

## **VOLT Learning Outcomes Fall 2007**

### **EAC 580 Designing Instructional Systems in Training and Development**

Introduction to instructional design models including needs assessment, systematic training design and development techniques and proactive strategies for evaluating training programs. Instructional design issues of work-based training, learner characteristics and effects of technology on instructional design, implementation and evaluation processes. INSTRUCTOR—Julia Storberg-Walker or Diane Chapman

#### **Students' will be able to:**

- Identify potential stakeholders and describe their roles and interests in outcomes.
- Identify some of the responsibilities of the instructional designer.
- Describe strategies for gaining support from stakeholders when implementing new training.
- List reasons that people resist training.
- Propose appropriate information gathering methods/techniques.
- Develop needs assessment survey questions.
- Analyze survey data (quantitative).
- Analyze interview data (qualitative).
- Develop ways to present data (qualitative and quantitative).
- Identify issues surrounding mandatory vs. voluntary training.
- List implementation strategies to minimize resistance to training.
- Develop strategies to build project commitment and facilitate communication.
- Analyze the situations from multiple perspectives.
- Identify issues concerning certification training vs. non-certification training.

### **EAC 582 Organization and Operation Of Training and Development Programs**

Overview of occupational education practice in business and industrial settings. Presentation of roles common to training and development specialists, including managerial concerns related to organization, operation and financial training and development programs. INSTRUCTOR—Julia Storberg-Walker or Diane Chapman

#### **Students' will be able to:**

- Apply the Performance Relationship Map (PRM) to a case study
- Describe the connections between PRM and OD
- Identify the consulting skills needed to complete a PRM
- Articulate the connections between these consulting skills, theory of the “U” and the Worley and Feyerherm article
- Create a competency or performance model from listening to interviews of an exemplary performer and the manager of exemplary performers (based on Chapter 6).

- Complete the pre-work letters as described in the text, and create an executive summary of your ‘findings’ and ‘recommendations’ (e.g., the model) to deliver to senior executives.
- Create a performance questionnaire
- Create a work environment questionnaire

### **EMS 730 Trends and Issues in Science Education**

Provides an in-depth examination and analysis of literature and research in science education as well as current trends in science education reform. Emphasis is placed on the analysis of theoretical models of inquiry. Course includes the development of a review of literature and the formation of research questions specific to science education. *INSTRUCTOR*—Len Annetta

#### **Students will be able to:**

- Read and critique studies in science education. (LEADSERVE 1,2,3,4,5,7,8,9)
- Be able to identify theoretical frameworks used by authors in published studies. (LEADSERVE 5)
- Locate science education research and describe the research focus of common science education and education research journals. (LEADSERVE 1,2,3,4,5,7,8,9)
- Identify issues in science education research and relate to practices and policies in science educational settings (i.e., pre-college, higher education, and informal). (LEADSERVE 1,2,3,4,5,8,9)
- Conduct a literature review of research in a selected area of science education
- Research. (LEADSERVE 1,2,3,4,5,7,8,9)