



Train-the-Trainer Certificate Program

Module 4

Curriculum Design and Methods of Instruction
Day 1-PM

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Your Module 4 Facilitators



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Agenda:

- ▮ Review Learning Objectives from Individual Projects
- ▮ ADDIE Model
- ▮ Instructional Strategies
- ▮ E-Learning




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Learning Objective

Given a diagram of the ADDIE model of Instructional Development, explain, in your own words, how to utilize it to create a significant learning experience.



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Learning Objective

Without using your class notes and handouts, state the definition given in class for "instructional methods" with 100% accuracy.



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88

Learning Objective

Given your class notes and handouts and a specific instructional strategy, list at least three (3) advantages and disadvantages of utilizing that strategy.



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89

Learning Objective

Given a training topic, learning objectives, and the results of an audience analysis, select at least 3 instructional methods to use, based upon the practical requirements of conducting the training.



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90

ADDIE Instructional Design Model

Analysis
Design
Development
Implementation
Evaluation

Web Sites:

- http://itsinfo.tamu.edu/workshops/handouts/pdf_handouts/addie.pdf
- <http://ed.isu.edu/addie/>
- http://www.skagitwatershed.org/~donclark/history_isd/addie.html

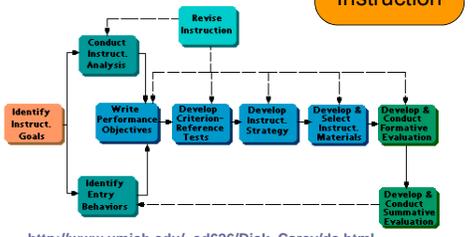


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91

Where to Learn More Dick & Carey Model

The Systematic Design of Instruction



http://www.umich.edu/~ed626/Dick_Carey/dc.html



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92

Research Course Content



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Align Course Content to Needs Analysis



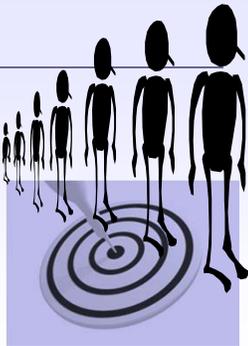
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Target Population

Learning Objective:

Given a specific training situation, identify at least four (4) key characteristics of the target population.



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Audience Characteristics

For your TtT Independent Project, what are some of the key characteristics you have identified to describe your target audience?



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Audience Characteristics

- Gender
- Job Title
- Education
- Potential Group Size
- Age
- Years Employed
- Expertise Level
- Union Issues



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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Gender															
% MALE															
% FEMALE															
Job Title															
% MANAGERS															
% PROFESSIONALS															
% CLERICALS															
% TECHNICAL															
% MAINTENANCE															
% OTHER															
Education															
% HIGH SCHOOL															
% BACHELORS															
% MASTERS															
% DOCTORATE															
% OTHER															
Potential Group Size															
TOTAL # OF TRAINEES															
CLASS SIZE															



Report-Outs





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Generations At A Glance

 Traditionalists 1925 - 1945	 Generation X 1964 - 1980
 Baby Boomers 1946 - 1963	 Generation Y (Millennials) 1981 -

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GENERATIONAL LEARNING

Type of Generation	Years	Characteristics	Stereotypes
Traditionalists	Early 1920s to Mid 1940s	Hardworking; Dedicated; Respectful of rules and authority; Conservative	Old-fashioned; Behind the times; Rigid/Autocratic; Change/Risk averse
Baby Boomers	Mid 1940s to Early 1960s	Youthful self-identity; Optimistic; Team player; Competitive	Self-centered; Unrealistic; Political; Power-driven; Workaholic
Generation "X"	Early 1960s to Early 1980s	Balanced (work/life quality); Self-reliant; Pragmatic	Slackers; Selfish; Impatient; Cynical
Generation "Y"	Early 1980s to Early 2000	Fast pace/Multitasking; Fun-seeking; Technology savvy	Short attention span; Spoiled and disrespectful; Technology dependent.

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Key WORKPLACE DIMENSIONS

Dimensions	Traditionalist	Boomer	Generation "X"	Generation "Y"
Work Style	By the book; how is as important as what gets done	Get it done- whatever it takes-nights and weekends	Find the fastest route to results; protocol secondary	Work to deadlines-not necessarily to schedules
Authority/ Leadership	Command/control; Rarely question authority	Respect for power and accomplishment	Rules are flexible; collaboration is important	Value autonomy; less inclined to pursue formal leadership positions
Communication	Formal and through proper channels	Somewhat formal and through structured network	Casual and direct; sometime skeptical	Casual and direct; eager to please



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Key WORKPLACE DIMENSIONS

Dimensions	Traditionalist	Boomer	Generation "X"	Generation "Y"
Recognition/ Award	Personal acknowledgement and compensation for work well done	Public acknowledgement and career advancement	A balance of fair compensation and ample time off as reward	Individual and public praise; opportunity for broadening skills
Work/Family	Work and family should be kept separate	Work come first	Value work/life balance	Value blending personal life into work
Loyalty	To the organization	To the importance and meaning of work	To individual career goals	To the people involved with the project.
Technology	"if it ain't broke, don't fix it."	Necessary for progress	Practical tools for getting things done	What else is there?



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GENERATIONAL PERSPECTIVES

Perspectives	Traditionalist	Boomer	Generation "X"	Generation "Y"
Outlook	Practical	Optimistic	Skeptical	Hopeful
Work Ethic	Dedicated	Driven	Balanced	Can-Do
View of Authority	Respectful	Love/Hate	Unimpressed	Equality
Leadership by...	Hierarchy	Consensus	Competence	Pulling Together
Relationships	Personal Sacrifice	Personal Gratification	Reluctance to Commit	Inclusive
Money	Save	Spend	Hedge	Spend Parents



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BEST PRACTICES

Practices	Traditionalist	Boomer	Generation "X"	Generation "Y"
Communication	Formal, good grammar	Ask them, don't tell them	Keep it brief; just the facts	Keep it real; interactive
Development	Focus on experience and long term goals	Acknowledge accomplishments	Let them drive it	Focus on Group Learning
Coaching	Respected leaders	Friendly Equals	Demonstrated Authority	Other Gen "Y"'s
Feedback	Subtle – no news is good news	Formal, periodic, well-documented	Frequent	Immediate
Reward	Recognition of a job well done	Money, title, praise	Freedom and flexibility	Work that has meaning



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Influencing Factors



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Is One Influencing Factor More Important Than the Others?



" Nothing separates the generations more than music. By the time a child is eight or nine, he has developed a passion for his own music that is even stronger than his passions for procrastination and weird clothes."

Bill Cosby



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Influencing Factors (Traditionalists)



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Source: VisionPoint Webinar, 10/21/2008

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Influencing Factors (Boomers)



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Source: VisionPoint Webinar, 10/21/2008

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Influencing Factors (Gen X)



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Source: VisionPoint Webinar, 10/21/2008

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Influencing Factors (Gen Y)



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Source: VisionPoint
Webinar, 10/21/2008

Rapport

"Rapport is thought of as a mysterious "chemistry" that tells you if your audience is "with you".... With rapport, you can lead your learners anywhere. Without it, you're likely to be ineffective and frustrated."

Source: Trainer's Bonanza; Over 1000 Fabulous Tips & Tools, by Eric Jensen



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Where to Learn More

- Paterson C. (2005, January). Generational diversity: Implications for consultation and teamwork. Paper presented at the meeting of the Council of Directors of School Psychology programs on generational differences, Deerfield Beach, FL
- ASTD 2008 International Conference, Session TU312 – Designing Leadership Development to Bridge the Generational Gap: Pitfalls and Practical Lessons



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Where to Learn More

- Zemke, Ron, Raines, Claire and Flipczak, Bob. Generations at Work: Managing the clash of Veterans, Boomers, Xers, and Nexters in Your Workplace. New York. AMACOM, 2000.
- Lancaster C., Lynne, Stillman, David. When Generations Collide. Harper Collins, 2002



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What are Instructional Strategies?

Activities that determine **how** learning will take place.



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118

Shout Out Review

Shout out a number between 3 and 12...



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KEY Point #1

Learning Objectives are statements about what the learner should know or be able to do as the result of training.



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KEY Point #2

Well-written Learning Objectives have 3 parts:
Performance
Conditions
Standards



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KEY Point #3

Never use:

- “Know”
- “Understand”
- “Familiar”
- “Learn”
- “Appreciate”

in a Learning Objective!



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KEY Point #4

According to Bloom's Taxonomy, all instructional objectives can be categorized into 3 domains: Cognitive, Affective, and/or Psychomotor.



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KEY Point #5

Taking the time to assess the characteristics of your target audience will keep you from designing training that is "off the mark".



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KEY Point #6

Taking into account the generational differences of your audience will help you design learning approaches that appeal to a diverse audience.



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KEY Point #7

Instructional strategies are activities that determine *how* learning will take place.



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KEY Point #8

When selecting instructional strategies, try to consider a number of factors to help you avoid using the same methods over and over.



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Design and Develop Instruction

- Delivery Alternatives
- Opener, closers, energizers, and conducive learning environments
- Flow and sequencing
- Legal aspects of development



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128

Training Delivery Considerations

- Nature of training
- Subject matter
- Audience characteristics
- Number of trainees
- Individual vs. team
- Self-paced vs. guided
- Training resources/costs
- E-learning vs. traditional learning
- Geographic locations
- Time allotted
- Completion timeline



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129

Training Delivery Methods

- Informal Training
- On-the-Job Training
- Cross Training
- Self Guided/Job Aids
- Mentor/Coach
- Outsourcing Training
- Instructor-Led Training
- E-Learning



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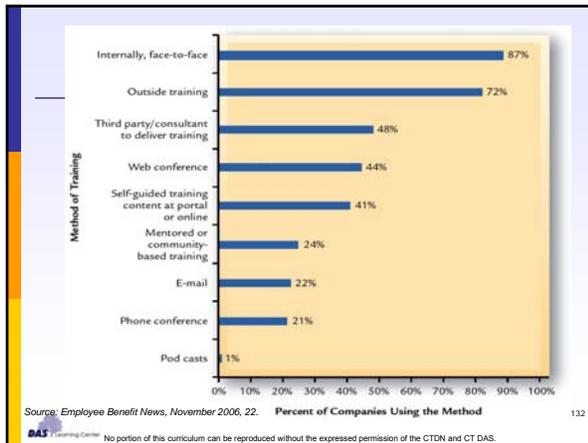
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E-Learning: On-Line Training

The dramatic increase in the use of the Internet and Web-based links by industries has led to many employers significantly expanding their use of e-learning.

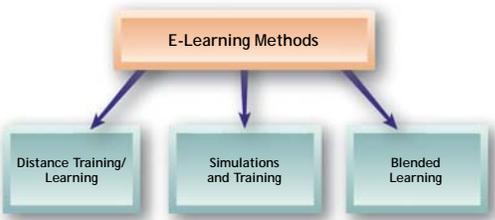


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E-Learning: On-Line Training

The use of the Internet or an organizational intranet to conduct training on-line.



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Advantages of E-Learning



- Flexible learning/work at own pace
- Interactive
- Reduces travel cost & time
- Different learning styles addressed
- Enables scoring of exercises/assessments
- Good for presenting simple facts/concepts



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Disadvantages of E-Learning

- Some trainees not interested in method
- May cause trainee anxiety
- Not appropriate for some training
- Need easy/uninterrupted computer access
- Upfront investment
- Development can be time-consuming



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Converting ILT to E-learning

Oh, the possibilities!

- Self-paced web-based training
- Web conferences
- Social networking
- Blogs
- Wikis
- Live chats
- E-mail chats
- Instant messages
- Virtual classrooms
- Online support
- Job aids
- Mentoring
- Recording of training sessions



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