

Defining, developing, and implementing a new design for the technology component of a human resource development undergraduate program

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## Abstract

### Purpose

To describe an approach to course redesign that may provide others in the field with a “template” to follow or modify when course redesign is necessary.

### Design/methodology/approach

Action research implies making a change and then observing and responding to the consequences of that change. Making the change in this course involved: defining the knowledge and skills that would best enable program graduates to satisfy the requirements of the marketplace, and identifying and including those elements that would best enable students to learn the material. Data came from interviews with faculty, personnel from companies that hire program graduates, and the students themselves. After the change, data was continuously compiled and utilized to refine the course as it progressed.

### Findings

The data show that the revised course was perceived as a definite improvement, although adjustment was required over a period of several semesters to make this perception uniform and general.

### Research limitations/implications

One course at one university was involved by this project, so caution must be used when drawing generalizations from its results.

### Practical implications

This approach, based on information provided both by academia and industry, links theoretical and practical learning. Students should find strong motivation in the fact that what they are learning is in demand.

### Originality/value

This paper provides a step-by-step process by which to redesign a course in a systematic way, taking into account how both graduates of the program and their employers may profit from the end product of the learning.

## Keywords

Curriculum development

Human resource development

### Citation

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