

Reflection

As the semester progresses, I am still working and using the skills that are being discussed in class. For the assignment during the week of April 4, I had a very difficult time using the skills and topics to complete the discussion exercise because I am not in the K-12 education environment. The reading assignment and discussion topic were specific to how the topics were used in the K-12 classrooms. To enable me to complete the assignment, I had to use what I remembered from being in the classes with my daughter. Otherwise, I am still having the opportunity to continue to use the new skills immediately in the training environments.

Since the first reflection paper, we are now teaching the employees, along with designing new modules as new topics are needed. There are currently 15 modules designed. Being that technology has many updates, within this company, the need for updating has been happening frequently. The problems that are arising is that the company customized the software so much that the users are having difficulty with the software. We as the trainers, are also experiencing difficulty as we have had to make major updates to the training modules. This makes our jobs more difficult as we find that we have to change our teaching strategies to match the updates. We believe this will not change. In response, we have had many participants with behavior issues.

Even though this is a repeat from the first paper, this continues to hold true, even in the adult learning environment:

“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 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.”

As we have been receiving the feedback from the participants, the design team has had to take a step back from the actual teaching to understand the feedback. Within the Basics class, one of the feedbacks has been, “Why do I have to...?” So, instead of just plowing through the topics, we have stopped to discuss WHY the participants have to learn the topic. This has made some of the classes extend longer, but we are giving the participants the opportunity to have impact in how their classes are structured. Also, by doing this, we have been learning how the software will impact their everyday working life.

I have continued to use the techniques learned. This class is all about the graphical displays. Indeed, we have to make sure we have with us two laptops for use. One of the laptops presents the software, while the other shows the presentation. While all this is occurring, we are walking around the room and working with the students on their own computers. They have to learn the software, with the best way to learn is by doing. They are also seeing on the walls the posters that show them their company processes, and how this software fits into their jobs. We have seen where the participants at all levels are understanding the changes. Some of the individuals, based on their age, have been slower to this change process, while others are more immediate. This past week alone, the participants who attended the first day's Basics class helped their classmates with the more advanced classes, allowing everyone to work together.

Class Processes

Currently, I have erred when trying to post the assignment and the paper that was due this week. During my first Master's Degree here at CSU, I had an opportunity to build beta Blackboard training sites. I knew when I accidentally posted my assignment this week that I would need help. The paper can now NOT be submitted through the paper's submission. I asked you to delete the assignment from the paper submission so that I could resubmit my assignment in the correct location to which I received a response that no, just post it again. That is not the correct answer. The assignment should have been deleted from Blackboard. Now, as you will find, I had to post my paper submission to the assignment submission area. The grades can still be posted in the correct areas, but the postings are swapped.

I would like to be able to see the past discussions, allowing me to understand what we talked about as a group during specific weeks. A participant of this class emailed the entire class,

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asking if she could see the discussions for which I believe she was looking for the information we discussed as a class to allow her to use the information in her reflection paper such as this. If the discussions were available to be seen, this would allow us to reflect back in a more accurate manner when writing these papers.

Overall, the class has been working for me because I am not required to be in Cleveland to complete the assignments or come to a lecture. However, if there were more discussions on the topics, it would allow me to stop and reflect more on what we are learning. You have continued with us needing to be responsible adults. Even with that, if there are questions on parts of the syllabus that the students do not understand, we should be able to contact you with these questions, without the response being, "re-read the syllabus." Also, knowing I am hoping that because I post my paper in a swapped format, because I contacted you early enough that I will not be penalized for how I had to post my documents. I contacted you the minute the error happened, but waited three days for a response.

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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