2024 ISD Plan-2

ISD 2: Learner Analysis

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Interaction

Given the learners are from a variety of backgrounds, in terms of race, sex, age, and even occupation, it will shape the contextualization of how they internalize the information. While there may be obstacles, they may be at varying degrees in relation to the learner's competency and awareness of their past habitual habits.

Intention

Despite the inevitable fusion and representations of cultures in the professional world, some may not have experienced feedback in a positive light. Going a step further, there may not have been serious reflection on the science behind it that is fueled by a very specific approach. Some may never have been expected to focus on giving or receiving positive feedback especially if they've never been in upper management. Their expectation of success, driven by their own self-efficacy, may not be strong. It seemed like a chore and undue stress in that context.

Introspection

My position as an educator is a definite, if not the most dominant, factor that impacts my conceptualization of how to select, design, and implement constructive feedback with consistency. As a learner I hope they realize,

hopefully through the effectiveness of the instructor, that their backgrounds shouldn't be a marker for their success.

There are a multitude of stereotypes associated with specific work cultures from their cultural makeup in terms of race, sex, to dominant personalities such as those found in sales and marketing. This highlights that there will be a variance in attitudes and the value placed toward prioritizing acquiring the skills of creating and implementing effective feedback.

General Characteristics	- Diverse group of individuals in professional work environments - Age - Sex - Race - Education - Employment: Full-time, part-time, unemployed, searching - Assumed to have some experience with giving or receiving feedback in some capacity (formal/informal)
Prior Knowledge	May be advanced or deficient in terms of how to source, evaluate, and implement effective methods of constructive feedback.
Documentary Records	- Employee Records of general characteristics, performance, etc.. - Education from all levels - Collegiate - High School, GED - Nothing formal - Various certificates

Affective Domain Characteristics	- Time restraints may affect participation and application - Access to resources may have been previously compromised - Access may be limited to resources based on how organizational leaders provide it after intervention
Technology Competencies	- Assumptions - Some may be advanced given their past experiences and or current jobs - Some may not have any knowledge - A heavy technological influence may not even been a pertinent consideration