

## **Reflection**

At the beginning of this class, I had not been working. The discussions and assignments were based upon instructional design and corporate training that I have done in the past. Overall, I am happy that, even though I am not in the K-12 education environment, I have an opportunity to use the skills that I learn within this program. I have immediate use of the skills. As luck would have it, I am having an opportunity to use these skills with a new consulting project that I have undertaken.

Much of the techniques we are learning have direct application. When teaching technology classes, and in this case specifically, the training is manufacturing technology systems, the techniques correlate. The program is being broken up into 11 different modules, with 800 users being trained on this new system. All 800 users will attend the basics module. After that, based on an individual's job will help determine which other modules they will need to complete their job tasks.

This past week, we not only developed all 11 modules, we piloted all of the modules, with feedback from the participants. As trainers, we are also learning, not only parts of the software, but also the corporate culture so we can work effectively in the offices. One of the mornings, the project manager for the team was working with the two of us who are the lead instructors. Before any of the participants were in the room, the PM was giving us homework for the advanced modules, tasks he wanted us to know so we could teach it better. As we were talking, the participants were filtering into the room. The minute they saw the program projecting on the main screen, they immediately became confused, thinking our discussion was required by them. A number of times, I had to explain to the individuals that the discussion was not for them.

at that point. The reason for my stating all of this, the techniques that were just learned this week would have been excellent for use. Even adults need structure and guidance. If there had been information on the whiteboard explaining to them what was required before class started, that would have helped. Instead of us turning the computers on and getting the software running, this could have been their projects. At a minimum, the discussion we were having should have been stopped and tabled until later in the day. By keeping the participants on task by getting them ready for their class, the Do Now technique would have kept us from micromanaging the class.

I also believe the Pepper Technique will be a great opportunity for the upper level modules as a game to keep the participants remembering how to use the software as they are preparing for the next module. As the instructor, I can start the game by asking the first question and allowing someone to answer it. Then, that person can ask the next question of someone in the class and have a second person answer. We can run this in unison with the Do Now technique, allowing the class to not only practice with the basic skills they have learned, but also give them the structure they need to get the class up and running for their session. I see this taking about the first 10 minutes of a 3-4 hour training class.

Up until this point, you have asked us about our views on teaching. “Teachers can rescue a child from a life of misery, help students learn to handle conflict, and inspire them to accomplish things they never dreamed possible” (p.3, Vargas). Even though this quote and this book is geared toward K-12, I believe this also has a connotation with the current project. As I have come to understand that many of the components of this software program will be completely new to this company, I have an opportunity to show them, HOW to use the software and WHY they are using the software. In past employment, I was the employee as much as the

trainer. I learned how to use the software, then taught others to do as I was doing. In the classes, I had to deal with conflicts between employees, and inspired them that the software wasn't overwhelming for them. This software is called Teamcenter and is was designed to manage and create the design and documentation used to manage manufacturing of the company's products. For me, I am learning a new way this software is being used for the automotive industry. In past, I used the software for a tool manufacturer. While working for my former company, I was able to give my co-workers enough confidence in their own abilities, that production of new products increased, along with their use of the software. I am hoping to give this new company the same confidence in using this same software.

When teaching in an adult learning environment, much like the K-12, there are behavior objectives that are required:

- What is expected of the participants.
- What is expected of the instructor.
- What evaluating tools are required at the end of the module.

“A behavior objective is a statement of actions students should exhibit by the end of a unit of instruction. Behavior objectives are also called performance objectives” (p.70, Vargas). With regard to my current project, each module will build off of a previous module. If someone does not register for any specific module, but attends a later module, they may find that they are lost within the class. As the training team, we need to make sure the goals of each module are specific so that the participants will know which modules are required. Once the participants return to their “day” jobs, they have to be able to immediately use the skills they are learning. Not only are they being required to learn this new software, the old software they were using will

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no longer be available to them. In essence, they are being cut from their feeding tubes. The end evaluations of these modules will happen once the participant is back at their desk. The real test will be that the participant will be able to use the software to complete their jobs and NOT have to contact the training team for additional help. When this happens, their objectives will have been met.

### **Class Processes**

Being that I am traveling much now for this project, having a class set such as this allows me to continue my degree work, while working. Other professors over the past few years, who has taught the online classes, have been very picky regarding postings for discussions. I do try to make sure I actively participate over the course of the whole week. I have experienced where instructors require multiple days' submissions. Example: The main post or a comment posted on day one, then having to wait 24 hours for each additional comment. In this example, I would have to log into Blackboard over four nights to complete a week for discussions.

These reflection essays are okay, but a little rough. Having to return to discussions and assignments does help remind me of what I have learned. What I have to remember is to keep them locally as we cannot return to past discussion sessions for what we have written.

You have given us an opportunity to be responsible adults. As I continue with the classes I need to complete this degree, as well as with this class, I will be able to use the skills and techniques learned and use them as we train the entire population. Training starts on March 7, 2016 and runs until all 800 users have been trained with all 11 modules.

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### **References**

Lemov, D. (2010). *Teach like a champion*. San Francisco: Jossey-Bass

Vargas, J.S. (2009) *Behavior Analysis for Effective Teaching*. New York: Routledge