

2024 ISD Plan-2

ISD 2: Context Analysis

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Interaction

In regards to context analysis, I view this as how the construction of the intervention itself will allow me to vicariously be a part of the learner's learning journey. While I've been on both end of the spectrum, my perspective is also fueled as an ID in how the best learning theories and grasps of the cognitive sciences will best communicate the fundamentals of feedback in manner that increases the chances of successful implementation, replication, and understanding.

Intention

As mentioned in previous reflections, giving feedback is a lifelong skill. Based on the research, there are a multiple of methods that can be leveraged for any context. This is not to discount the other moving factors such as culture, background, location, and experience that may demand a new adaptation or revision to its implementation while still upholding the integrity of the foundational elements. It's clear there are outdated mindsets concerning its usage from pushing and instilling misconceptions or unstable work cultures that in themselves thwart any possibility of successful use or internalization. Highlighting its benefits to developing competency will hopefully foster a holistic understanding of the process for those receiving and giving feedback.

Introspection

While it's unclear if the company would allow or prefer me to witness the implementation and give feedback accordingly, I can only make generalizations. There will be areas of convenience and inconvenience in its implementation. I fully understand there may be downfalls, even if the intervention may be deemed perfect in its construction, when technology or other factors add immense stressors.

Context Analysis

Instructional Environment	Performance Environment
<i>Where will training take place?</i>	<i>Where will skills be implemented?</i>
<ul style="list-style-type: none"> ● <u>Purpose of Locations</u> <i>They will be held in person on site or virtual</i> ○ <i>Workplace</i> <ul style="list-style-type: none"> ■ Authentic context of how knowledge will be physically implemented ■ Specific hands on activities based on LO's 	<ul style="list-style-type: none"> ● <u>Purpose of Locations</u> <i>Direct application of knowledge in authentic settings.</i> ● <u>Purpose of Locations</u> <i>They will be held in person on site or virtual</i> ○ <i>Workplace</i> <ul style="list-style-type: none"> ■ Authentic context of how

- *Virtual*

- Authentic context of how knowledge will be physically implemented
- Outside of offering convenience, this is mainly for consideration for those who have to work in a distance environment
- Various tools can be leveraged to contextual and assess competency
- Model throughout the intervention how feedback is delivered via distance (*instructor will help in evaluating internalization on intervention content*)

- *Conference Room:*

- Quiet, controlled, and easily accessible environment to teach fundamentals
- May represent location where feedback may normally be given for privacy or company policy reasons

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knowledge will be physically implemented

- Specific hands on activities based on LO's
- Normally mimics set up of commercial laundry facilities

- *Virtual*

- Authentic context of how knowledge will be physically implemented
- Outside of offering convenience, this is mainly for consideration for those who have to work in a distance environment

- *Conference Room:*

- Quiet, controlled, and easily accessible environment to teach fundamentals
- May represent location where feedback may normally be given for privacy or company policy reasons
- Take into consideration various comfort levels and produce an encouraging and respectful environment.

- Responsive to methods
- Increase successful implementation
- Facilitate open dialogue

Social Aspects

Instructional Context

- Instructor Dynamics
 - Outside Instructors: seen as authority figures. Encourage compliance
 - In House: Individual most likely to be giving feedback
 - Peers: May be elected as instructors for ZPD and Social Constructivism
 - Peers: Relatable, similar motivations
 - In Person/Virtual: Illuminate differences and similarities with assessing methods, reception, and implementation of content.

Environmental Context

- Environmental Dynamics
 - Endless Combinations
 - Variety of people and facilities are a determining factor in how all these demographics fuse
 - Access to Help:
 - Ask strangers for assistance as classmates may not be present for reference
 - Reference Peers:
 - Modeling what they've observed via their own experiences and intervention scenarios
 - Uncontrollable Elements:
 - Randomness of behavior and

different sets of social etiquette

- Workplace culture

- Technology

- Affect their participation for those who work in distance, can't attend in person-training, or prefer distance
- Insufficient connections

Orienting Contexts

How motivated are learners?	What is motivating learners?
<p><u>Participation</u></p> <ul style="list-style-type: none">● Based on the requirements of each individual organization and learner analysis● Convenience<ul style="list-style-type: none">○ Offer options based on multi-cultural backgrounds and sector for best engagement	<p><u>Learn Life Skills</u></p> <ul style="list-style-type: none">● Some may desire to obtain better skills to further their career● Some may desire to obtain better skills to improve the current work culture.● Some may desire to obtain better skills to make the work

	<p>environment more bearable</p> <ul style="list-style-type: none"> • Some may only be compliant to satisfy work requirements or as a result of poor performance reviews • Career ramifications of not internalizing the content to be successful implemented
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Transfer Contexts

When will skills be implemented?	Where will skills be implemented?	How will skills be implemented?
<p><u>Immediacy:</u></p> <ul style="list-style-type: none"> • In real-time via hands on activities, demonstration, and problem based learning scenarios based on urgency of intervention need • Delayed for those with no or lower than average experience 	<p><u>In-Person/Virtual</u></p> <ul style="list-style-type: none"> • Work, Home 	<p><u>Authentic Contexts</u></p> <ul style="list-style-type: none"> • Synthesizing information to find most effective way to complete activity despite diverse environments <ul style="list-style-type: none"> ○ Access to facilities ○ Structure/Quality of facilities

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| | | <ul style="list-style-type: none">○ Utilize various technologies for communication and or documenting performance metrics |
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- Computer
 - Camera
 - Microphone
 - Tablets
 - Phone
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