



HRD 3312 Syllabus: Training & Development

Semester: Fall 2025

Instructor: Brandy Dial

Email: brandydial@uttyler.edu

Phone: 903-240-1013

Office Hours: [by appointment]

Class Meetings: Monday & Wednesday (in-person); Friday (independent/online work)

Course Description

This course introduces the field of training and development (T&D) and the principles of designing for how people learn. Students will explore key developmental constructs—curiosity, critical thinking, creativity, and lifelong learning—and learn to design programs that foster these skills in organizational and professional contexts.

The course emphasizes curiosity as the foundation for lifelong success, framed as a blend of critical thinking, creativity, and commitment to lifelong learning. Students will engage in group and individual projects, balancing collaboration and independent work. They will also be exposed to digital/AI design tools (e.g., Canva, AI voice, image generators) and consider their responsible use in T&D contexts.

Required Textbook/Materials:

Dirksen, J. (2016). *Design for How People Learn*, 2nd Edition. Pearson. ISBN-13: 978-0134211282 and ISBN-10: 9780134211282. (Note: Textbook is available in Print and E-Book versions to rent/purchase at bookstore of your choice)

Also, various readings and videos provided by the instructor

Learning Outcomes (KSAs)

Knowledge

- Principles of learning and instructional design
- Core developmental constructs (curiosity, critical thinking, creativity, lifelong learning)
- Training formats and delivery methods (in-person, online, blended, experiential) - Evaluation frameworks and responsible use of AI design tools

Skills

- Conduct job and training analysis using O*NET
- Design training blueprints and materials

- Apply digital design tools responsibly
- Work collaboratively in groups and independently on projects
- Reflect using professional and academic writing (APA 7th edition)

Abilities

- Demonstrate curiosity, critical thinking, and creativity in training design
- Balance collaboration and independence
- Evaluate training effectiveness
- Translate training/development skills into professional branding

Major Learning Projects

Training & Development Projects

as of 8/21/25

LEARNING PROJECTS	Research & Plan	Design & Construct	Evaluate/ Reflect
What and Who is a T/D specialist?			
Learn Why Soft Skills are Important			
Learn How to Design for How People Learn			
Become The Expert of a Design Feature			
Research Group Specialization			
Individual Training/Development Program			
Evaluate Training/Development			
Submit Final Reflection/ Evaluation Exam			

Group Research Project (25%)

In small groups, students will research a core construct (curiosity, critical thinking, creativity, or lifelong learning). Each group will investigate strategies for how training can develop their assigned construct. Groups will share findings through a presentation and written report at the end of Phase 1. Wednesdays will be dedicated class time for group collaboration.

Individual Training & Development Project (40%)

Students will design a full training/development program that integrates learning principles, design features, delivery methods, and digital tools. Ample time will be provided for students to work independently on this project. Three full class sessions (October 13, 15, and 23) will be dedicated to constructing the project. The final submission is due December 1.

Reflections, Quizzes, and Progress Assignments (20%)

Short assignments will prepare students for lectures and help track progress. These serve as primers for class discussions and checkpoints toward the major projects.

Final Reflective Exam (15%)

At the end of the course, students will write a reflective exam synthesizing what they learned, evaluating their own training design, and connecting course skills to career development. Due December 8.

Grading:

A	90-100	B	80-89	C	70-79
D	60-69	F	< - 59		

Weekly Schedule (by Phase)

Phase 1: Research & Planning (Weeks 1–5 – Group Focus)

- What and Who is a T&D Specialist
- Why Soft Skills are Important
- Become the Expert of a Design Feature
- How to Design for How People Learn
- Group Specialization & Presentations

Deliverables:

- T/D Branding Project- Due September 8th
- Final Group Presentation & Written Report – Due September 29th

Phase 2: Design & Construct (Weeks 6–14 – Individual Focus)

Individual Training/Development Program:

- Build and Expand Design Features
- Structure and Outline Project
- Develop Formats and Delivery Plan
- Integrate Digital/AI Tools
- Peer Review and Revision
- Finalize Individual Project
- Dedicated class time for construction: October 13, 15, and 23

Deliverables (Due December 1):

- Final Individual Training/Development Project

Phase 3: Evaluation & Reflection (Week 15 – Individual Focus)

- Course Wrap-Up
- Evaluation of Training/Development

- Reflection & Career Application

Deliverables (Due December 8):

- Final Reflective Exam

Key Dates & Closures

- Sept. 1: Labor Day (No Class)
- Sept. 8: Census Date
- Last day to withdraw from classes: November 3rd
- Nov. 24–28: Thanksgiving

University Policies and Information

Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

Academic Honesty and Academic Misconduct

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of Operating Procedures (Section 8).

Make-Up Work and Late Work

Make-Up work is allowed with a medical/official university business excuse with proper documentation. Otherwise, there will be a 50% per calendar day penalty (including weekends) for all late work not otherwise pre-authorized. Student must email instructor ahead of time if they are unable to meet the deadline. Also, email for special cases (such as military duty, health or family emergencies; The teacher will ask for documentation for these situations).

Writing Expectations

This is a university course with numerous written assignments that should be free of spelling and grammatical errors and should include sufficient organization, demonstrate critical thinking, and the proper citing of sources and references according to APA 7 guidelines. If you seek assistance from the UT Tyler Writing Center, please plan well in advance for them to look over your paper and offer advice. If you need further tutoring, you should plan for at least two hour-long tutorials per assignment. Contact info: Tyler Writing Center, (903) 565-5995, email: utwritingcenter@gmail.com See their webpage:

<https://www.uttyler.edu/writingcenter/>

For More University Policies, see Syllabus Module in the Canvas course.