

2024 ISD Plan-2

Sequencing

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Interaction

As an ID:

Interact in a method that communicates a layman's approach nature of constructing, implementing, and discriminating between the best options based on the context. This gives credence to the company culture, specific characteristics of people involved and more. The science behind it can be very challenging and overexplaining, or trying to use science related jargon, can make the intervention more complex than needed and deter participants. At the end of the day, each organization is different, not just in terms of people and goals, but based on their specific sector.

Intention

Many factors that will influence the consistency and accessibility of exploring effective feedback methods. As illustrated above, the nature of the business sector is dominant in all aspects that may affect timing and the value placed on the intervention. Immediate application is paramount to drawing connections between the desired outcomes and or behavior. Time is money so to speak, so being concise and intentional is key.

Introspection

- Concerning my focus on making the resources concise and accessible for immediate and efficient use, I was inspired by my college professor, Dr. Julie Oppenheim at State University. As a part of the choir, it's standard practice to put in additional notes and shorthand based on specific musical phrases and notes given by the directors.
- In terms of motivation, feedback is already a delicate topic and has been an expressed fear across many studies in its expression and implementation in the workplace. It can cause a certain level of stress whether its effective or not. The anticipation of knowing it has to be addressed is a major factor. The consequences are insurmountable not just amongst people, but how their micro interactions can be the end of a company or organization due to the imbalance of harmony.

Sequencing

An overview of the expectations and intervention outline will be explained. This sequencing is scaffolded to organize to encourage a seamless conceptualization of feedback methods. The goal is to uncover what is known through comparing perspectives and strategizing implementation to assess the conclusions drawn for better future iterations.

1. Uncover “knowns” of Feedback Methods & Effective Implementations
2. Discussions implemented to examine experiences and perspectives more.
3. Continually build upon scaffolded structure by examining the insights from exploring the concept in groups
4. Engage in Modeling, Role-Play in a field experience environment to assess conceptualization and application of skills.
5. Reflect on assessment metrics to analyze progress from initial gaps to desired outcomes

5 Constructivism Steps

Activities

ENGAGE

As a class, students will explore their background knowledge on doing laundry.

“Orientation” (ENGAGE)

- Introduce the reason for the training and check in with that they understand why they are here
- Emphasize importance of acquiring proficiency of skills within real world context
- Illustrate available services and locations of laundry facilities (on/off-site)
- Enhance understanding of how the processes can be adapted to individual preferences

Discussions

- Big group
- Small group

<p>EXPLORE</p>	<p>Why?</p> <p>To conceptualize, articulate, explore and motivate student curiosity. The outcome of the demonstration is helpful in gauging any revisions needed moving forward in the lesson.</p> <p>It provides the instructor with valuable insights concerning the effectiveness of their methodology, response, content, and execution. It also functions to assess student comprehension.</p> <ul style="list-style-type: none"> ○ See in real time ○ Ask questions on process accordingly ○ Adjust explanations and methodologies based on student reactions ○ Real world application and variations of implementing Feedback Methods <ul style="list-style-type: none"> ■ Ex: Differences of female items and approaches <p>“Hand on Activities”</p> <p>Dive further into #1 ENGAGE discussion</p>	<p>Demonstration/Tutorials</p> <ul style="list-style-type: none"> ● Immediate Application of resources for effective feedback ● Compare and Contrast Experiences <ul style="list-style-type: none"> ○ Peer to Peer ○ Manager to Peer ○ Manager to Manager ○ ● Overview of Effective Feedback Fundamentals ● At Work/Outside of Work ● Questions: Throughout process questions can be submitted <ul style="list-style-type: none"> ○ Digital/In Person
<p>EXPLAIN</p>	<p>Combine experiences from #2 EXPLORE to craft their own definition of tools and procedures associated with laundry. Diving deeper into the results of EXPLORE. This is a combination of Teacher & Student questions insights.</p> <ul style="list-style-type: none"> ● Reinforce: Continually put LO’s at the forefront by aligning questions accordingly ● Stimulate: Explore creative and critical thinking. Aids in helping teachers understand the 	<ul style="list-style-type: none"> ● Describe the foundational elements of the following; <ul style="list-style-type: none"> ○ Recognizing When to Give Feedback ○ Contextualize Situation/Event ○ Identifying the most effective Feedback Method <ul style="list-style-type: none"> ■ Study specifics of each method ■ Study similarities & differences ■ Study how similarities & differences cross reference one another

	<p>student thought process</p> <ul style="list-style-type: none"> ● Retention: Encourage the idea of putting concepts into their "own words" ● Engagement: Ensures students are always "active" vs "passive" in the classroom as they must answer and respond with either the instructor or peers to develop a working <p><u>Concept/Process</u></p> <ul style="list-style-type: none"> ● Contextualize laundry process in dorm, home, and commercial settings ● To internalize basics and flow of process ● Highlight various troubleshooting approaches <ul style="list-style-type: none"> ○ Experiment with decision points ● Build Upon Scaffolding 	<ul style="list-style-type: none"> ■ This influences how the foundational elements will manifest and serve the target goal by addressing the specific behavior(s). ■ Focus on Direct Observation <ul style="list-style-type: none"> ● Objectivity vs Subjectivity ● Active Participation
<p>EXTEND</p>	<p>Lots of flexibility into end results. Core concepts will constitute the following to encourage implementing skills consistently.</p> <p>Apply all knowledge to real-world contexts</p> <ul style="list-style-type: none"> ● Fully conceptualize how specific skills sets manifest in real world application ● Decide on how to manage and assess their expectations for realistic results ● Improve social interactions with an awareness of etiquette to demonstrate sensitivity to the needs of 	<ul style="list-style-type: none"> ○ Identifying Foundational Elements ○ Study Specific Feedback Scenarios ○ Activities (Real Time Intervention/Training Online Certificate) <ul style="list-style-type: none"> ■ Identify scenarios ○ Online Certificate Program ○ Checklists ○ Videos

	<p>peers</p> <ul style="list-style-type: none"> • Apply skill sets to gauge proficiency and adjust based on relatable and relevant applications 	
<p>EVALUATE</p>	<p>Share resources and aids Craft various scenarios to demonstrate knowledge (troubleshoot)</p> <ul style="list-style-type: none"> • Compare and contrast counterexamples to facilitate a conceptual analysis (This will be revisited and revised throughout each intervention step.) • Examine shared concepts of the Feedback Methods as they manifest in contexts to determine the best approach • Refer to specific vocabulary needed to understand the specifics and fundamentals of Feedback Methods • Craft their own definitions to make new meanings for Feedback specific processes 	<p>Share various projects described in #4 EXTEND via community platform for class or other means (Google docs, instagram, etc...)</p> <ul style="list-style-type: none"> • Identifying Foundational Elements • Study Specific Feedback Scenarios • Activities (Real Time Intervention/Training Online Certificate) <ul style="list-style-type: none"> ◦ Identify scenarios

