

The University of Wisconsin Partners with the Life Cycle Institute to Design and Deliver a Predictive Maintenance Course

The Situation

The University of Wisconsin wanted a two day Predictive Maintenance course for its Department of Engineering Professional Development Program. The course needed to focus on practical application and recent teachings from thought leaders in the industry.

The Department's strength is academic study, not daily application. They wanted to partner with industry to design and deliver a class that spoke to the real world application of course concepts. The Department targeted the content sources it wanted to cover, but had no defined objectives, outcomes or goals for the course.

The Solution

The University of Wisconsin partnered with the Life Cycle Institute to design and deliver a two day Predictive Maintenance course for their Department of Engineering Professional Development Program.

Learning Consultants from the Life Cycle Institute partnered with a technical subject matter expert (SME) from its parent company, Life Cycle Engineering, to craft a course to meet the department's needs. The Institute's Learning Consultants followed a modified development process that included:

- Defining learning objectives
- Determining activities/exercises to reach learning objectives
- Learning Consultant-SME partnership
- Preparing modular structure
- Course design reviews
- Product delivery

The Life Cycle Institute Learning Consultant (LC) led the course design process. An SME was assigned to work with the Learning Consultant to gather necessary content and provide quality assurance on technical matters related to the course. To define learning objectives, the Institute LC worked with the sponsor and client SMEs to determine what a training participant should be able to do after the training. From these "need to know" actions, the LC crafted measurable learning objectives.

The LC facilitated discussion between the design team on different activities and exercises that can be used to reach the cognition levels determined by the learning objective. Next, the LCE LC structured the content and activities into a modular, participant-centered design by incorporating elements of content, participation, review and the four principles of adult learning. To ensure alignment and control the scope, the LC coordinated milestone design reviews with the sponsor and SME. The LC also coached the SME on activity design to encourage a comfort level with course administration.

About the Life Cycle Institute

The Life Cycle Institute, the premier learning source for optimizing Reliability Excellence, uses adult learning methods that minimize lecture and emphasize hands-on learning. Classes are led by facilitators that actively practice what they teach. The methodologies taught within the various course curricula are practical applications with proven track records – proven through actual activities carried out regularly by LCE professionals.