

HRD 5317: Training Design (81492)

Fall 2022

Department of Human Resource Development
Soules College of Business
The University of Texas at Tyler

Instructor: Dr. Yonjoo Cho (ycho@uttyler.edu), Professor (Tel: 903-566-7260)
Class Time: 8/22 – 1/2/10 (Thanksgiving holidays: Week 14)
Orientation: 8/22 at 7:00pm via Zoom
Bi-Weekly Meetings: 9/12, 9/26, 10/10, 10/24 & 11/7 at 7:00pm (Other times by appointment)
Draft Presentation: Week 15
Communication: Canvas, email, and Zoom
Course Access: <https://uttyler.instructure.com/courses/31020>
Zoom: <https://uttyler.zoom.us/my/yjcho>

COURSE DESCRIPTION

Designing and developing effective, efficient, and engaging training programs is a common goal of all trainers, instructional designers, and HR practitioners. In this course, students will go through a systematic instructional design (ID) process to design effective, efficient, and engaging training including analysis, design, development, implementation, and evaluation called **ADDIE**. Many see ID as a science as well as an art as training requires systematic analyses, integral evaluations, and evidence-based practices, and creative approaches. Students will learn the core skills of ID to design and develop a training program by applying those skills they learned into an organizational context. In this course, ID and training design are used interchangeably.

COURSE OBJECTIVES/LEARNING OUTCOMES

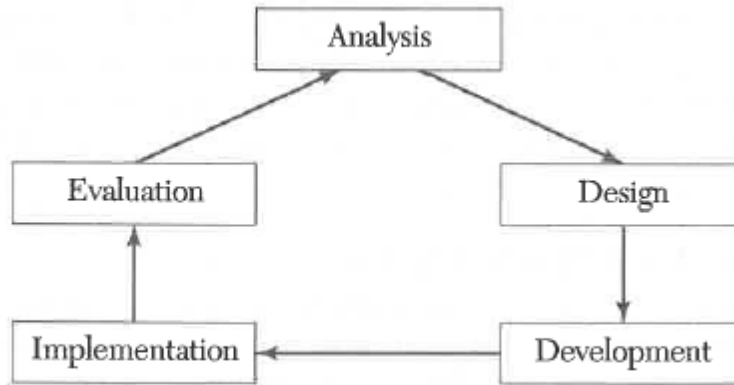
After completing this course, students will be able to demonstrate core skills and competence in training design and development using the ADDIE model, including:

- Define what ID and ADDIE are
- Assess training needs in an organization
- Analyze job, task, and learners
- Design a training plan and strategies
- Develop training materials
- Implement a training program designed and developed in a systematic way
- Conduct a formative evaluation and create a revision plan
- Develop communication and presentation skills in the process of working with team members, the instructor, and a client organization
- Reflect on class activities, assignments, teamwork, and lessons learned

COURSE OUTLINE

In this course, students will learn the ADDIE model (Piskurich, 2015, p. 4).

Figure 1
ADDIE Model



Instructional Systems Design Cyclic Model.

Based on the ADDIE model (Figure 1), students will complete a training design project that requires students to design and develop a training program in teams. To that end, students will form a team of three students and decide a training design project topic that can be taught in less than one hour in consideration of common interests, client needs, and complexity of tasks. Student teams will work through the sequence of the ADDIE model and complete the required steps including:

- Training needs assessment
- Analysis: Job, task, and learner analysis
- Design: Design document
- Development: Training materials
- Implementation & Evaluation: Formative evaluation and a revision plan
- Draft presentation and a final report

In the real world, trainers do not follow the sequence of the ADDIE model linearly due to the multiple factors involved in the process. For learning purposes, this course guides students to follow a step-by-step process to accomplish one task at a time. After completing a training design project, students are expected to learn how to apply their competence and skills to diverse training contexts.

READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Monday at 9:00am CT** and will guide you to the content and things to do in the week. **Mini lectures** on APA, postings, the ADDIE Model, and final project will be added to Read Me First pages. In the first week, post your introduction in Discussion (Canvas) to find your team members to work on the final project throughout the semester.

SYNCHRONOUS MEETINGS

Research on online teaching and learning (e.g., Garrison et al., 2000¹) indicates that students need synchronous meetings to feel *presence* in online classes. Many students from previous years also suggested the need to regularly meet to feel that they are on the same page. To that end, we will have bi-weekly synchronous meetings via Zoom (<https://uttyler.zoom.us/my/yjcho>), including:

- **Orientation in the first week: 8/22 (Mon) at 7:00pm**
- **Bi-weekly meetings on 9/12, 9/26, 10/10, 10/24 & 11/7 at 7:00pm**
- Draft presentation before final submission (Week 15)

These synchronous meetings are optional, though highly recommended. After a meeting, I will provide Zoom recordings so that you can view a missed meeting whenever convenient. In these synchronous meetings, you can ask any questions related to course assignments and class activities. You may also contact me for a one-on-one meeting by appointment.

To determine the most convenient time for many students, I administered a **Qualtrics survey** a week before the fall semester begins. We will have bi-weekly meetings on Monday at 7:00pm as determined.

In a draft presentation meeting in the week 15, at least two members should be present. If your team cannot make it for reasonable reasons, I can arrange an alternative presentation format such as a short video segment of 5 to 8 minutes.

INDIVIDUAL AND TEAM WORK

This course is based on a combination of individual work (50%) and team project-based learning (50%) as many business courses are, so students are required to work in teams as well as individually:

- Form a team of three students based on common interests (e.g., HRD, HRM), proximity (e.g., the same time zone), and diversity (e.g., gender, nationality, learning style). This team formation should be done in the first week so that you can move forward.
- Name your team for team-building purposes. Be creative! 😊
- Set up **ground rules** for quality teamwork (see **Appendix 2** for a sample). To evaluate both your and team members' teamwork, you will be asked to fill out a **peer evaluation form** (see **Appendix 4**) twice, at the mid-term and the end of the semester. At the mid-term, revisit your ground rules to refresh your teamwork. Your **team contribution points** (out of 20) will be converted from your average peer evaluation score (out of 4).

¹ Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, 2(2-3), 87-105. [https://doi.org/10.1016/S1096-7516\(00\)00016-6](https://doi.org/10.1016/S1096-7516(00)00016-6)

CLIENT INVOLVEMENT

In this course, client involvement is highly recommended in the training project process, particularly when choosing a project topic, implementing a pilot, and completing a formative evaluation with one-on-one evaluation. If you cannot find a client organization, choosing a team member's employer may be an alternative.

FEEDBACK-BASED

Research shows that team-based project learning is not possible without the instructor's timely feedback, so I am going to provide constant and detailed feedback throughout the semester. In the process, you will learn how to meet assignment requirements, develop critical thinking skills, and improve writing as a master's student using the APA formatting guidelines as required in HRD and in the College of Business at UT Tyler.

Many working students do not seem to have sufficient time to factor in my detailed feedback on the improvement of their assignments. To meet their needs within a limited time, I am going to give students one more opportunity to submit a revised deliverable to improve the original grade. If students choose to do so. To make this developmental process possible, the seamless communication between students (your team leader, specifically) and the instructor is highly encouraged. We are scheduled to meet bi-weekly via Zoom; however, if you feel a need to meet independently, do not hesitate to do so.

INSTRUCTOR EXPECTATIONS

Online courses are based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet the quality standards at the master's degree level. It is YOU who should take responsibility for achieving the learning goals with confidence and completing all assignments and class activities within the due dates. In each step of the process, I will be there to provide you with prompt, constant, and detailed feedback. If assignment guidelines are unclear to you, ask for clarification. If you do not understand my evaluation comments, which happen sometimes, ask for extra feedback until it makes sense. As this is a team project-based learning course, I hope that it will clearly set the right expectations for what to do (e.g., teamwork) and what not to do (e.g., free-ride). The bottom line is to learn as intended so that you will become an informed HR practitioner in diverse contexts. To achieve this goal, please be open to learn new competencies such as the ADDIE model and APA writing style. A critical success factor in the process is communication, communication, and communication!

APA FORMATTING GUIDELINES

You must follow the **APA (2020)**² in all writing assignments as it is required in the UT Tyler HRD MS degree program. Follow the basics of APA on Canvas Files and see how I referenced publications in this syllabus. You will learn how to write well in a compact and pointed way at the end, as APA is not just about editing but also about organizing ideas. Find more information on APA at: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

² American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

ASSIGNMENTS AND DUE DATES

In this course, you are required to complete four assignments: weekly discussion postings (including ID case discussions), a semester-long training design project, class participation activities, and a reflection paper. **All Assignments are due by Sunday at 11:59 pm CT.** Submit all assignments **in word** unless there are notifications.

Assignment		Level	Point (%)	Due
Weekly Discussion Postings (10x12)	ID Case 1 (Week 6)	Ind	120 (27)	Weeks 1 to 12 (Answers by Fri & Comments by Sun)
	ID Case 2 (Wee 8)			
	ID Case 3 (Week 10)			
	ID Case 4 (Week 12)			
Training Design Project	Team Ground Rules (10)	Team	220 (50)	9/4
	Topic Selection (10)			9/11
	Training needs assessment (20)			9/25
	Analysis: Trainee analysis (20)			10/2
	Design: Design document (30)			10/16
	Development: Training materials Training module (30) + Facilitator's guide (10)			10/30
	Evaluation: Formative evaluation (30)			11/13
	Draft Report (30) & Presentation (10)			11/27 & TBA
	Final Report (20)			12/4
Class Participation Activities	Introduction (10)	Ind	80 (18)	8/26 (Fri)
	Discussion Lead (20)			(Your choice)
	Team Contributions: Mid-term & final peer-evaluation (20x2)			10/9 & 12/4
	Class Evaluation (mid-term) (10)			10/9
Reflection Paper		Ind	20 (5)	12/4
Total			440	

Weekly Discussion Postings (120 pts)

Depending on a week's topic, read one or two readings. If there are two requires readings, do not summarize each reading one by one; instead, integrate the two readings in a seamless way.

Post one **compact and pointed answer within a short paragraph** to a week's discussion question by the end of **Friday** and two comments on other students' answers by the end of **Sunday**. **This assignment is worth 10 points each week: 6 points for an answer and 4 (2x2) points for two comments.** See the following samples of "compact and pointed answer within a short paragraph":

Discussion Question 1: What is the design issue involved in the Ross and Morrison case (2019) from the perspective of formative evaluation and what would you suggest as a solution?

Sample Answer 1: The design issue in the Ross and Morrison case (2019) is that the formative evaluation design was not followed by the entire team. The St. Louis team decided that there was a better way to collect the data in order to begin revision, but the data collection was not sufficient. For a solution, I would propose a more clear and concise way for formative evaluation such as the Item-by-Objective Analysis (Dick et al., 2014). This analysis is concise and creates a clear way to determine success in the instructional design (quoted from Haley, 2021).

Discussion Question 2: What is the unique nature of summative evaluation in comparison with formative evaluation?

Sample Answer 2: Dick et al. (2014) discussed that summative evaluation is a thorough analysis to either improve or revise instruction. The evaluation is conducted by an external evaluator to ensure the instruction is examined objectively. However, the formative evaluation data are collected from learners, and instruction is modified if necessary. Conducting a summative evaluation using the two phases provides an overall review of the instruction (quoted from Zina, 2021).

From the second week on, a discussion leader of a discussion group will lead the week's discussion. Choose a week to play a discussion lead role and write down your choice on [Google Docs](#) that will be provided). **Discussion lead** is an excellent opportunity to manage a week's discussion so that you learn how to deepen your knowledge on the week's topic and to ask probing questions to engage students in in-depth discussion. This assignment has been highly valued by students in previous years. To complete this assignment:

- Read all required and optional readings.
- Read all your discussion group members' postings.
- Respond to interesting or intriguing postings and provide thoughtful feedback or ask probing questions for in-depth discussion.
- To earn the full 20 points, you must be present throughout the week of your choice.

In the process of weekly discussions, students will better understand training design and develop critical thinking skills accordingly. I will provide immediate feedback on your postings if you did not meet the posting requirements after **the first due date (Fri)**, so that you can revise your answers by **the second due date (Sun)**. I suggest you post your answer and two comments early so that you can be active in discussion with others. I also suggest you do not add References at the end of your short answer unless there are new readings cited, just to save space (see **Appendix 1 for the postings rubric**).

Training Design Project (220 pts)

The purpose of a training design project is to practice the design and development of an effective, efficient, and engaging training program using the ADDIE model throughout the semester. Students will complete a training design project in teams after going through a step-by-step process:

- Form a team of three students and set up ground rules as early possible:
 - To form a quality team, introduce yourself on Canvas Discussion in the first week. The team member selection criteria include: similar interests, diversity, and proximity.
 - Name the team, designate a team leader who represents your team and communicate with me, and set up ground rules for what to do and what not to do in teamwork. Having **regular weekly meetings** is a must to complete a final project successfully.

- Topic selection: Decide on a training project topic that can be taught for less than an hour in consideration of common interests, client needs, and complexity of tasks that are not so easy and not so difficult. To that end, ask for client input. You may choose your employer as a client.
- Follow the ADDIE process and complete small tasks one by one: Training needs assessment, learner analysis, design of instructional strategies, development of training materials, implementation of a pilot, and formative evaluation.
- Write a single-spaced ten-page final report including:
 - Title: Cover page
 - Overview
 - Training Needs Assessment
 - Trainee analysis
 - Design: Design document
 - Development: Training materials
 - Implementation: Major development decisions and primary responsibilities of team members
 - Evaluation: Formative evaluation
 - Revision plan
 - Appendix & References (if any)
- In Week 15, teams are scheduled to present a draft report in class via Zoom to receive feedback from the instructor and classmates. In the presentation file, highlight the project process and lesson learned. After the draft presentation, student teams have a chance to revise the report.
- The final report will be evaluated for criteria including: (a) inclusion of all components of the report (see above), (b) relevance to the project topic, (c) organization and logical flow, (d) clarity, and (e) attention to details (e.g., APA) (See **Appendix 3 for the training design report rubric**).

Class Participation (80 pts)

Actively participate in class activities including introduction, discussion lead, team contributions (mid-term and final peer evaluation), and mid-term class evaluation (see **Appendix 4 for the peer evaluation form**).

Reflection Paper (20 pts)

Write a single-spaced, three-page reflection paper. This end-of-class reflection paper should include lessons learned from accomplishing class assignments: (a) title, purpose, and introduction, (b) key points of lessons learned from the training design project and class participation activities, and (c) a conclusion with suggestions.

FINAL GRADES

Grade	A	B	C	D	F
Range	over 90%	80% - 90%	70% - 80%	60% - 70%	below 60%
Points	Over 396	352-396	308-352	264-308	below 264

GRADING GUIDELINES

See Assignment Guidelines on Canvas to ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., positive on a COVID test). In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, you must inform me of the reasons why you need an extension or incomplete **in advance**.

COURSE POLICIES

Late Work

No credit will be given for late assignments unless the student's provider and/or UT Tyler's system prevents the student from submitting a discussion post, assignment, or quiz. The student is responsible for contacting the instructor, providing evidence of submitting any missed work within 24 hours.

Academic Dishonesty Statement

The faculty expects from students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event that disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor.

Plagiarism will not be tolerated, and learners should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

UNIVERSITY POLICIES and UT TYLER RESOURCES FOR STUDENTS

Information is available on Canvas Syllabus.

COLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the Soules College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at UT Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.

- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage, and misuse.
- Conduct yourself in a professional manner both on and off campus.

TEXTBOOK

This course is based on the first seven chapters of Piskurich (2015) and four ID cases from Ertmer et al. (2019). **Students must read all required chapters and cases to answer to weekly discussion questions and to follow the ADDIE steps.** Also see how I referenced all publications so that you can correctly follow the APA formatting guidelines.

Required

Piskurich, G. M. (2015). *Rapid instructional design: Learning ID fast and right* (3rd ed.). Wiley.

Recommended

Dick, W., Carey, L., & Carey, J. O. (2014). *Systematic design of instruction* (8th ed.). Pearson.
 Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (2019). *The ID casebook: Case studies in instructional design* (5th ed.). Routledge.

Select ID Cases

Glazewski, K. D., & Hicks, S. M. (2019). Natalie Morales: Managing training in a manufacturing setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 249-255). Routledge. **[Case 1]**
 Willoughby, C. C. (2019). Michelle Marshall: Developing a new initiative for use in teacher evaluation. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 27-45). Routledge. **[Case 2]**
 Rokaw, F. (2019). Fiona Roberts: “Joyne-ing” the learning team at a startup company. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 256-270). Routledge. **[Case 3]**
 Ross, S. M., Morrison, G. R. (2019). Andrew Stewart: Managing consulting activities in an evaluation context. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 271-274). Routledge. **[Case 4]**

REQUIRED READINGS

All required readings, except books and the textbook chapters, are posted on Canvas Files.

Week 1 (8/22 – 8/28) – Teamwork

Parker, G. M. (2006). What makes a team effective or ineffective? In J. V. Gallos (Ed.), *Organization development* (pp. 656-680). Jossey-Bass.

Week 2 (8/29 – 9/4) – Introduction to ID & ADDIE

Chapter 1: What is instructional design stuff anyway? In G. M. Piskurich (2015), *Rapid instructional design: Learning ID fast and right* (3rd ed.) (pp. 1-15). Wiley.

Allen, W. C. (2006). Overview and evolution of the ADDIE training system. *Advances in Developing Human Resources*, 8(4), 430-441. <https://doi.org/10.1177/1523422306292942>

Week 2 – Optional

Branch, R. M. (2018). Characteristics of foundational instructional design models. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th ed.) (pp. 23-30). Pearson.

Klein, J. D. (2018). Competencies for instructional designers: A view from employers. *Performance Improvement Quarterly*, 31(3), 225-247. <https://doi.org/10.1002/piq.21257>

Week 3 (9/5 – 9/11) – Learning Theories

Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly*, 26(2), 43-71. <https://doi.org/10.1002/piq.21143>

Week 3 - Optional

Tripp, S. D., & Bichelmeyer, B. (1990). Rapid prototyping: An alternative instructional design strategy. *ETR&D*, 38(1), 31-44. <https://doi.org/10.1007/BF02298246>

Week 4 (9/12 – 9/18) – Training Needs Assessment

Chapter 2: Before you do anything: Pre-instructional design activities (pp. 17-62)

Week 4 – Optional

Russ-Edt, D. F., & Sleezer, C. M. (2020). *Case studies in needs assessment*. SAGE.

Sleezer, C. M., Russ-Eft, D. F., & Gupta, K. (Eds.) (2014). *A practical guide to needs assessment* (3rd ed.). Wiley.

Week 5 (9/19 – 9/25) – Analysis

Chapter 3: Do you know what you need to do? Analysis (pp. 63-105).

Week 5 – Optional

Rossett, A. (2009). *First things fast: A handbook for performance analysis* (2nd ed.). Pfeiffer.

Week 6 (9/26 – 10/2) – Analysis: Case 1

Glazewski, K. D., & Hicks, S. M. (2019). Natalie Morales: Managing training in a manufacturing setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 249-255). Routledge.

Week 7 (10/3 – 10/9) – Design

Chapter 4: How to do it: Design (pp. 107-202)

Week 8 (10/10 – 10/16) – Design: Case 2

Willoughby, C. C. (2019). Michelle Marshall: Developing a new initiative for use in teacher evaluation (pp. 27-45).

Week 9 (10/17 – 10/23) - Development

Chapter 5: Doing it right: Development (pp. 203-261)

Week 10 (10/24 – 10/30) – Development: Case 3

Rokaw, F. (2019). Fiona Roberts: “Joyne-ing” the learning team at a startup company (pp. 256-270).

Week 11 (10/31 – 11/6) – Implementation & Evaluation

Chapter 6: Getting it where it does the most good: Implementation (pp. 263-309)

Chapter 7: Did it do any good? Evaluation (pp. 311 – 351)

Week 12 (11/7 – 11/13) – Evaluation – Case 4

Ross, S. M., Morrison, G. R. (2019). Andrew Stewart: Managing consulting activities in an evaluation context (pp. 271-274).

HRD 5317 COURSE SCHEDULE³

Week	Topic	Reading	Assignment
1 (8/22-8/28)	Orientation (Zoom) Teamwork	Parker (2006)	Introduction (8/26) Discussion lead (8/26) Discussion groups (8/26) Discussion 1 postings (1 answer by 8/26 and 2 comments by 8/28)
2 (8/29-9/4)	Introduction to ID & ADDIE	Chapter 1; Allen (2006) Optional: Branch (2018); Klein (2018)	Team ground rules (9/4) Discussion 2
3 (9/5-9/11)	Learning Theories	Ertmer & Newby (2013) Optional: Tripp & Bichelmeyer (1990)	Topic selection (9/11) Discussion 3
4 (9/12-9/18)	Training Needs Assessment	Chapter 2 Optional: Russ-Eft & Sleezer (2020); Sleezer et al. (2014)	Discussion 4
5 (9/19-9/25)	Analysis	Chapter 3 Optional: Rossett (2009)	Training Needs Assessment (9/25) Discussion 5
6 (9/26-10/2)	Analysis: Case 1	Case 1 (Glazewski & Hicks, 2019)	Trainee Analysis (10/2) Discussion 6 (Case 1)

³ All due dates and assignments are subject to change depending on the circumstances throughout the semester.

Week	Topic	Reading	Assignment
7 (10/3-10/9)	Design	Chapter 4	Mid-term class & peer evaluation (10/9) Discussion 7
8 (10/10-10/16)	Design: Case 2	Case 2 (Willoughby, 2019)	Design Document (10/16) Discussion 8 (Case 2)
9 (10/17-10/23)	Development	Chapter 5	Discussion 9
10 (10/24-10/30)	Development: Case 3	Case 3 (Rokaw, 2019)	Training Materials (10/30) Discussion 10 (Case 3)
11 (10/31-11/6)	Implementation & Evaluation	Chapters 6 & 7	Discussion 11
12 (11/7-11/13)	Evaluation: Case 4	Case 4 (Ross & Morrison, 2019)	Formative Evaluation (11/13) Discussion 12
13 (11/14-11/20)	Project Work		
14 (11/21-11/27)	Thanksgiving Week		Draft Report & Presentation file (11/27)
15 (11/28-12/4)	Draft Presentation (TBA) Final Submissions Reflection		Final Report (12/4) Reflection Paper (12/4) Peer Evaluation (final) (12/4) Course Evaluation

**APPENDIX 1: Weekly Discussion Postings
Rubric**

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meeting two deadlines (Fri & Sun)	Posts (an answer and two comments) were posted by the two deadlines	One of the posts was posted after the deadline	Posts were posted after the deadline, or posts were missing/not submitted
Citing two required readings in the week's answer	Required readings were cited in the week's answer	Only one of the two required readings was cited or none were cited in the week's answer	Neither of the two required readings were cited in the week's answer, or posts were not submitted
Writing in a compact and pointed way and following the APA style (7 th ed.)	Writing followed the APA style and was compact and pointed within a short paragraph	Writing did not follow the APA or was not compact and pointed within a short paragraph	Writing did not follow the APA style and was not compact and pointed, or posts were not submitted

APPENDIX 2: Ground Rules Sample

Team Name: Team Needy

Members: Robert Pierce, Karen Carson, Alexandria (Grace) Motley

Team Leader: Robert Pierce

Purpose: The mission of Team Needy is to collaborate and apply critical thinking skills as a team to practice and apply the design and overall development of a needs assessment report through the guidance of Dr. Cho. Team Needy will brainstorm, communicate effectively, and share creative ways to apply critical thinking to the needs assessment process and report.

Weekly Meetings: Zoom meetings will be held once per week at 8:00 p.m. CST every Thursday for the duration of the Spring 2022 semester.

Documents: Microsoft Word will be used to create, store, and collaborate content related to the team project. The team lead will submit all team assignments and documents by or before the due date assigned to Dr. Cho.

Communication Between Group Members: A GroupMe chat room is utilized to send and receive text message-style communication 24/7, so that team members may be in constant contact.

Communication with Professor: When contact with Dr. Cho is required, the group will reach a consensus on an official message sent by the team leader through Canvas, Patriot email, or Zoom during office hours. The team leader will then disburse appropriate feedback to the team members.

Participation: Each member will actively participate. If a team member must miss a meeting, communication will occur as soon as possible. All group members must be flexible and respectful of time. The breakdown of responsibilities for each team member and expected completion time will be decided no less than one week before the due date of each assignment.

Consensus and Disagreements: All decisions will be reached as a group; We commit to reaching an agreement, by all three team members, before submitting any academic material. Group members must listen when there is disagreement, understand and respect each other's point of view, and resolve the conflict with each team member's decision. We shall respect diversity in each member's thoughts, opinions, and beliefs with openness and inclusivity. If the team is unable to reach a consensus, we will utilize a voting system to reach a final decision or course of action. Should our team incur irreconcilable differences during this course, Dr. Cho will be contacted as an arbitrator to provide guidance and support to reach a final decision and or consensus.

**APPENDIX 3: Training Design Report
Rubric**

Criteria	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Components of the Report - <i>Did you include all components of the final report?</i>	The report includes all required components: cover page, overview, main body (analysis, design, development, implementation, evaluation, & a revision plan), appendix, and references.	The report includes all but one or two of required components listed.	The report includes all but two or more of the required components listed.	The report is not submitted or does not include many required components listed.
Relevance to the Project Topic - <i>Does the report include relevant information on the project?</i>	The report includes most relevant information on the project. Content is relevant and clear.	For the most part, the report includes relevant information on the project. Content is mostly relevant and clear, but there are a few unnecessary details that are not relevant to the project.	The report includes little relevant information on the project. Content is not relevant and clear, as there are unnecessary details that are not relevant to the project.	The report does not include relevant information on the project. Content is not relevant and unclear. There are unnecessary details that are not relevant to the project. Or the report is not submitted.
Organization and Logical Flow - <i>Is the report well-organized?</i>	The report is well-organized. Writing demonstrates an understanding of the steps followed.	The report is adequately organized. Writing demonstrates an understanding of the steps followed.	The report is somewhat organized. Writing does not demonstrate an understanding of the steps followed.	The report lacks logical organization. Writing does not demonstrate any understanding of the steps followed. Or the report is not submitted.
Clarity - <i>Is the report written with clarity?</i>	The report is well written, clear, free from grammar and spelling errors.	The report shows above average quality and clarity in writing. There are minor errors in grammar and spelling.	The report shows an average quality of writing. There are some errors in grammar and spelling.	The report shows a below average writing quality. There are frequent errors in spelling and grammar. Or the report is not submitted.
Attention to Details - <i>Did the report follow the APA (7th ed.) formatting guidelines?</i>	The APA formatting guidelines are used in text and references. The report demonstrates the authors' ability to pay attention to detail.	There are minor issues noted in APA formatting guidelines in text and references.	Some errors are noted in APA formatting guidelines in text and references.	Several errors are noted in APA formatting guidelines in text and references. Or the report is not submitted.

APPENDIX 4: Peer Evaluation Form

Evaluate each member (including you) by circling the number that best reflects the extent to which he/she participated, prepared, helped the group excel and was a team player. Use the following ratings:

- 4 Usually (over 90% of the time) 2 Sometimes (less than half the time)
 3 Frequently (more often than not) 1 Rarely (never or once in a great while)

Preparation Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings				
Participation & Communication Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate				
Helps Group Excel Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects		↓	↓	↓
Team Player (Cooperation) Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others		↓	↓	↓
Member Name	↓	↓	↓	↓
	Team Player	Helps Group Excel	Participation & Communication	Preparation
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

(Source: Adapted from Baker (2008), p. 205)

Please use this space for any additional comments.

Honor Pledge: To the best of my recollection and ability, the above ratings accurately reflect the performance of my peers as well as mine.

Signature: _____ Date: _____