning style.

The act of learning is paradoxical in nature.

- It can at times appear to be a very simple act.
  - So simple, that as we go about our daily activities, we are unaware that we are learning.
- Yet, when we encounter difficulties in learning something, we no longer take the learning process for granted.
Learning is taken for granted as a natural process.

- As simple as it may seem, the root of understanding how we learn is not straightforward.
- The existence of numerous definitions and theories of learning attest to the complexity of this process.

What is “Learning”?

- In Educational Psychology: An Introduction, for example, the authors write,
  - “Learning implies a change in the individual as a result of some intervention. It may be viewed as an outcome or as a process.”

Another definition of “Learning”

- A change in individuals, due to the interaction of individuals and their environment, which fills a need and makes them more capable of dealing adequately with their environment.
- Key Words: change . . . fills a need . . . makes them more capable
A definition of “Learning” in the workplace

• The acquisition of knowledge by individuals who are willing to apply that knowledge in their jobs in making decisions and accomplishing tasks for the company.

Learning from the Brain’s Perspective

• The process by which we
  – receive and process sensory data
  – encode such data as memories within the neural structures of our brain
  – retrieve those memories for subsequent use.

  – The variety of information stored within such memories is enormous.

What Affects Learning?
Factors Affecting Learning

- Motivation
- Organization
- Participation
- Confirmation
- Repetition
- Application
- Emotion

Motivation

- Generally . . . The greater the want or need to learn, the more learning will take place

  - Stating a goal for the learner will strengthen motivation -- We call this the “objective”
  - The learner must clearly understand the objective or goal of the lesson

Motivation

- Knowledge of progress enhances motivation to learn more

- The imminence of use will encourage motivation

  How am I doing?
  Am I going to need this soon?
Factors Affecting Learning

Organization

- There is a tendency to see and organize patterns or relationships, BUT unaided, this tendency may not always result as it should.
- The more meaningful the material is to the learner, the better he will organize and learn it.
  - Demonstrate (Show it)
  - Explain how it will help him/her do the job better, faster, safer, etc.

Factors Affecting Learning

Participation

- People learn only through their own mental and physical activity
- Learning is enhanced through participation
  - Show them -- step by step
  - Have them visualize it and verbalize it
  - Have them actually practice it

Factors Affecting Learning

Confirmation

- If learning is assured, it must be confirmed in the mind of the learner.
  - Needs to know if the response was right or wrong
  - Must know why it was right or wrong
Factors Affecting Learning

**Repetition**

- Mere repetition has little, if any, strengthening effect on learning
- It must be accompanied by favorable “conditions”:
  - proper motivation
  - meaningful organization
  - continuous participation
  - confirmation

**More Repetition**

- “Overlearning” is very important.
  - Practice over time
  - Use “Whole-Part-Whole” process
  - Learning is favored when practice is spaced over intervals of time
  - Minimum of delay is the key to efficient learning

**Application**

- The application or transfer of new knowledge to a new problem or situation cannot be assumed
  - There must be specific training for transfer.
Factors Affecting Learning

Emotion

- The feeling a learner brings to the class.
- Can enhance or be a barrier to learning depending on the orientation the individual learner brings to the class.
  - Example: given two adults in a classroom where an exercise is about to begin, one individual may interpret the exercise in such a way that leads to a feeling of 'excitement', while the other person interprets the exercise in such a way that leads to the feeling of 'embarrassment'.
- When labels such as 'excitement' or 'challenge' are used, the learner is led to take actions that focus on the task.

Training For Transfer of Learning

- Calls for realistic situation
- Must be taught generalizing and application of new knowledge in similar situations

  **Generalizing** means helping them use the new skills and knowledge in different situations and environments.

Factors Affecting Learning

Individual Differences

- Learner's individual differences are as important as all other factors combined.
  - Intelligence
  - Education or experience level
  - Specific aptitudes (spatial, mechanical, verbal, perceptual speed, . . .)
  - Physical abilities
  - Attitudes and interests
  - Preferences in teaching methods/techniques
Learning Process for Instruction

- Learners need to know **WHY** they should learn
  - What is expected
  - Statement of quality or level of performance expected
  - Statement of conditions under which the learner must perform

- Learners need meaningful training content
  - Learning is most meaningful if linked to job experiences and needs

- Learners need opportunities to practice
  - The mental or physical rehearsal of the task, knowledge, or skill

- Practice involves experience
  - This means doing it (hands-on, role play)
• **Massed vs. Spaced Practice**
  – Massed -- practice continuously
  – Spaced -- given rest or breaks between practice sessions (best method)

• **Learners need to commit content to memory**
  – Storing important information
  – Develop concept maps, use multiple forms to review info, teach key words, cues

• **Learners need feedback**
  – How well they are meeting learning objectives

• **They learn through observation, experience, and interacting with others**
  – Show them, have them practice, work with others doing it (teams)

• **Learners need the program to be properly planned and arranged**
  – Communicating courses/programs to students/employees
  – Advising them properly
  – Enrolling them
  – Preparing and processing pre-training materials
  – Preparing materials used in instruction
What are the components of the Learning System?

Components of a Learning System

- The Learners
- The Instructor
- The Instructional Materials
- The Learning Environment
A Review
What did we do?

- Differentiated among knowledge, skills, and attitudes
- Identified the five phases of the Instructional Systems Development Model
- Defined Learning
- Looked at the Factors that Affect Learning
- And discussed the Components of a Learning System

Followup

- Check Web Site for study questions for this lecture (Lecture 1).
  - Quiz over them and those for Lecture 2 and 3 on Sep 27.

Next Time

- Readings for next week:
  - Learning Principles
  - Instructional Systems Development Process
  - For Teachers: Competency Based Education
- Read Assignment 1 on the web site.
Bye! Bye!

See you next week