

“Diversity in HRD” Course Redesign

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Background

For our proposed instructional design project we will be working with Dr. Diane Wilcox, Dr. Noorie Brantmeier, and Dr. Jane Thall, all faculty of James Madison University. The aforementioned faculty would like us to create a stand-alone “Diversity in HRD” course (HRD 470) for undergraduate and graduate students in JMU’s learning management system, Canvas. This course will be taught during the Maymester session of 2015 in Salamanca, Spain. This class has been taught previously, but it’s current professor, Dr. Noorie Brantmeier, has never taught the course. The need is to create a course tailored to JMU students studying abroad, in which the students gain a global lens to view HRD. Necessary skills and the understanding needed to work in adult education and human resource development internationally will be interwoven in the course.

Our proposed instructional solution is to design a Canvas course page for “Diversity in HRD” that provides Dr. Brantmeier with a general content model and schedule for this Maymester course. After reviewing a previous syllabus for this course, we have decided to begin by conducting a needs analysis to gather an understanding of the major themes presented and then use these themes to create a flow of content that Dr. Brantmeier could follow. To accomplish this, we will use a combination of research of best practices from other university study abroad programs, with research on the major diversity topics including religion, gender, sexual orientation, education, and race. Additionally, we have found supplemental resources for the course, including books, case studies, and other materials.

The end product of this project will be a Canvas course on “Diversity in HRD”, enriched with content and supplemental activities to teach throughout Maymester.

Needs Analysis

The goal for this project is to redesign the HRD 470 course, a study abroad summer class in Spain. We will provide the professor, Dr. Brantmeier, with a ready-made course in Canvas, as well as additional lessons, activities, and assignments throughout the course. While this class has been offered before, Dr. Brantmeier will be teaching it for the first time.

The need was established after conducting two interviews, one with Dr. Brantmeier, Dr. Wilcox (Program Director), and Dr. Thall (Department Head), and one solely with Dr. Brantmeier. The interviews were used to determine the client needs and concerns. Topics discussed included objectives for the creation of the course and the final product, learner profiles, and content necessary for the students to understand. It was determined that Dr. Brantmeier needed weekly modules for the students to complete. Though some of the students are HRD minors, others aren't as familiar with the discipline. There is a need to include foundational knowledge about HRD before the students dive in to other class content specific to diversity. The second interview with Dr. Brantmeier was focused on content discovery for each module. Each week will be broken down as follows:

- Week One- History of Spain
- Week Two- Introduction to International HRD
- Week Three- Major International Organizations, Impacts of Globalization
- Week Four- Multicultural Organizations

Other methods of research included identifying best practices in teaching diversity courses, as well as study abroad courses, and identifying syllabi from other universities with similar study abroad programs.

Learner & Context Analysis

Target Audience

For the course redesign, our target audience will be a small group of students enrolled in the HRD 470 course. While in Spain, the students will be using Canvas as their learning management system. The students are all at the undergraduate level, but only a few have a foundational knowledge of Human Resource Development. The enrollees come from a diverse group of majors, and will all bring differing background knowledge and life experience with them to this course.



Target Audience Characteristics

| | |
|------------------------------------|------------------------------------|
| Ages: 18-22 years of age | Variety of educational backgrounds |
| Variety of technology skill levels | Traditional undergraduate students |

Environmental Characteristics

This course is being taught in Salamanca, Spain for only the second time. The teachers and students will be studying abroad there for a four-week course. The students will be studying significant themes of diversity. For their in-class sessions, they will be using a JMU facility and Canvas for supplemental online modules. There will be many experiential learning opportunities for the class to take advantage of to complement their learning. In addition, students will have to keep in mind other environmental characteristics, such as local culture, Internet connection, and safety.

Persona Descriptions

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|  <p>Samantha Nelson Age: 19 Business Major, HRD Minor http://4.bp.blogspot.com/-MLJep25Xz0s/TgvVDIXKXJI/AAAAAAAAAFkU/aUbiBTbhdY/s1600/KLCblog87.PNG</p> | <p>Samantha just finished her first year at JMU and recently declared her major in Business and minor in HRD. She has never traveled out of the country before, but is excited to see what Spain has to offer and earn credit towards her minor at the same time. While abroad she hopes to try lots of traditional Spanish cuisine and shop in her free time!</p> |
|  <p>David McDonald Age: 21 Communication Major, Psychology Minor http://today.uconn.edu/wp-content/uploads/2013/04/Sarnoski130410a003-headshot.jpg</p> | <p>David is a rising senior at JMU with a Communication major and Psychology minor. He has no real experience with HRD, but heard about this trip from some friends and is excited about going to Europe. He hopes to immerse himself in the culture of Spain and hopefully make some new friends along the way, as he is a very social guy.</p> |

Instructional Goal

The instructional goal of our project is to create the four-week study abroad “Diversity in Human Resource Development” course taught in Salamanca, Spain using the learning management system, Canvas.

Content Analysis

Behaviors/Content

The following is a list of knowledge, skills, and abilities that students will need prior to taking this course:

- Openness to diversity and new experiences
- Patience to deal with different cultures and people
- Time management skills
- Technology proficiency in Canvas (LMS)
- Ability to collaborate and work with the host community
- Willingness to travel and be flexible
- Have self-motivation and drive

Content Checking/SME Information

Course content is highly experiential, as based on best practice research. There are weekly journals and blogs as required assignments, which is another idea gleaned from best practices in study abroad education. The students will view basic PowerPoints created in Haiku Deck to understand foundational concepts and will be given opportunities almost every day to practice these in presentations, research, observational activities, scavenger hunts, role plays, and class discussions. All these components are intended to deepen and enrich learning and apply the learning to what is happening the Human Resource Development field outside the classroom and around the world.

The courses offered through this program will help students develop skills, insights, and a critical understanding of diversity and global change in human resource development. Dr. Brantmeier will incorporate global content in the course outline, which

will boost students' understanding of worldwide organizations to help them connect with the global arena. With a diverse background in teaching, research and social work, Dr. Brantmeier is passionate about teaching students and helps them engage in cross-cultural encounters, which are essential in intercultural learning. As the course instructor, Dr. Brantmeier will help students obtain a transformational experience and a new world view, which in turn will help them become engaged global citizens.

Dr. Noorie Brantmeier, an Assistant Professor in the Learning, Technology, and Leadership Education department, will serve as the subject matter expert for the summer study abroad program in Salamanca, Spain. Though this will be her first time teaching the course, Dr. Brantmeier will co-direct the study abroad program, comprised of undergraduate students, some of which are not HRD students. She has prior experience teaching diversity courses on unique populations, and has also recently presented at JMU's 2015 Diversity Conference.

| | Need to Know | Nice to Know |
|-------------------|---|--|
| Technology Skills | <ul style="list-style-type: none"> - How to use the JMU library database - How to navigate Canvas - How to create and navigate a blogging site | <ul style="list-style-type: none"> - How to use research sites, such as Google Scholar, PsycNet, etc. - How to navigate Microsoft Office applications such as Word and PowerPoint. |
| Study Skills | <ul style="list-style-type: none"> - Access course materials online or within textbooks - Be able to read their course | <ul style="list-style-type: none"> - Understand the diversity wheel and how it applies to class material - Understand basic |

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| | materials - Utilize strategies for remembering information - Apply critical thinking to class work and homework | HRD information - Firm grasp on International Businesses and their purposes |
| Soft Skills | - Communication skills - Interpersonal skills - Time management skills | - Openness to new experiences - Presentation skills - Adaptability to new situations |

Performance Agreement Objectives

Technology Skills

| Objectives | Evaluation Tasks |
|--|---|
| Given Canvas access, students will complete 100% of their assigned weekly learning modules. | Students will participate in lecture based and group based activities and will be evaluated on all materials submitted. |
| Using an online blogging tool, students will complete one weekly reflection by Monday of the following week. | Students will participate in lecture based and group based activities and will be evaluated on all materials submitted. |
| Given Canvas access, students will respond to 100% of the assigned discussion board posts. | Students will participate in lecture based and group based activities and will be evaluated on all materials submitted. |

Soft Skills

| Objectives | Evaluation Tasks |
|---|--|
| Given a group project, students will collaborate with group members to complete assigned tasks by their due date. | Students will be expected to complete group work and will be evaluated using the standard undergraduate grading scale. |
| Throughout the four-week semester, students will determine the proper time management skills in order to complete modules and meet deadlines with 95% accuracy. | Students will be given a time frame or deadline to complete modules and assignments. The students will demonstrate their ability to properly access and complete the modules before the deadlines. |

Study Skills

| Objectives | Evaluation Tasks |
|------------|------------------|
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| Given a global issue, students will use a critical lens to recall specific information with regard to Human Resource Development principles within each assignment throughout the semester. | Students will use their previous knowledge to complete each assignment for a grade and evaluation. |
| By the end of week four, students will be able to identify and describe the purpose of at least three major international organizations. | Students will create a presentation using prior knowledge, coupled with new information. They will be evaluated on their content and performance for a grade. |
| By the end of week four, students will be able to identify and describe at least three diversity themes and give an example of each. | Students will use prior knowledge, coupled with new information and will be evaluated on their content and performance for a grade. |

Feedback from Target Population, SME, and Instructional Designer

Feedback is an essential part of the design and development phases of creating a prototype. This gives the designer input from key stakeholders about what is efficient and effective, and what could be changed. For this course redesign, we sought out three different types of feedback: target population, subject matter expert, and instructional designer feedback. The feedback we requested was on our prototype, which was the first interactive learning module created on the learning management system, Canvas. This module is entitled “History of Spain” and is filled with content on Spain, and more specifically, Salamanca, where the students will be staying. The following is a summary of what we found, and how we plan to implement changes.

We first desired feedback from our target audience. Since this course redesign is for a Human Resource Development (HRD) course, we chose a section of HRD 380 to critique our prototype. One member of our group stood before the course and walked through each page of the module, displaying PowerPoints, videos, and assignments. The students spent about 15 minutes making comments on the module, while a 3rd party representative took notes, as to avoid bias. Two main comments reoccurred throughout

the session, in which the students thought that there should be a larger number of journal assignments, and the idea of quizzes was brought up to gauge learning throughout the semester. We had two journal entries built into the first module. Students thought this should occur more often, because they believed there would be much more to talk about. There were also comments on making interactive quizzes to measure the students' learning intake. Though formal assessments are minimal in the course, it would be a good way for both the teacher and learner to reiterate the week's information. The students thought the module was very interactive and had many different types of work involved, so they did not believe the course material would be static. Overall, their feedback was positive.

Second, we looked for feedback from our subject matter expert, Dr. Noorie Brantmeier. Dr. Brantmeier is the instructor for this course, and has had much experience teaching. In an email response after looking through the learning module, she replied that she enjoyed the enthusiasm for group work and delivery that was not confined to lectures. She gave general feedback on the design of the module, including adding a welcome page, as well as descriptive sentences for each page of the module to help the flow of content make sense to the learner. She, similarly to the target audience, wanted to see many journals, but wanted to make sure that would be separate from the blog assignment the students would complete. Dr. Brantmeier wanted to see more language and culture information in the first module, to help the students get acquainted with their surroundings.

Finally, we got feedback from our peers, which fulfilled our need for instructional design feedback. Our peers evaluated our prototype based on key elements, such as

objectives, materials, and lesson design. Through this process, we got great feedback on elements that we left out that are essential to the design of a lesson. It was commented that we needed to include objectives, a welcome page, and more descriptors to let the students know what the importance of each module page is. It was also suggested that to enhance attention to the module, more pictures and videos were needed. This feedback aligned with some of the feedback we received from both the target audience and Dr. Brantmeier.

After collecting and synthesizing the three different types of feedback we received, our group plans to implement some changes to our interactive learning module. It is essential that we begin by creating a welcome page and learning objectives for the students to follow. If they know what to work for, they will be more motivated to complete the modules and the materials within them. We also need to add value to each page by explaining the significance. For example, on the third page of our first learning module, we have a video of students studying abroad in Spain that shows many of the sites the students will see during their course. However, the only thing on the page is the video, so the students might not understand what its purpose is until we describe it. We plan to leave the number of journal entries at 2 per module, and make a clear distinction in the prompts so that students are not writing the same thing for graded journal entries as they are for their personal class blog. Finally, we are looking into creating some quizzes using interactive online tools to help the students and instructor gauge the intake of the course material. These quizzes will continue with the “interactive” flow of the course and will most likely appear at the end of each weekly module. We will take this feedback and implement it into our prototype, as well as the rest of the project. The goal is to create an

interactive and effective set of learning modules for Dr. Brantmeier to facilitate so that the students get the most out of the classroom setting portion of their semester in Salamanca.

Evaluation of HRD 470 Course Redesign

Gagne, Wager, Golas, and Keller (2005) describe evaluation at four different levels: reaction, learning achievement, transfer of learning, and organizational results. These four levels of evaluation were created by Kirkpatrick and can be applied in the HRD 470 Course Redesign through both formative evaluation throughout the class and summative evaluation after the course is complete. The four levels below are described as well as how they will be applicable directly to the HRD 470 Course Redesign.

Level 1:

The first level in Kirkpatrick's model is reaction and this is usually achieved through initial thoughts the learner has about the training or in this case the course. This will occur in the course redesign through journals and blogs as well as a simple survey using Google Docs. The journals and blogs will allow learners to evaluate what they like and dislike in the course in real time, giving a formative evaluation at the reactionary level. The learners will also take the survey in Google Docs at the end of the course as the summative evaluation and it will include questions about how the learner liked the course overall, what he or she felt was valuable in the course, and the perceived difficulty of the course. A copy of the survey is attached to this document.

Level 2:

The second level is the learning achievement, which in the course redesign includes evaluating if the students understand and comprehend the information presented

and can meet the objectives given at the beginning of the course and modules. To ensure learning is occurring, the evaluation will happen using Socrative software. There will be quizzes at the end of each module that will assess the class and make sure it is progressing accordingly. While these quizzes will not be graded, they will allow the instructor to evaluate at level two.

Level 3:

Level three is behavior evaluation, which assesses how the learner can apply the information presented. Ideally, the goal of this course is to improve awareness and knowledge of human resource development in the global workplace and cannot be assessed during this short four-week class. A follow-up with students six months later would be the best way to capture if behavior truly is changed due to their participation in this study abroad course. However, a way to evaluate some level of behavior change during the course is through the presentations students will do at the end of certain weeks in groups either presenting on cities in Spain, international organizations, or their study abroad experience as a whole. Through observation of these presentations and a rubric to grade them, behavior change and level three evaluation can be achieved.

Level 4:

Level four is the evaluation of results and how it impacts both the individual and the organization, or in this case the class as a whole. In this course results will be evaluated through the final blog post that includes both their experience in this diversity class and the visual literacy class they are also taking while studying abroad. Students will be expected to have a final culmination blog post that serves as a way for students and professors alike to see how the student has grown through the experiential learning

process and how each week's topic has affected his or her overall knowledge and application of the diversity in human resource development worldwide.

Reaction Survey for HRD 470

I enjoyed this course. *

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The course objectives and expectations were clearly stated. *

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I found the course information valuable.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The material was presented in a way that was easy to understand.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I would recommend this course to someone in the future.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

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References

Gagne, R., Wager, W., Golas, K., & Keller, J. (2005). *Principles of Instructional Design* (5th ed.). Belmont, CA: Thomson/Wadsworth.