

## 2024 Masters

# ISD 2: Learning Objectives

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## Interaction

Their goal is to illustrate a clear expectation of all parties involved.

- Upper Management
  - Outline the importance of their involvement and approach to implement the steps effectively. Their engagement is crucial in modes of how they interact with the ID to make the most individualized intervention. They must demonstrate ownership as well of their role and input.
- Instructors
  - Internalize expectations of company culture to direct the intervention
  - A clear framework with a strategic approach of the intervention
- Learners
  - Conceptualize foundational reasons for this intervention to a level of successful implementation
  - Participation in course in order to ensure the acquisition of skill sets

## Intention

- Given the intervention has been crafted as a general overview for all corporations, by proxy there is a vast diversity in the framework of each work culture. They may range from clan, market, hierarchy, adhocracy, or even creative. Within these classifications are defining concepts that shape behavior and perspectives in a particular way. This is not even including the type of sector that may attract similar personalities and backgrounds.

It was troubling that the administration explicitly explained they “assume” everyone comes from a well to do background. Given the status of the school and demographics, this may be true, but can be very problematic in designing the best instruction.

I take this information with a grain of salt in that there may be one student who actually knows because they weren’t directly born into the “well-off” spoiled culture.

## Introspection

- There may be assumptions held by those in upper management in charge of outsourcing various ID’s to create interventions for them. Undoubtedly they may feel territorial in the aspect that someone from outside has been asked with evaluating the company framework to correct any fallacies affecting communication and productivity. While there is a plethora of research to back the benefits of effective feedback, this is no guarantee a genuine effort or implementation once the intervention is over will be upheld.

# Learning Objectives

This is a general overview of the intervention objectives categorized by the 5 E's of Constructivism. The remaining LO's found under the Program Centered & Learner Centered framework are more detailed in function to outline competencies of the instructor to support the foundational elements of the student's.

## **#1 Goal:**

Provide effective feedback in professional/workplace settings leveraging consistency and quality.

### **DRIVING QUESTION**

***What needs to be known to give more quality feedback with consistency?***

- a. Where are they now?
- b. What proficiencies do they need to arrive at?

### **GAPS**

**( Address hidden assumptions & habitual practices)**

- Fear: rejection, failure, change, retaliation
- Defensive: taken "too" personal
- Delivery: time constraints, location, tone/connotations, comfort zones
- Change: resistance, no "growth" mindset
- Resources: non-existent, poor quality
- Confidence: pertaining to person delivering feedback
  - Expertise

- Experience
  - Trust
  - Motivations
- Communication: poor, lead to misinterpretations
  - Quality: ambiguous, arbitrary, impersonal, less “action” focused
  - Timing: inconsistent, delayed, too much at once
  - Power Dynamics: hesitancy to address “peers” once promoted or demoted

# Engage

As a group, learners will explore their background knowledge and experiences on effective feedback methodologies.

## “Orientation” (ENGAGE)

- Introduce the reason for the training and check in with learners that they understand why they are here
- Emphasize importance of acquiring proficiency of skills within real world context ( professional world)
- Illustrate available resources and how to locate on effective feedback methods
- Enhance understanding of how the processes can be adapted to individual preferences

<b>Verbal Info</b>	Verbalize the feedback foundations, based on the specific framework chosen, by deconstructing their understanding of it
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<b>Attitude</b>	Identify the criteria needed to actively complete various steps of giving effective, timely, and continuous feedback.
<b>Intellectual</b>	Analyze the significance of specific framework methods and their relation to how it manifests based on tools needed
<b>Analyze</b>	Select the most appropriate problem-solving approach based on context

## Explore

Elicit higher order thinking skills and slow transition into “ownership” of learning

- **Reinforce:** Continually put LO’s at the forefront by aligning questions accordingly
- **Stimulate:** Explore creative and critical thinking. Aids in helping the instructor understand the learner’s thought process
- **Retention:** Encourage the idea of putting concepts into their “own words”
- **Engagement:** Ensures learners are always “active” vs “passive” as they must answer and respond with either the instructor or peers to develop a working knowledge base.

<b>Understand</b>	Attribute their past and current observations and experiences towards a
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	logical understanding of an effective feedback process/strategy
<b>Evaluate</b>	Define key elements of specific feedback methods and foundations in order to draw parallels to their lives
<b>Classify</b>	Assess how their knowledge transforms and can be implemented towards skill acquisition via restating questions
<b>Create</b>	Generate of collection of concepts and examples they desire to explore more

## Explain

- Meaningful engagement with content to work through and or via creating
  - Consolidation of concepts in a logical manner
  - Construct framework for how concepts manifest in real world and individual lifestyles
  - Conceptualize and critique diverse perspectives and approaches

<b>Interpret</b>	Explain in detail the "goals", "purpose", "implementation" of the project
<b>Determine</b>	Emphasize importance of acquiring proficiency of skills within real world context
<b>Explain</b>	Illustrate available resources and methodologies of providing effective feedback ( onsite, virtually, peer to peer, manager to peer, etc...)
<b>Differentiate</b>	Enhance understanding of how the processes can be adapted to individual preferences

## EXTEND

- Prioritize decisions making based on observation and evidence over assumptions
- Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.)
- Formulate strategic thinking to isolate and identify problems to arrive at the most appropriate solution
- Evaluate the potential effectiveness and ramifications of various

conclusions drawn

<b>Create</b>	Generate their own scenarios for outline, offering, and or, receiving feedback by leveraging supplied or personal resources to maximize efficiency
<b>Apply</b>	Implement procedural knowledge of creating and implementing effective feedback in order to build proficiency
<b>Differentiate</b>	Compare and contrast how the various feedback methods are affected based on various contextual elements.  (specificity, timing, location, reinforcement vs. punishment, shaping, subjective, etc...)
<b>Support</b>	Enhance understanding of how the processes can be adapted to individual preferences and needs

## EVALUATE

- Prioritize decisions making based on observation and evidence over assumptions



- Compare and contrast counterexamples to facilitate a conceptual analysis ( This will be revisited and revised throughout each intervention step.)
- Formulate strategic thinking to isolate and identify problems to arrive at the most appropriate solution
- Evaluate the potential effectiveness and ramifications of various conclusions drawn

<b>Monitor</b>	Leverage insights from collaborative and individual reflections to assess proficiency
<b>Apply</b>	Assess the extent of skills learned in comparison to new thought processes
<b>Diagnose</b>	Implement resources created to track progression effectively
<b>Acknowledge</b>	Examine relevant and irrelevant aspects of strategy to determine future iterations

