Roundtable Discussions
Thursday, April 4, 2024
1:10 - 2:20 PM
Room 208

Table 1: Addressing Challenges in Remote Training and Development Programs
Lauren Rizkallah, SWK Technologies

Many organizations have shifted to hybrid or completely remote work environments. This roundtable will explore the challenges faced by instructional designers and trainers when adapting their programs to remote or online environments. Topics include engagement, technology barriers, fostering collaboration, motivation, and limitations of remote training.

Table 2: An Exploration of the Implications of Generative AI for ISLT
David G. Lebow, HyLighter LLC

Generative AI such as large language models (LLMs) are having an impact on virtually all sectors of the economy. This session will explore current, near-term, and long-term effects of generative AI on the practice of ISLT, how people learn, and, more broadly, society.

Table 3: Skill Transparency and Talent Enablement
Ashley Kontos, EPAM Systems

In today’s competitive job market, companies are scrambling to differentiate themselves from their competitors to attract and retain top talent. By accurately assessing and communicating skills, talent leaders can make better hiring decisions, reduce biases, and create a more level playing field.

Table 4: How to Create Communities of Practice in the Corporate World
Becky Simms, Johnson & Johnson

Are you interested in fostering a culture of collaboration, knowledge-sharing, and innovation within your organization? This roundtable is designed to equip you with actionable strategies to create vibrant communities of practice that harness the collective wisdom and expertise of your workforce.
Table 5: Using AI to create engaging learning: What is the impact to the Instructional Designer
Lisa A. O'Donnell, KPMG
AI is changing every industry including learning and development. What is the role of the ID as AI takes on more and more judgment and capabilities?

Table 6: Storytelling and Emotional Design
Issy Masduki, KPMG
Explore how storytelling can be used to create emotional engagement in learners, and how this emotional design can enhance motivation and learning outcomes.

Table 7: ID meet AI: The evolution of learning design continues.
Alison Moore, ETS
Instructional designers leverage tools, including learning theories, ID models, design principles, and content-authoring software. As technology progresses, AI is an exciting addition to our ID toolkit. This session will explore the role and impact of generative AI tools in ID work. Hands-on activities with ChatGPT-3.5 will encourage experimentation and curiosity.

Table 8: Informed Decision Making in Instructional Design: Instructional Designers' Practices and Strategies
Secil Caskurlu, Florida State University
This roundtable focuses on data-informed decision-making in the instructional design process. We will share insights from our ongoing study on how instructional designers use data to make informed decisions during the instructional design process.

Table 9: Agile eVidence-Informed Design: Facilitating the Application of ID across Health Professions Education
Atsusi Hirumi, University of Central Florida
The application of fundamental ID principles and practices is vital for realizing the potential of emerging technologies and pedagogical strategies for facilitating learning. With competing professional roles and responsibilities, educators and SMEs across Health Professions Education (HPE) often do not have the time, resources, knowledge,
or skills necessary to follow conventional ISD methods. This roundtable will include a discussion about what IDs can and should do to advance HPE by illustrating how application of fundamental ID principles and practices can promote learning effectiveness, efficiency, and engagement, and will highlight lessons learned from piloting Agile Evidenced Informed Design tools and techniques.

Table 10: Coursetune for curriculum mapping: Ensuring course alignment

Zhongrui Yao, Fort Hays State University

This roundtable will demonstrate Coursetune, a tool that helps ensure course alignment between program-level outcomes, course outcomes, and module/unit learning objectives. It also helps ensure alignments between learning objectives, learning activities, and assessments.