

Scenario Analysis

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Abstract

In this paper the developmental needs of adults will be considered and addressed through the analysis of developing curriculum for ABC Corporation on a new system that will be replacing an existing system. Biological, psychological, sociocultural and cognitive needs will be addressed based on the readings for this unit. (Merriam, Caffarella, & Baumgartner, 2007) A blended classroom approach was used in order to address all of the developmental needs of adults.

Scenario Analysis

A new billing system will be launched in six months at ABC Corporation. This corporation employs 500 people of varying ages, backgrounds and learning styles all who need to be completely trained and using the new system before the current system is taken offline. It is critical that the training be comprehensive and obtainable for all of ABC Corporation's employees. In order to meet the needs of this diverse group the curriculum must outline plans for meeting their various biological, sociocultural, psychological and cognitive needs of development.

First of all I would like to incorporate a blended learning environment by using a combination of visual aids, lecture, discussion, and self directed simulations. This curriculum will be presented to a class size of 21 learners for one week durations. Once the individuals have completed the training they will be able to begin using the new system. This will allow time for acceptance and adoption of the new technology while also preventing system errors due to an overload of users while it is being rolled out. As employees adopt the new technology they will be instrumental in assisting their peers with the same process.

Topic ideas and objectives will be presented on an overhead projector using power point and kept up in the room on posters to help the learners focus on the material. The power point presentation on the overhead projector will also be available for each learner to view on their own monitor to allow them to view it in a resolution size that is comfortable to them. Each topic will be opened with a group discussion facilitated by the trainer that will help the learners identify what questions they have about the topic and identify the importance of the topic to the learners.

Learners will be using the same computer throughout the course of the class so that they can adjust the resolution, coloring, brightness, headset volume and mouse speed to meet their needs. Throughout the course there will be adaptation devices available including different computer mice, adjustable chairs and antiglare screens. Hands on practice will be done through simulations where the learner will listen to a request much like they would in the live environment and then follow the instructions displayed on the screen and recorded to the simulation through the headset. Once the learner has completed a directed round through the simulation they will repeat the simulation only hearing the request through their headset. They will be able to repeat the simulation until they are able to pass a short quiz following the simulation. The trainer will be monitoring each learner's progress electronically and by direct observation so as to identify a learner needing additional assistance and to be available for questions. Additional materials will be available for review by individuals completing the simulations early. After all learners have completed the simulations then another discussion will be facilitated by the trainer to address any additional thoughts and concerns the learners may have developed while completing the practice.

Each learner's physical needs have been considered. Adaptive devices will make manipulating tools easier, screen adaptors will aid in viewing screens, while adjustable chairs will allow each individual to sit comfortably in the classroom. Periods of self paced learning will allow each individual to learn in a manner that best suits the way they learn while limiting the amount of self degradation that can occur when an individual feels that their physical limitation prevents the class from moving forward. The trainers monitoring and involvement of the self directed learning periods will ensure those that need further explanation and assistance are receiving it when needed.

During class discussions the trainer will be able to meet the psychological needs of the learners through facilitating discussions that cover how the new billing system is important to them. Learners will be able to identify and take on responsibility of their learning when they can see how the change will impact them. Also during these group discussions learners will be able to share challenges that they will have with the change. This will allow them to not only brainstorm collectively about overcoming the challenges but also keeps the learner from internalizing their concerns to the point where they effectively prevent themselves from learning.

A second benefit of class discussion will allow the learners to share ideas, thoughts and concerns and identify with each other regardless of age based off of similar sociocultural factors. Individuals that have similar roles in life, such as parent, friend, child or coworker will be able to build on each other's experiences and take away a new understanding as it relates to those experiences. As they share their experiences they will also be able to share in that they are all learning the new billing system together and are in the same position in regards to the requirement of learning the system. Sharing in this new sociocultural experience in the work place will help them to come to assist each other making the learning process a collaborative effort.

The third benefit of the group discussion will ensure that the learners are able to address their cognitive needs as well. When sharing key takeaways each learner will be able to reflect on their own line of thinking. Through reflection and comparison they will be able to identify how others are adapting to the new billing system and be able to take from these behaviors, behaviors that will meet their individual needs. It also provides each individual with perspective that will be essential as they adopt the new system after completing the training in the classroom.

Much of their development rests on the ability to share and communicate during discussions. The grounding of these group discussions and experiential sharing will be in the topics being covered and practiced during the lecture and simulation processes. Collectively they will be able to not only add to their knowledge base the system that they will need continue to be successful at their jobs but also begin accepting the change and adopting the new system. Overall each employee will come out with a well rounded experience that will benefit both themselves and ABC Corporation with the fruits of their labor.

Reference

Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in Adulthood: A Comprehensive Guide* (3rd ed.). San Francisco, CA: Wiley and Sons.