**COURSE DESIGN DOCUMENT**

March 25th 2018

**PREPARED BY:**

**Entertaining Concepts Inc. (ECI)**

**Danae Kesel Reynoso**

**PREPARED FOR:**

**Verdana Community College (VCC)**

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# COURSE OVERVIEW

## Version Control

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Version #** | **Implemented**  **By** | **Revision**  **Date** | **Approved**  **By** | **Approval**  **Date** | **Reason** |
| 1.0 | J. Jacobs – | 3/24/18 | Danae Kesel Reynoso | 3/24/2018 | Instructional Soundness Review |
| 2.0 | Theresa Wright | 3/24/18 | Danae Kesel Reynoso | 3/24/18 | SME Review |
| 3.0 | Milin Paper | 3/24/18 | Danae Kesel Reynoso | 3/24/18 | Graphic Design Review |
| 4.0 | Sherin Gold | 3/24/18 | Danae Kesel Reynoso | 3/24/18 | QA Review |

1. Course Name**:** VCC Training – Moving Forward
2. Course Description**:** The purpose of this course is to review VCC’s mission moving forward and provide an introductory overview for HPES**.**
3. Course Objective**:** At the end of this course the learner will be able to explain VCC’s mission and goal for moving forward, explain how departments at VCC work together and explain the key features of HPES
4. Delivery Method**:** Instructor Led by VCC Facilitators
5. Target Audience**:**

**VCC Faculty-** 55 Full time (35 Tenured, 20 Non Tenured), 30 Part Time, average number of years employed is 8, high turn over with Part Time. Faculty already have evaluation system in place and are fearful of what new system will bring.

**VCC Staff –** 24 total, average number of years employed is 17, and average age is 30. Staff have not had an evaluation system and are more excited about what benefits in terms of being valued it can bring to them.

**Every new employee**

**Law Case personnel**

# PROJECT INFORMATION

## Project team

|  |
| --- |
| **ECI Team** |
| Dr. NEOwens – ECI Manager |
| Danae Kesel Reynoso – Lead ID and Project Manager |
| Beth Golden – Assistant ID |
| Theresa Wright – SME for HPES |
| Sherin Gold – Quality Reviewer |
| Milin Paper – Graphic Designer |
| Lizzie Chang – Public Relations Consultant |
| Ty Powers – VCC Training Facilitator |
| Linda Christian– VCC Training Facilitator |
| Ann Miller – VCC Training Facilitator |

## Development Timeframe and Completion Due Date

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assign | | | Feb 12-18 | | | Feb 19-25th | | | Feb 26 –March 4th | | | | March 5- 11th | | | March 12- 18th | | | March 19th - 25th | | March 26th- April 1st | | | | | April 2 – 8th | | | April 9-15th | | | April 16- 22nd | | Percent Complete | |
| **Milestone 1** |  | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | |  | |
| Conduct Needs Assessment | Lead ID | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| Create Questions | Lead ID | | | 100% | |
| Interview Stakeholders | Lead ID | | | 100% | |
| Create Recommendations | Lead ID | | | 100% | |
| Create Slides for M1 | Ass ID | | | 100% | |
| Presentation | Lead ID | | | 100% | |
| Setup SharePoint |  | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| Coordinate with IT | Lead ID | | | 100% | |
| Set up alerts | VCC Tech Admin | | | 100% | |
| Set up hierarchy for documents | VCC Teach Admin | | | 100% | |
| Send out Agenda | CS | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| Create Agenda | Lead ID | | | 100% | |
| Send through review process | Lead ID & CS | | | 100% | |
| Make corrections | Ass ID | | | 100% | |
| Upload to server | Lead ID | | | 100% | |
| Technology Test with Customer | Lead ID | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| Schedule Tech Test Date | Lead ID | | | 100% | |
| Add feedback and edits | Ass ID | | | 100% | |
| Prepare Milestone 1 | Lead ID | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| Create the slides | Assistant ID& Lead ID | | | 100% | |
| Add graphics | Graphic Designer | | | 100% | |
| Send through review process | Lead ID and CS | | | 100% | |
| Make corrections | Ass ID | | | 100% | |
| Upload to server | Lead ID | | | 100% | |
| Host Milestone 1 Presentation | Lead ID | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| Schedule Presentation date | Lead ID & CS | | | 100% | |
| Test link 15 minutes before | Lead ID | | | 100% | |
| Collect all data for presentation | Ass ID | | | 100% | |
| Have ID transcribe presentation | Ass ID | | | 100% | |
| Send out Meeting Minutes | CS | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| Create Minutes | Ass ID | | | 100% | |
| Send through review process | Lead ID | | | 100% | |
| Make corrections | Ass ID | | | 100% | |
| Upload to server | Lead ID | | | 100% | |
| **Gain Approval** | Contract Specialist | | |  | | |  | | |  | | | |  | | |  | | |  | |  | | | | |  | | |  | | |  | | 100% | |
| **Milestone 2** | | | Assign | | Feb 12-18 | | | | Feb 19-25th | | | Feb 26 –March 4th | | | March 5- 11th | | | March 12- 18th | | March 19th - 25th | | | | March 26th- April 1st | | April 2 – 8th | | | April 9-15th | | | April 16- 22nd | | Percent Complete | | |
| Create Design Document | | | Lead ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | | 95% | | |
| Create Module 0 Introduction | | | Lead ID | | 100% | | |
| Identify learning theory | | | Lead ID | | 100% | | |
| Create learning objectives | | | Lead ID | | 100% | | |
| Create instructional strategies | | | Ass ID | | 100% | | |
| Create instructional activities | | | Ass ID | | 100% | | |
| Create assessments (iClciker) | | | Ass ID | | 100% | | |
| Create Module 1 | | | Lead ID | | 100% | | |
| Identify learning theory | | | Lead ID | | 100% | | |
| Create learning objectives | | | Lead ID | | 100% | | |
| Create instructional Strategies | | | Lead ID | | 100% | | |
| Create instructional activies | | | Ass ID | | 100% | | |
| Create assessments (iClciker) | | | Ass ID | | 100% | | |
| Create Module 2 | | |  | | 100% | | |
| Identify learning theory | | | Lead ID | | 100% | | |
| Create learning objectives | | | Lead ID | | 100% | | |
| Create instructional Strategies | | | Lead ID | | 100% | | |
| Create instructional activies | | | Ass ID | | 100% | | |
| Create assessments (iClciker) | | | Ass ID | | 100% | | |
| Create Module 3 | | | Assistant ID& Lead ID | | 100% | | |
| Identify learning theory | | | Lead ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | | 100% | | |
| Create learning objectives | | | Lead ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | | 100% | | |
| Create instructional Strategies | | | Lead ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | | 100% | | |
| Create instructional activies | | | Ass ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | | 100% | | |
| Create assessments (iClciker) | | | Ass ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | | 100% | | |
| Send out Agenda | | | CS | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | |  | | |
| Create Agenda | | | Lead ID | |  | | |
| Send through review Process | | | Lead ID | |  | | |
| Make corrections | | | Lead ID | |  | | |
| Upload to server | | | Lead ID | |  | | |
| Prepare Milestone 2 Presentation | | | Lead ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | |  | | |
| Prepare Schedule Update | | | Ass ID | |  | | |
| Update Risks | | | Ass ID | |  | | |
| Send through review process | | | Lead ID | |  | | |
| Make corrections | | | Ass ID | |  | | |
| Upload to server | | | Lead ID | |  | | |
| Host Milestone 2 Presentation | | | Lead ID | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | |  | | |
| Schedule Presentation date | | | Lead ID & CS | | 100% | | |
| Test link 15 minutes before | | | Ass ID | |  | | |
| Collect all data for Presentation | | | Ass ID | |  | | |
| Have ID transcribe presentation | | | Assistant ID | |  | | |
| Send out Meeting Minutes | | | CS | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | |  | | |
| Create Minutes | | | Assistant LD | |  | | |
| Send through review process | | | Lead ID | |  | | |
| Make corrections | | | Ass ID | |  | | |
| Upload to server | | | Lead ID | |  | | |
| **Gain Approval** | | | Contract Specialist | |  | | | |  | | |  | | |  | | |  | |  | | | |  | |  | | |  | | |  | |  | | |
|  | | Assign | | | | Feb 12-18 | | Feb 19-25th | | | Feb 26 –March 4th | | March 5- 11th | | | March 12- 18th | | | March 19th - 25th | | March 26th- April 1st | | April 2 – 8th | | April 9-15th | | | April 16- 22nd | | | Percent Complete | | | | |
| **Prepare for Milestone 3** | |  | | | |  | |  | | |  | |  | | |  | | |  | |  | |  | |  | | |  | | |  | | | | |
| Create Training Content | | Lead ID | | | |  | |  | | |  | |  | | |  | | |  | |  | |  | |  | | |  | | |  | | | | |
| Develop Module 0 Content | | Lead ID | | | |  | | | | |
| Student Guide | | Ass ID | | | |  | | | | |
| Facilitator Guide | | Lead ID | | | |  | | | | |
| Develop Module 1 Content | | Lead ID | | | |  | | | | |
| Student Guide | | Ass ID | | | |  | | | | |
| Facilitator Guide | | Ass ID | | | |  | | | | |
| Training Content Review cycle | | Lead ID & CS | | | |  | |  | | |  | |  | | |  | | |  | |  | |  | |  | | |  | | |  | | | | |
| Put through Review Cycle | | Lead ID & CS | | | |  | | | | |
| Make Corrections | | Lead ID | | | |  | | | | |
| Upload to Server | | Lead ID | | | |  | | | | |
| **Gain Final Approval of Program** | | CS | | | |  | |  | | |  | |  | | |  | | |  | |  | |  | |  | | |  | | |  | | | | |
| Beta Test | | Lead ID | | | |  | |  | | |  | |  | | |  | | |  | |  | |  | |  | | |  | | |  | | | | |
| Participate in Lessons Learned | | Lead ID | | | |  | |  | | |  | |  | | |  | | |  | |  | |  | |  | | |  | | |  | | | | |
|  | | | | |
| Weekly Status Report | | Lead ID/PM | | | |  | |  | | |  | |  | | |  | | |  | |  | |  | |  | | |  | | |  | | | | |
| Create Statues Report | | Lead ID | | | |  | | | | |
| Send through review process | | Lead ID | | | |  | | | | |
| Make corrections | |  | | | |  | | | | |
| Upload to server | | Assistant ID | | | |  | | | | |
|  | | Lead ID | | | |  | | | | |
|  | |  | | | |  | | | | |

## Pilot/Beta Date and Info

VCC has scheduled the Beta test for April 18th from 9-12pm with the three VCC facilitators and Linda Darnell from GWB. This test will include a training on using the iClickers for the facilitators, talking through of the Student and Facilitator training guides, and a detailed explanation for each activity. For the activities details will include the training aids, goal of each, purpose of each and will demonstrate how to end each activity.

In addition, the stakeholders, President Hayes and other persons involved in this project will be invited to sit in. They will be given the opportunity to act as “particpants” and provide feedback.

## Business Drivers

VCC needs to increase student enrollment numbers

VCC needs to retain and increase faculty and staff

VCC needs to stay current and continue to move forward

VCC needs to reestablish a positive standing and rebuild its reputation

## Timeline Drivers

Phase One needs to be completed by April 22, 2018 and need to document that system is being used

# COURSE INFORMATION

## Source Material

VCC vision statement and values, and President Hayes’ vision statement

Leadership Team Consultant Meeting transcript

VCC Case Study

Statement of Work

Needs Assessment Data

Interviews and meetings

## Prerequisites

There are no prerequisites required because participants should come open minded and need no prior knowledge or experience

## Technical Requirements and Resources

### Required student materials and resources

Student Guide

Notepads

### Required instructor materials and resources

**Technical:**

iClicker Software

Word and PPT slides accessible

4 Smartboards in training room

Facilitator Station

iPad/tablet for Facilitator

Video Setup and Controls

**Documents/Training Aids**

Class rooster

“In Case of this… do this...” document

HPES User Guide, Manual and Materials

Script for Sandbox

*Module 0 Activities:*

Submit answers to questions using iClicker,

Video – President Hayes vision

*Module 1 Activities:*

Post It Activity (need post it notes and markers)

Video – Day in the life of a student

Discussion – Roles in student success

*Module 2 Activities*

Compare Evaluation systems (need copies of Faculty Eval)

Case Study – Successful implementation of HPES at Georgia College (need copies of case study)

Discussion – benefits of HPES

*Module 3 Activities*

Login HPES

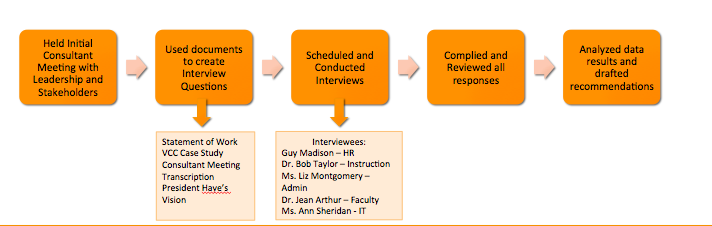
Scavenger Hunt with HPES

Panel Discussion

## Course Overview

# NEEDS ASSESSMENT OUTPUT

The needs assessment was completed by interviewing four leadership team members. They were all asked the same qualitative and quantitative question. Content from the interviews was transcribed and then analyzed.



The following table shows the outcomes and recommendations and now includes the Learning Module Terminal Objectives that have been developed for the training:

|  |  |  |  |
| --- | --- | --- | --- |
| **Needs Assessment Data Conclusion** | **Needs Assessment**  **Outcome/Conclusion** | **Training Recommendation** | **Learning Module Terminal Objectives** |
| **About 60% of faculty and staff do not understand VCC’s mission for going forward** | If the majority of VCC faculty and staff do not understand the mission statement then not everyone is unified in working toward the same goals. Lack of communication on what’s going to happen next | Training should focus on components of VCC’s mission statement, values and President's vision. | At the end of this module, the participant will be able to identify the key components of VCC's mission, values and President Haye’s vision for VCC moving forward as well as be able to use the iClicker interactively |
| **For about 80% of staff having a fair evaluation system is important** | Staff do see benefits to a new evaluation system for them. Having it support and validate them is meaningful | Training should include benefits of evaluation system related to support, fairness and career development | At the end of this module the participant will be able to identify competency-based evaluation and benefits of HPES |
| **Only 2 out of 5 departments have collaborated in the past year** | The majority of departments have not collaborate with other departments at all in the past year. There is lack of respect for how other departments support students success | Training should include topic of respect and demonstrate how departments need to collaborate for student success | At the end of this module the participant will be able to explain the key departments at VCC, what their roles and responsibilities are, and how they work together to support student success |
| **100% of faculty and staff have little to no knowledge about the HPES system** | There are mixed feelings of fear and hope around this new system | Training should focus on increase knowledge about the HPES and create excitement for faculty and staff | At the end of this module participants will know how HPES looks and works. |

# LEARNING THEORY

The overarching learning theory that supports this training is constructivism. The theory of this within education can be attributed to Jean Piaget (1973). However, within the American, it was Johan Dewey who had the greatest impact (2003). From this paradigm, the participants in this training are constructing their own knowledge, beliefs and meaning. VCC wants all faculty and staff to embrace the new standardized evaluation model and help VCC move forward. With the past experiences and learning of each participant, this training will provide activities and opportunities to challenge or change their beliefs and guide them to new conclusions. There are many examples of constructivist theory within this training. One example is that this Phase I is, in a way, a scaffolding experience for Phase II. Participants are exploring and asking questions in this training to prepare them for Phase II of the training. Another example is the type of activities, there are many instances of small group discussion, a panel for them to ask questions, an activity to explore the new system and an activity for them to compare evaluation system and draw their own conclusions (UCD Dublin, n.d.).

# DELIVERY PLATFORM JUSTIFICATION

VCC has stated that they want their own facilitators to deliver the training for Phase 1. ECI is providing training and support for the facilitators. Because it is the first time being offered, it will be delivered in-person. Options are available to move to online delivery once this Phase has been completed.

# DETAILED COURSE OUTLINE

## Module 0: Introduction

1. Overview **–** this module will focus on key components of VCC mission statement, values, and President Haye's vision. It will include an introduction topic to using iClicker interactively.
2. Length**:** 1.5 hours
3. Terminal Learning Objective**:** At the end of this module, the participant will be able to identify the key components of VCC's mission, values and President Haye’s vision for VCC moving forward as well as be able to use the iClicker interactively
4. Enabling Objectives**:**

0.1.1: State the purpose of using iClicker interactively

0.1.2 Demonstrate how to use the iClicker

0.2.1 Explain the mission and values of VCC

0.2.2 Explain President Haye’s Vision of VCC moving forward

### Detailed Module Activities per Topic

**Module 0: Introduction**

**Learning Theory for this Module:** Behavioral Constructivist

| **Topic** | **ELO** | **Instructional Strategy** | **Instructional Activities** | **Assessment Strategy** |
| --- | --- | --- | --- | --- |
| 0.1  Using iClicker | 0.1.1:  State the purpose of using iClicker interactively  0.1.2 Demonstrate how to use the iClicker | |  | | --- | | Lecture & Discussion - iClikcers  Demonstration – iClicker  remotes | | | | |  | | --- | | The instructor will show different questions on the screen for the participants to answer.  The goal of this activity is to make sure they know how to use the device. | | | | |  | | --- | | Using iClicker students will be asked questions that support key points: how they feel about VCC, its mission and its future | | | |
| |  | | --- | | 0.2: VCC Mission and Values  Including any  Housekeeping items | | | 0.2.1 Explain the mission and values of VCC  0.2.2 Explain President Haye’s Vision of VCC moving forward | Lecture/Discussion - ,mission and values  Video – President Haye’s vision | The instructor will play the video on the screens in the classroom.  Participants will watch the entire video  The goal of this activity is to make sure they hear VCC’s mission from the President directly.  The instructor will show different questions on the screen for students to answer. The goal of this activity is to participants know the key elements of VCC’s vision, mission and President Haye’s vision. | Using iClicker students will be asked questions that support key points: meanings of mission, vision statement and President Haye’s vision |

## Module 1: VCC Support

### Overview

This module supports the second tier in President Haye’s vision with a focus on interdepartmental respect, collaboration and student success

1. Length**:** 2 hours
2. Terminal Learning Objective**:** At the end of this module the participant will be able to explain the key departments at VCC, what their roles and responsibilities are, and how they work together to support student success
3. Enabling Objectives**:**
   * 1. Explain roles and responsibilities of key departments at VCC
     2. Explain how departments collaborate in supporting student success

### Detailed Module Activities per Topic

**Module 1: VCC Support**

**Learning Theory for this Module:** Constructive and Cognitive

| **Topic** | **ELO** | **Instructional Strategy** | **Instructional Activities** | **Assessment Strategy** |
| --- | --- | --- | --- | --- |
| Department roles and responsibilities | 1.1.1  Explain roles and responsibilities of key departments at VCC  1.1.2 | Groupwork – Post it activity   |  | | --- | | Lecture & Discussion –  Departments | | | | |  | | --- | | Set up:  This activity is a group activity but will be done individually. It will be done in silence and timed.  The facilitator will set up this activity by placing the sticky notes in the middle of the table in one pile. The sticky notes will have roles and responsibilities for 4 different departments at VCC.  In this activity, each participant will be asked to match the sticky notes to the right department. They must choose a department category that is on the wall and then they will put the sticky note under the category.  The goal of this activity is to have participants identify what each department does at VCC and know where to send students for answers to questions.  The instructor will show different questions on the screen for participants to answer.  The goal of this activity is to assess their knowledge of departmental roles and responsibilities | | | | |  | | --- | | The group will discuss right/wrong  answers together.  Using iClicker students will be asked questions that support key points: different department roles and responsibilities related to student success | | | |
| |  | | --- | | 1.2 Collaboration for student success at VCC | | | 1.2.1  Explain how all departments collaborate in supporting students success | -  Video – Day in the life of a VCC student | Instructor will play the video on the screens in the classroom.  Participants will watch the entire video.  The video will include following a new “student” at VCC to 4 different departments to include: Financial Aid, Registrar, Financial Aid, and Advising departments. The instructor will follow the guide in showing each section, stopping the video then discussing each departments’ roles and responsibilities.  The goal of this activity is to show participants how VCC departments work together for student success.  Each participant will share how their role connects to other departments to make student experience at VCC successful | Each participant will verbalize how their role connects to other roles toward student success. Transcription of answers will be taken. |
| 1.3  Module Review and Summary | 1.3.1  Review Key points of Module  Key points were: Roles and responsibilities of Financial Aid, Registrar, Billing and Advising departments  1.3.2  Module Summary and Wrap up | Lecture & Discussion  Lecture and Discussion | Facilitator will read from guide  Facilitator will read from guide |  |

## Module 2: What’s in it for me?

### Overview

This module provides information and reflection to help participants see the benefits of competency-based evaluation begin to be more open-minded with HPES

1. Length**:** 2 hours
2. Terminal Learning Objective**:** At the end of this module the participant will be able to explain competency-based evaluation and identify benefits of HPES
3. Enabling Objectives**:**

2.1.1 Competency-based evaluation

2.2.1 Compare previous systems of evaluations to HPES

2.3.1 Moving forward with HPES

### Detailed Module Activities per Topic

| Topic | ELO | Instructional Strategy | Instructional Activities | Assessment Strategy |
| --- | --- | --- | --- | --- |
| 2.1  Competency-based evaluation | 2.1.1  Explain competency-based evaluation related to HPES system | Lecture &  Discussion - Competency | Instructor will read from the Facilitator guide | Using iClicker students will be asked questions that support key points: Definition of competency  How competency-based evaluation works  How HPES is competency-based |
| 2.2  Comparison of Evaluation systems | 2.2.1  Compare previous systems of evaluations to HPES | |  | | --- | | Discussion  Lecture –  Comparing | | | | |  | | --- | | Instructor will read instructions for Comparing activity. In this activity the group will be divided up into 3-4 size groups and given samples of the faculty’s evaluation and HPES. They will discuss how they are different and alike.  The purpose of this activity is to have the participants come to their own conclusion that the evaluations are quite similar. | | | | |  | | --- | | No Assessment | | | |
| |  | | --- | | 2.3 –  Moving Forward with HPES | | 2.3.1  Identify how they can professionally develop using HPES | Discussion – Professional Development with HPES  Case Study – Successful Implementation of HPES at Georgia college | Review HPES Case Study together and discuss  In small groups have participants share what HPES can do for them professionally  Share on Smart Boards conclusions with whole group | No assessment |

## Module 3: Let’s do it!

### Overview

The purpose of this module is to increase knowledge about the HPES as well as create excitement for using it in the future

Length:2 hours

Terminal Learning Objective:At the end of this module participants know how HPES looks and works.

### Enabling Objectives:

3.1.1 Introduction to HPES

3.2.1 Practice with HPES

3.3.1 What’s Next?

### Detailed Module Activities per Topic

**Module 3: Let’s Do it!**

**Learning Theory for this Module:** Behavioral Cognitive

| **Topic** | **ELO** | **Instructional Strategy** | **Instructional Activities** | **Assessment Strategy** |
| --- | --- | --- | --- | --- |
| 3.1  Intro to HPES | 3.1.1  Recognize HPES | |  | | --- | | Demonstration &  Discussion – Tour of HPES  Video – HPES Intro | | | | |  | | --- | | None – information is being presented | | | | |  | | --- | | None | | | |
| 3.2  Practice with HPES | 3.2.1  Identify major components of HPES | Discovery Learning Practice | Instructor will read instructions on how to login to HPES and participant will  Successfully login  The goal of this activity is to get the participant started in being able to explore HPES  Instructor will read instructions from Facilitator Guide for “Scavenger Hunt” activity.  In this activity participants will complete a series of questions related to locating specific feature of the HPES system  The goal of this activity is to get participants to interact and become familiar with HPES | Successful completion of Scavenger Hunt activity with all answers correct |
| 3.3  What’s next | 3.3.1  Will have strong working knowledge of HPES  3.3.2  Will understand next steps with Phase II | Discussion and Questions – Forum  Lecture & Discussion – Next Steps | Instructor will ask each participant to write down at least one question for the panel and submit it.  The goal of this activity is to make sure all of participant’s questions are answered by interacting directly with VCC leadership  Instructor will use screen to display questions for students to answer. These will be the same questions as asked at the beginning of Module 0.  The goal of this activity is to see if student’s knowledge has increase, fears diminished and if there is greater clarity on VCC’s vision moving forward  None – information is just being presented | Using iClicker students will be asked same questions from Module 0 that support key points:  How they Feel about VCC’s mission for moving forward now |

# OVERALL COURSE ASSESSMENT STRATEGY

As an assessment strategy for this training, the primary mode will be using iClickers. There are several strong reasons why iClickers make an effective assessment tool. One is that is a very dynamic tool that has low risk for the participants and high payoff in being interactive and the real time data it can quickly capture. Second, it is an excellent support tool for the facilitators that will give them instant feedback and real time guidance on how the training is going. Lastly, in terms of looking ahead at the future of VCC, data for assessment will become a much bigger issue. iClicker data during the training can begin to set the stage for this type of data collection done at VCC and assist the whole college in moving forward.

# CROSS REFERENCE MATRIX

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Terminal**  **Learning Objective** | **Learning Theory** | **Instructional Strategy** | **Activities** | **Assessment Strategy** |
| **Module 0**  **TLO 0**  Identify the key components of VCC's mission, values and President Haye’s vision for VCC moving forward as well as be able to use the iClicker interactively. | **Behavioral & Constructive** | **Lecture & Discussion - iClicker**  **, Demonstration, iClicker remote** | **Practice with iClickers**  **Watch videos – President Hayes vision**  **Small group discussions** | **iClicker questions** |
| **Module 1**  **TLO1**  Explain the key departments at VCC, what their roles and responsibilities are, and how they work together to support student success | **Constructive and Cognitive** | **Lecture & Discussion**  **Discovery Learning – Practice**  **Video - Day in Life of a student** | **Complete “Post-It” activity**  **Watch Video – Day in life of a student** | **iClicker questions** |
| **Module 2**  **TLO2**  Explain competency-based evaluation and identify benefits of HPES | **Constructive Cognitive** | **Demonstration**  **Discussion**  **Case Study** | **Review Case Study**  **Discuss in small groups benefits of HPES** | **iClicker** |
| **Module 3**  **TLO4**  Acquire a basic understanding of how HPES looks and works | **Behavioral Cognitive** | **Demonstration – HPES**  **Video – HPES Intro**  **Open Forum**  **Practice** | **Watch video – HPES intro**  **Submit questions**  **Scavenger Hunt** | **Submission of at least one question from each participant**  **Successful completion of scavenger hunt** |

**References**

Matthews, W. J. (2003). Constructivism in the Classroom: Epistemology, History, and Empirical Evidence. *Teacher Education Quarterly*, *30*(3), 51-64.

UCD Dublin (n.d.). Constructivism and social constructivism in the classroom. Retrieved from http://www.ucdoer.ie/index.php/Education\_Theory/Constructivism\_and\_Social\_Constructivism\_in\_the\_Classroom