



**Train-the-Trainer
Certificate Program**

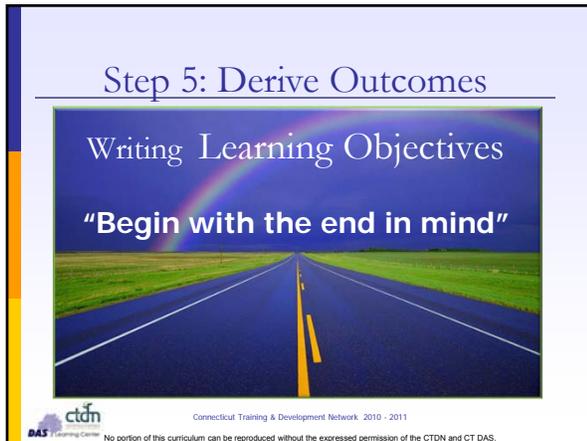
Module 3

Needs Assessment

Developed and Presented by:
Jill Hoskins
Jay Weingart
Keith Hill
Michael Nicholson
Susan Baillargeon

DAS Learning Center 

Connecticut Training & Development Network 2010 - 2011
 No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



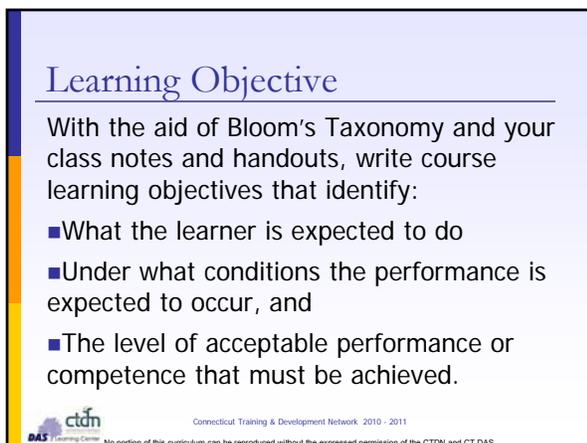
Step 5: Derive Outcomes

Writing Learning Objectives

"Begin with the end in mind"

DAS Learning Center 

Connecticut Training & Development Network 2010 - 2011
 No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Learning Objective

With the aid of Bloom's Taxonomy and your class notes and handouts, write course learning objectives that identify:

- What the learner is expected to do
- Under what conditions the performance is expected to occur, and
- The level of acceptable performance or competence that must be achieved.

DAS Learning Center 

Connecticut Training & Development Network 2010 - 2011
 No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

What Is a Learning Objective?

Statements about what the learner should **KNOW** or be able to **DO** as the result of training



Making Instruction Work, Robert F. Mager
The First-Time Trainer, Tom W. Goad
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Why Learning Objectives?

1. Aid in content selection
2. Guide course developer
3. Provide goal posts for learners
4. Ensure measurable results

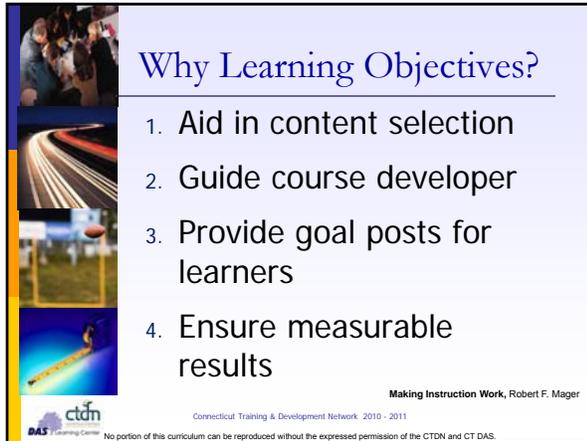
Making Instruction Work, Robert F. Mager
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Why Learning Objectives?

1. Aid in content selection
2. Guide course developer
3. Provide goal posts for learners
4. Ensure measurable results

Making Instruction Work, Robert F. Mager
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Why Learning Objectives?

1. Aid in content selection
2. Guide course developer
3. Provide goal posts for learners
4. Ensure measurable results

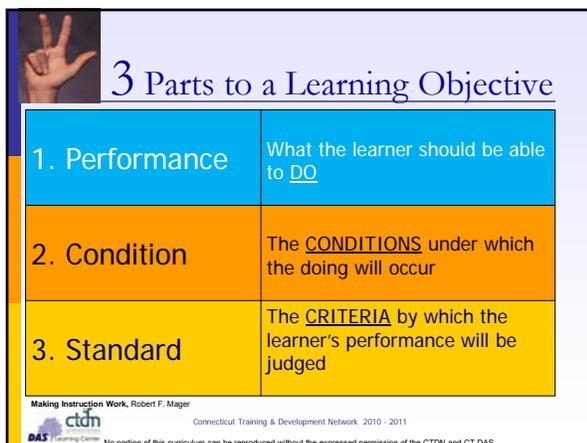
Making Instruction Work, Robert F. Mager
Connecticut Training & Development Network 2010 - 2011
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Where Do Objectives Come From?

- Needs Analysis
- Task Analysis
- Task Listing
- Skill Derivation

Making Instruction Work, Robert F. Mager
Connecticut Training & Development Network 2010 - 2011
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



3 Parts to a Learning Objective

1. Performance	What the learner should be able to <u>DO</u>
2. Condition	The <u>CONDITIONS</u> under which the doing will occur
3. Standard	The <u>CRITERIA</u> by which the learner's performance will be judged

Making Instruction Work, Robert F. Mager
Connecticut Training & Development Network 2010 - 2011
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

1. Performance



Ask yourself: What does the learner need to DO or to KNOW?

Complete this sentence:
At the end of the session, learners will be able to...

Source: (ASTD InfoLine, Dec. 1997)

ctdn
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Performance-Oriented Verbs



Vague	Measurable
Understand	Write
Grasp	Construct
Internalize	Identify
Appreciate	Calculate
Consider	List
Know	Demonstrate
Learn	Describe
Familiar with	State

Source: (ASTD InfoLine, Dec. 1997)

ctdn
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Performance-Oriented Verbs



Which of these words describe performance?

State	Add
Write	Draw
Value	Know
List	Understand
Appreciate	Explain
Internalize	Summarize

Source: Robert F. Mager's Six Pack: Preparing Instructional Objectives, 1997

ctdn
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

2. Conditions



- Specify what tools or other resources learners will and will not be allowed to use
- Specify the environment in which learners will perform the task

Sources:
 • Dec. 97 ASTD InfoLine, Instructional Objectives
 • www.nwlink.com/~donclark/hrd/templates/objectivetool.html

ctdn Connecticut Training & Development Network 2010 - 2011
 DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

3. Standards (Criteria)



Standards describe the level of mastery that must be achieved:

- Standards of Quality
- Standards of Quantity

ctdn Connecticut Training & Development Network 2010 - 2011
 DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

4 Categories of Standards

- Degree of Supervision
- Time and Speed
- Accuracy
- Overall Quality



ctdn Connecticut Training & Development Network 2010 - 2011
 DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Knowledge Check #1

Given a computer with PowerPoint 2007 installed, create a PowerPoint presentation that includes at least 15 slides, 2 different animation effects, and at least 3 different slide layouts.

Making Instruction Work, Robert F. Mager



Connecticut Training & Development Network 2010 - 2011

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Knowledge Check #2

Given a specific topic, deliver a speech that is at least 10 minutes in duration and compares and contrasts two different points of view.

Making Instruction Work, Robert F. Mager



Connecticut Training & Development Network 2010 - 2011

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



Knowledge Check #3

Learning Objective:

With the aid of Bloom's Taxonomy and your class notes and handouts, write a learning objective that identifies what the learner is expected to do, under what conditions the performance is expected to occur, and the level of acceptable performance or competence that must be achieved.



Connecticut Training & Development Network 2010 - 2011

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Common Errors When Writing Learning Objectives



1. Combining Two Objectives into One
2. Using the words "Knowing" or "Understanding"
3. Making the scope Too Narrow or Too Broad
4. Stating a Topic as an Objective

Source: Nancy Miner, Ed.D., The Accidental Trainer

ctdn
Connecticut Training & Development Network 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Common Errors When Writing Learning Objectives



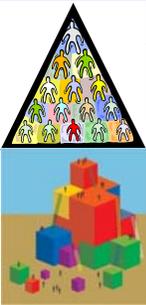
1. Combining Two Objectives into One
2. Using the words "Knowing" or "Understanding"
3. Making the scope Too Narrow or Too Broad
4. Stating a Topic as an Objective

Source: Nancy Miner, Ed.D., The Accidental Trainer

ctdn
Connecticut Training & Development Network 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Bloom's Taxonomy of Educational Objectives

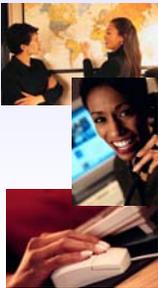


- Most commonly used classification scheme for writing learning objectives
- Provides a learning hierarchy

ctdn
Connecticut Training & Development Network 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

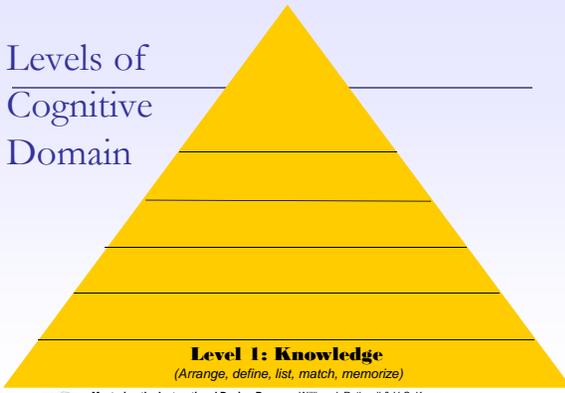
3 Domains of Learning



- 1. Cognitive Domain**
Mental Skills
- 2. Affective Domain**
Attitudes
- 3. Psychomotor Domain**
Manual or Physical Skills

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

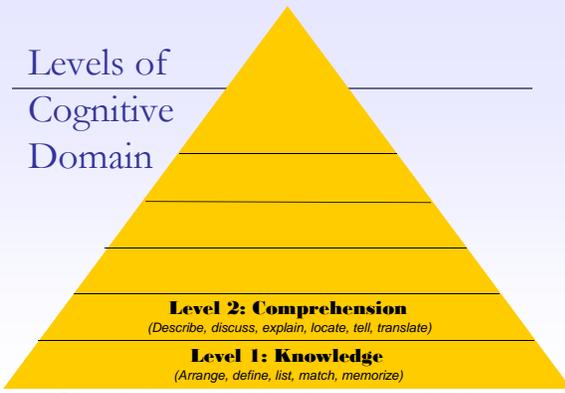
Levels of Cognitive Domain



Level 1: Knowledge
(Arrange, define, list, match, memorize)

ctdn Mastering the Instructional Design Process, William J. Rothwell & H.C. Kazanas
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

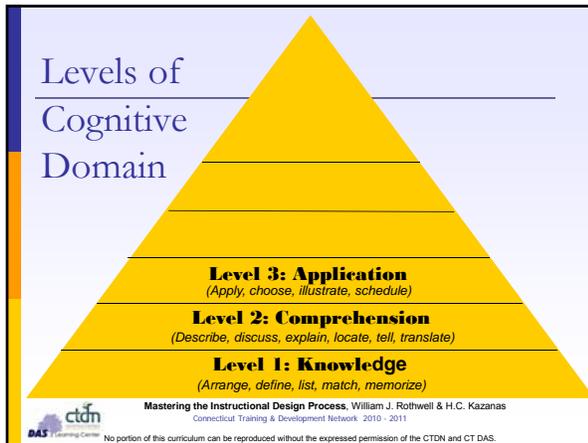
Levels of Cognitive Domain

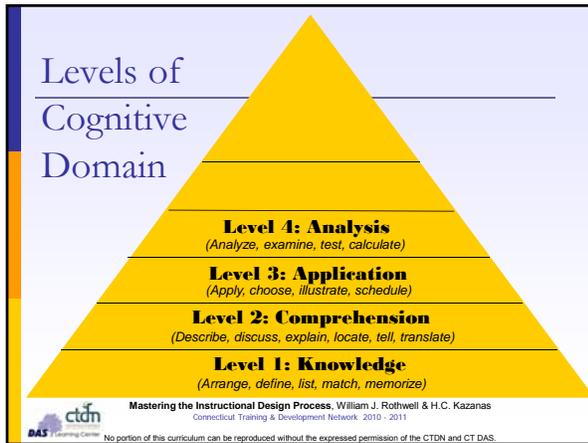


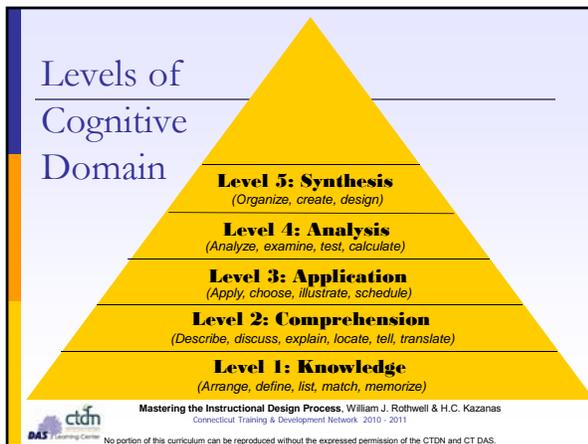
Level 2: Comprehension
(Describe, discuss, explain, locate, tell, translate)

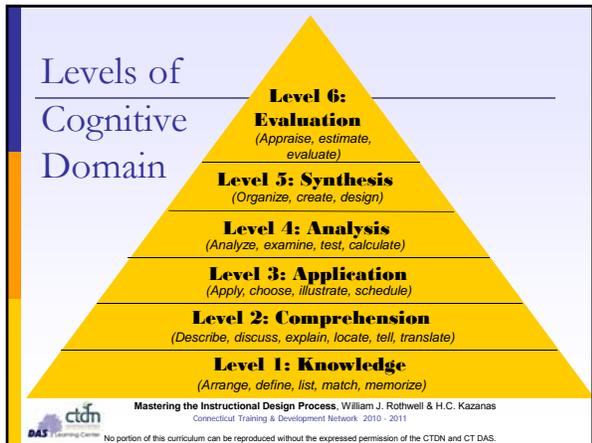
Level 1: Knowledge
(Arrange, define, list, match, memorize)

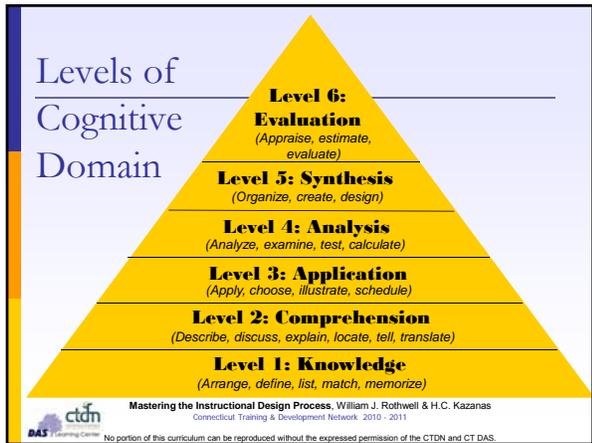
ctdn Mastering the Instructional Design Process, William J. Rothwell & H.C. Kazanas
Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

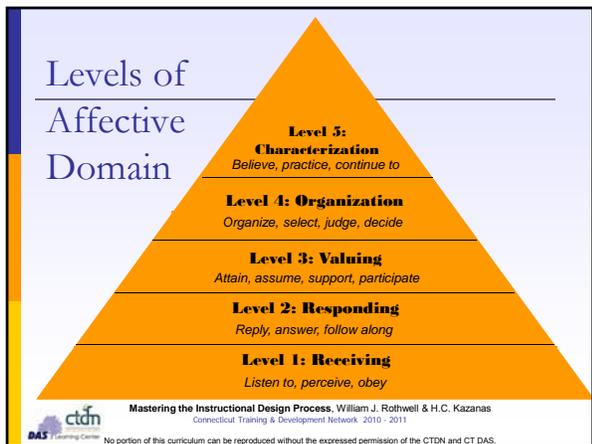


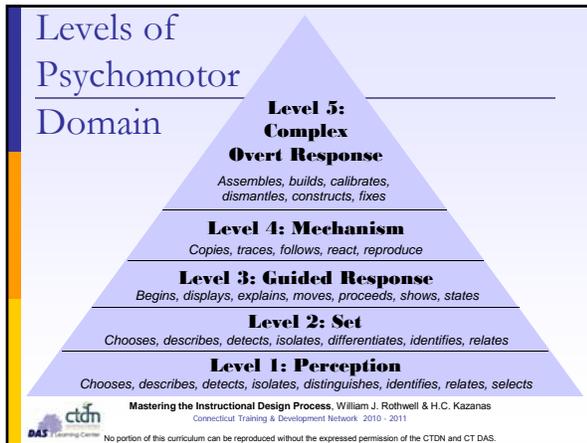












Learning Objectives Application Activity

1. Read each learning objective
2. Identify the learning domain: Cognitive, Affective, or Psychomotor?
3. Identify what's missing: Performance, Condition, or Standard(s)?
4. Re-write the objective to include all three parts

Connecticut Training & Development Network 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives Application Activity

Learning Domain?

Demo #1
List the components that should be included in a State of Connecticut job description.

- Cognitive
- Affective
- Psychomotor

Connecticut Training & Development Network 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Which Part is Missing?



Demo #1
List the components that should be included in a State of Connecticut job description.

- Performance
- Condition
- Standard

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Example:
Given your class notes and handouts, list the seven components that should be included in a State of Connecticut job description.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Learning Domain?



Demo #2
Participants will be able to identify all the parts of a car engine.

- Cognitive
- Affective
- Psychomotor

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Which Part is Missing?

Demo #2
Participants will be able to identify all the parts of a

- Performance
- Condition
- Standard



ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Example:
Given a diagram, participants will be able to identify (label) all {insert #} parts of a car engine without using their textbook.



ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

1. Read each learning objective
2. Identify the learning domain: Cognitive, Affective, or Psychomotor?
3. Identify what's missing: Performance, Condition, or Standard(s)?
4. Re-write the objective to include all three parts



ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Given a calculator, cost, and pricing data, the learner will calculate the cost of paint.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Given a calculator and cost and pricing data, the learner will calculate the cost of paint:

- With no errors.
- At least 10 times with no errors.
- Correctly each time.

Add a Standard

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Given your workshop notes and handouts, list elements to consider when developing an employee handbook.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Add a Standard



Given your workshop notes and handouts, list at least eight elements to consider when developing an employee handbook.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Participants will be able to use Core-CT to make online purchases under \$10,000.00.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Add a Condition and a Standard



With the use of a job aid, participants will be able to use Core-CT to make online purchases under \$10,000.00 with no errors.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Demonstrate how to splint a prone patient's broken arm in less than 5 minutes.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Given the appropriate supplies and a mannequin, demonstrate how to splint a prone patient's broken arm in less than 5 minutes.

Add a Condition

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



At the end of the training, learners will know sign language.

ctdn Connecticut Training & Development Network 2010 - 2011
DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Add a Performance, Standard, and Condition



Given a sign language alphabet chart, learners will sign all the letters of the alphabet correctly and in under 2 minutes.

Source: Connecticut Training & Development Network, 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity



Be able to develop an appreciation of classical music.

Source: Robert F. Mager's Six Pack: Preparing Instructional Objectives, 1997

Connecticut Training & Development Network, 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives
Application Activity

Add a Performance, Standard, and Condition



Be able to pass a multiple-choice test about the history of classical music, without the use of class notes, by scoring at least 80% or better.

Source: Robert F. Mager's Six Pack: Preparing Instructional Objectives, 1997

Connecticut Training & Development Network, 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Nudge Your Neighbor...



1. What's the **most noteworthy** thing you have learned?

OR

2. What's the **most valuable** thing you have learned?



Connecticut Training & Development Network 2010 - 2011
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Where to Learn More

- Don Clark: A Quick Guide to Writing Learning Objectives:
<http://www.nwlink.com/~donclark/hrd/templates/objectivetool.html>
- ASTD Infoline: Jump Start Your Learning Objectives (April 2008)



Connecticut Training & Development Network 2010 - 2011
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Step 5: Derive Outcomes

Learning Objectives...

If you don't know where you are going, any road will get you there.




Connecticut Training & Development Network 2010 - 2011
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.

Learning Objectives

Application Activity



Begin writing a learning objective for your TtT Independent Project



Connecticut Training & Development Network 2010 - 2011

DAS Learning Center No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.
