



TRANSFER OF TRAINING

Embodiment in your future

Abstract

Design of training to explore the distinction between the evaluation of learning and transfer, the components involved in transfer and theories of transfer and measurement.

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Program Evaluation and Measurement

AHRD 640

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Introduction

Students in the AHRD 640 class are in their final year of the AHRD Master’s program. Having completed a year of learning context prior to taking this course, the transfer of training topic should not be entirely new to this audience. Though it has been briefly discussed in prior courses, there is a need for a deeper understanding of the components that make up training

transfer, and the theories associated with this topic. For this reason, and because it was assigned to our group, it is necessary to design an intervention to discuss the topic of transfer of training. From the groups experience in the program, we concluded the topic was briefly discussed in the Principles of Instructional Design course, LTLE 610, but not in depth.

The learners in this course, as mentioned previously, are all in their last year of the program, with a handful of non-traditional students in the cohort as well. For the most part, the learners are fairly homogenous in their learning capacities and skill levels. Their ages range from 22-30 years old, and they are all female. Academic motivation for learning is also fairly homogenous, as the learners have progressed through the same amount of content in the program and are at equivalent places in their graduate coursework. The topic of transfer of training is fundamental to the majority of career paths for AHRD students, making it a relevant topic for all students in the class.

The foundational content for this intervention was provided in a course earlier in the year, but only covered the basic understanding that transfer of knowledge takes place in instruction and that there are ways to evaluate based on the type of learning taking place. The content of this presentation falls under Gagne's verbal information category.

Learner & Context Analysis

Target Audience

For the Transfer of Training Presentation, our target audience is AHRD 640 graduate students. The enrollees are all Adult Education/Human Resource Development department graduate students who come from a diverse group majors and bring differing background knowledge and life experience with them to this course.

Target Audience Characteristics

Ages: 22-30+ years of age	Variety of educational backgrounds
Variety of training skill levels	Traditional and nontraditional graduate students with 1-4+ years' work experience
Variety of technology skill levels	Traditional and nontraditional graduate students

Environmental Characteristics

Transfer of Training presentation will be presented only one time during the traditional AHRD 640 course time. The instructor and graduate students will be part of the presentation. The duration of presentation is one hour. The students will be trained about the transfer of training process. For the session, the participants will be using a JMU facility. There will be experimental and practical learning opportunity that the class can take advantage for their future career.

Persona Descriptions



Samantha Nelson

Age: 28

AHRD Major

<http://4.bp.blogspot.com/->

[MlJep25Xz0s/TgvVDIXKXJI/AAAA](http://4.bp.blogspot.com/-MlJep25Xz0s/TgvVDIXKXJI/AAAA)

[AAAAFkU/aUbiBTbhdY/s1600/KL](http://4.bp.blogspot.com/-AAAAFkU/aUbiBTbhdY/s1600/KL)

[Cblog87.PNG](http://4.bp.blogspot.com/-AAAAFkU/aUbiBTbhdY/s1600/KL)

Samantha is a second year JMU graduate students at AHRD program. She has 3 years' work experience. While participating in the transfer of training presentation she hopes to learn new useful information that can apply for the real job environment.



Christine McDonald
Age: 23
AHRD Major
<http://www.cvu-uvc.ca/english.html>

Christine is the second semester of their final year of the AHRD Master's program. The training transfer topic is not be entirely new to her, as it was briefly discussed in prior courses, but there is a need for deeper discussion in order to understand the different components that make up training transfer, and the theories associated with this topic.

Instructional Goal

The instructional goal of this training session is to create a 1 hour presentation about transfer of training and make deeper discussion in order to understand the different components that make up training transfer, and the theories associated with this topic.

Content Analysis

Behaviors/Content

The following is a list of knowledge, skills, and abilities that students will need prior to participating in this session:

- Openness to new experiences
- Patience to learn with new components that make up training transfer
- Update the previous knowledge
- Understanding basic knowledge that takes place in instruction
- Ability to apply new knowledge in their work environment
- Willingness to participate this session as an active participant
- Have self-motivation

Content Checking/SME Information

Transfer of training presentation content is highly experiential, as based on best practice research. The presentation session falls under Gagne's verbal information category. A required pre/post-test evaluation process is followed by an open-question discussion to increase students' understanding level. A Prezi presentation will introduce foundational concepts, followed by an opportunities to participate in and discuss a practical activity. All these components are intended to deepen and enrich learning with application of that learning to transfer.

This session will help students practice their skills and understand the main goal of the presentation, distinguishing transfer from learning and understanding the process involved. Amanda Leech will moderate the initial discussion in the presentation session outline, to help students remember their previous experience and knowledge. With a background in Principles of Instructional Design, LTLE 610, the students should be prepared to engage in a discussion of depth. With more than five years of work experience, Amanda is prepared to moderate the discussion in a professional and practical way.

The second part of the presentation will be facilitated by Sevinj Iskandarova, who will help students obtain important theoretical information and identify the essential components that constitute and affect training transfer. As the third part of the presentation, Janis Arlow will apply these theories in a practical way. Janis will create a positive environment to demonstrate embodied knowledge, by explaining a step-by-step process to enhance student awareness and learning. With her experience in transformational bodywork and educational theory, she will guide students in an experience of embodied knowledge. By "transporting the class to the future" with the evaluation video, the main goal of presentation and taught theories can be experienced through action.

There are three presenters (Amanda Leech; Sevinj Iskandarova & Janis Arlow) for leading the transfer of training presentation as subject matter experts. Amanda Leech is a non-traditional student in the AHRD 640 class, with more than five years of experience as assistant director of Alumni Relations, Career and Networking Programs, Alumni Relations for Chapter Programs. Sevinj Iskandarova, an international student at Adult Education/Human Resource Development Department, is a traditional student in the AHRD 640 class. She has more than eight years of experience as a human resource manager. Janis Arlow, a non-traditional student at AHRD 640 class, has more than twenty years of experience as massage therapist. In her position, she has designed and implemented classes in stress reduction, massage and cardiopulmonary rehabilitations for school, health clubs and hospitals.

Need to Know

Nice to Know

Technology Skills

- How to navigate Adobe Captivate Program
- How to use the web-settled quiz.

- How to use research sites, such as Google Scholar, PsycNet, etc.
- How to navigate applications such as Adobe Captivate and Prezi

Learning Skills

- Apply critical thinking to class discussion
- Use and apply the information in the real world
- Be flexible and a good listener
- Able to track the process

- To be able to take effective notes
- Discussion the content friendly
- Understand the needs of the various functions of the training

Soft Skills

- Communication skills
- Interpersonal skills
- Time management skills

- Openness to new knowledge/ experiences
- Debate skills

Performance Agreement Objectives

Technology Skills

Objectives

Given Adobe Captivate access, students will complete 100% of their pre/post-test.

Given web settle quiz access, students will respond to 100% of the test questions.

Evaluation Tasks

Students will participate in a pretest to evaluate their previous knowledge; and based on presentation and activities group will be evaluated in a posttest.

Students will participate in presentation and practice session; and will be evaluated on all presented materials.

Soft Skills

Objectives

Given a group discussion, students will collaborate with group members to discuss the questions in a limited duration.

Throughout the one hour session, students will determine the proper training transfer skills in order to be successfully in the real work environment with 95% accuracy.

Evaluation Tasks

Students will be expected to complete group discussion and will be evaluated based on their responses.

Students will be given a time frame to complete the discussion. The students will demonstrate their ability to properly using time and complete

the discussion by answering all required questions.

Learning Skills

Objectives

By the end of the presentation session, students will be able to identify and describe the purpose of at least one training component.

By the end of one hour, students will be able to identify and describe at least two various situation related transfer of training theory component.

Evaluation Tasks

Given the sample situation related the topic, students will be evaluated on their understanding level.

Students will use prior knowledge, coupled with new information and will be evaluated on their content and performance in the post test.

Instructional Model

For this presentation, our group started with the ADDIE framework. We began by analyzing our learners, environment and the concept of transfer of training. Then we began the design process, incorporating the many skills of each presenter and the major concepts of the topic, which was followed by the design phase that took place as we created the materials and content for the presentation. We will implement the presentation in class on Monday, October 12th, 2015. Our evaluation plan, as mentioned before, is to conduct a pre- and post-test with our learners to determine, if the presentation had an effect on learning.

For our presentation we will use Gagne's nine events of instruction. The layout will be as follows:

1. Gain Attention: Amanda will ask the learners a question about a previous learning experience to get them thinking about the topic.
2. Informing the learner of the objective: Amanda will go over the objectives of the presentation with the class.
3. Stimulating recall of prior knowledge: Amanda will ask the class to think about the attention gaining question to tie the concept back to previous experience.
4. Presenting Information: Sevinj will define transfer of training and go over the major concepts of the topic.
5. Providing Guidance: Sevinj will ask questions during her previous portion that check-in on the understanding of the class.
6. Elicit Performance: Janis will lead the class in a mindfulness activity that will test their understanding of the concepts.
7. Provide Feedback: Janis will give the class feedback regarding their understanding based on her activity.
8. Assessing Performance: Janis will assess the class utilizing her activity.
9. Enhancing Retention and Transfer: Amanda will wrap-up what was learned and summarize the content of the presentation.