Roundtable Discussions
Friday, April 5, 2024
8:15 - 9:30 AM
Room 208

Table 1: Transitioning ID Careers from Higher Ed/Government to Corporate Learning
Michelle Futo, Johnson & Johnson
This roundtable will discuss how alumni have transitioned their careers from one sector to another. Led by Michelle Futo, who transitioned from Higher Education Instructional Design at the University of Tampa to Corporate Learning at Johnson and Johnson, learn how to shape your career and position yourself for success in any industry.

Table 2: Performing Analysis in Fast-Paced Environments
Devlin Peck
We'll discuss strategies and tactics that we can use to conduct analysis in fast-paced environments where analysis is often overlooked. Conversation topics include talking to our audience, building trust over time with key stakeholders, and the avoiding the consequences of skipping analysis.

Table 3: Artificial Intelligence and Augmented Learning Design
Chih-Pu Dai, University of Hawai‘i at Mānoa
In this roundtable, we will discuss the roles artificial intelligence (AI) played and its transformative impacts on learning design. We will discuss how AI can be used to augment learning design in the forms of AI-powered tools, personalized learning, with ethical considerations and the future of learning design and education.

Table 4: Beyond ISLT: Benefits to Non-traditional ISLT Careers
Kimberly Barber, Rebekah Dorn, William Hunkapiller, Florida State University
Three ISLT doctoral graduates discuss applications of ISLT concepts in non-traditional ISLT careers. How are interventions applied to improve organizational and individual performance? Join the University Registrar, Senior Director of Strategy & Outreach, and the Chief Information Security Officer at FSU to think outside the box on your career.
Table 5: Cybersecurity Attack Simulation as a Training Tabletop Exercise  
Tena M. Vozenilek, JP Morgan Chase  
We often talk about "learn by doing." In the world of cybersecurity, we focus on training in two main buckets - Proactive and Reactive. For Proactive, we teach people how to prevent the bad guys from getting in. For Reactive, we simulate how quick respond as an overall system to shut down the infiltration and resume business as usual. These are both learning tools I will explore with real like examples in this session.

Table 6: The Stumbling Blocks of Human Performance Improvement  
Anchalee Ngampornchai, Florida State University  
The principles and strategies of HPI have solved many problems in the world. However, for some organizations, it seems to be quite challenging when we try to apply HPI. What are the stumbling blocks? Why do some people resist? What causes the push-back? Is it the issue of implementation? This session invites you to share your experiences and ideas as well as discuss realistic scenarios.

Table 7: Game-Based Learning Research  
Ginny Smith  
This roundtable will be a discussion of how game-based learning research is conducted (e.g., lab, classroom, virtual) and how context can impact the study.

Table 8: Co-Design in Educational Research: Considerations, Decision Processes, and Systemic Implications  
Lauren Bagdy, University of Georgia  
This roundtable discusses a theoretical paper under review, responding to Reeves and Lin's (2021) call for a shift in educational research from studying technologies to solving problems with them. Topics include co-design, experiences, and best practices for moving from product to process-oriented research.

Table 9: Training Challenges - Tips for Increasing Trainee & Staff Engagement in Mandatory Training  
Caity Bente, Florida State University  
In this session, we will explore some common learner/staff barriers to enthusiasm and engagement with mandatory training content through the lens of university-wide training for teaching assistants at FSU. For example, how can we increase staff motivation regarding training requirements? What techniques can we use to create content that is interesting and engaging for many different types of learners?
This roundtable will focus on the updated chapter included in the fourth edition of Trends and Issues in Instructional Design and Technology. The chapter offers instructional design professionals a contemporary overview of topics such as behaviorism and memory. Further, it discusses the application of these theories by way of presenting frameworks and models for developing instruction. The authors will explore the updates in this chapter and in their widely adopted and newly revised textbook, Psychology of Learning for Instruction. Together, we will delve into the importance and impact that a deep understanding of the ways in which learning works has on effective instructional design efforts.