



# Train the Trainer Certificate Program

## Module 4

### Curriculum Design and Methods of Instruction Day 2 - AM

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# Welcome Back!

## Train the Trainer

### Module 4: Curriculum Design and Methods of Instruction

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## Step 6: Design/Develop Instruction

- a. Describe target population
- b. Research course content
- c. Align course content to needs analysis
- d. Identify skill hierarchies and prerequisites
- e. **Determine instructional strategies and prepare high-level course outline**
- f. SME's and customers review design
- g. **Develop content and write training materials**
- h. Develop evaluation instrument or methods
- i. Conduct pilot course

Making Instruction Work, Robert F. Mager



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## High-Level Course Design Document

### *Why Bother* With Design Documents?



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## Step 6: Design/Develop Instruction

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*Making Instruction Work*, Robert F. Mager

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## Step 6b: Research Course Content



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## Step 6: Design/Develop Instruction

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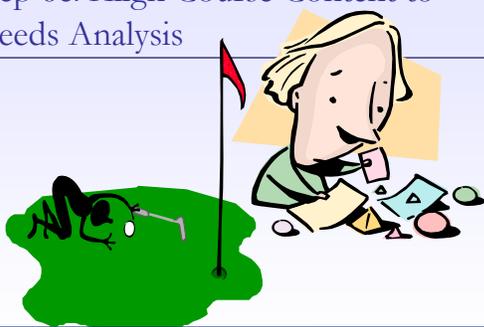
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## Step 6c: Align Course Content to Needs Analysis



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## Step 6: Design/Develop Instruction

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Step 6e:  
Design/Develop Instruction

Learning Objectives:

In your own words, define what training/instruction methods are and list at least six (6) different methods (e.g. case study, demonstration, structured exercise).



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Step 6e:  
Design/Develop Instruction

Learning Objectives:

In your own words, describe at least two (2) advantages and disadvantages for three (3) instructional methods.

Given a training topic, learning objectives, and target population characteristics, select appropriate instructional methods to use.



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What are Instructional Strategies?

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



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## Instructional Strategies Defined

- |               |                   |                   |
|---------------|-------------------|-------------------|
| Brainstorming | PowerPoint Slides | Panel Discussions |
| Lecture       | Group Projects    | Case Studies      |
| Simulations   | Teach Backs       | Mentoring         |
| Storytelling  | Games             | Posters           |
| E-Learning    | DVD's             | Workbooks         |
| OJT           |                   |                   |

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## A Rose By Any Other Name...



...is Still a Rose.

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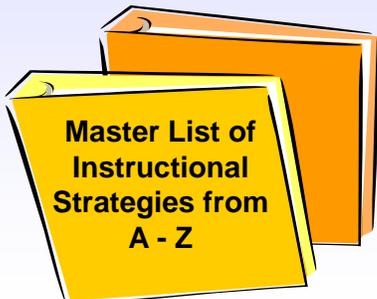
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## Determine Instructional Strategies



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## Determine Instructional Strategies

How do you decide which instructional methods to use?



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## Advantages and Disadvantages of Instructional Methods



- For each instructional strategy, list one or more advantages and disadvantages.
- When time is called, pass your Poster to the next table.



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## Advantages and Disadvantages of Instructional Methods

**Movies**

**Games**

**Role Plays**

**Case Studies**



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## Advantages and Disadvantages of Instructional Methods

**Lectures**

**Demos**

**Large Group Discussion**

**Small Group Discussion**



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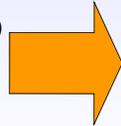
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## How Do You Choose a Strategy?

- Training Topic(s)
- Audience Analysis
- Learning Objective(s)
- Adult Learning Principles
- Advantages and Disadvantages of Specific Strategies



Select Instructional Strategies



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## Select Instructional Strategies for Your TtT Independent Project

- Brainstorm a list of possible instructional strategies
- Select at least one strategy



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## Report-Outs

- Training Topic
- Audience Characteristics
- Learning Objective(s)
- Strategy or Strategies you have Selected
- The Rationale for your Choice(s)



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## Start of Optional Slides: Scenario Flashcards

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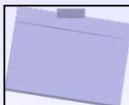
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## Choosing Instructional Strategies



Read the training topic, learning objective and audience analysis.  
 Select a strategy or strategies that would be appropriate to use.

Be prepared to answer the question:  
 What considerations did you take into account when selecting your strategies?



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**Example**



**Topic: Keyboard Skills**

**Training Objective**  
 Given a laptop and a letter to type, type at least 80 words per minute with no mistakes.

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**Example**



**Topic: Keyboard Skills**

**Audience Analysis**  
 Age: 20's, 30's, 40's  
 Gender: Mostly female  
 Race: White, Black, Hispanic  
 Job Title: Various Clerical Titles  
 Expertise: Entry Level Beginners

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**Example**



**Topic: Keyboard Skills**

**Possible Instructional Strategies:**

- "Video Professor" DVDs
- Workbook (Self Study)
- Online games
- Classroom training
- Tutorials -- One-on-one
- Assessments (tests)

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## Topic: Teambuilding



Using the model provided, describe at least 4 skills that can be used to foster commitment and collaboration.

**Audience:**

20 – 65 years old (majority 40s); men and women; white, black, Hispanic; professionals and managers; mixed expertise; all work in same division, supervisor is present



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## Topic: Beginning PowerPoint



Using PowerPoint 2003, create a 5-slide PPT presentation applying a slide design; and incorporating clipart and at least 2 slide-transition effects.

**Audience:**

45 – 65 years old; mostly men; mostly white; managers; minimal expertise; from various agencies



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## Topic: Customer Service



Using the job aid provided, demonstrate at least one technique for diffusing the irritation of an angry caller.

**Audience:**

20 year olds; equal men and women; mostly black and Hispanic; Customer Service Reps; new employees; part of new employee training



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## Topic: Lane Closures

Using the job aid provided, explain the advantages and disadvantages of closing a lane using Truck Mounted Attenuators -vs- a hard signing pattern.

**Audience:**

18 – 30 years old; mostly male; white, black, and Hispanic; DOT Maintainers; new employees; part of DOT new employee training



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## Topic: Diversity Awareness

In your own words, explain the business case for diversity awareness among all employees, citing at least 3 compelling reasons.



**Audience:**

20 – 65 years old; males and females; all races; clerical, professional, technical, and managerial; new – experienced expertise; variety of work units



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## Topic: CPR



Given a dummy, demonstrate how to check if the victim is conscious and breathing, how to clear the victim's airway, and how to administer chest compressions according to the guidelines presented in class.

**Audience:**

Mostly 30 – 45 year olds, mostly females; mostly black; Nurses Aid; experienced expertise; refresher training



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## Topic: Public Speaking



Given a specific topic, deliver a 15-minute presentation that uses at least 1 visual aid and compares and contrasts 2 different solutions to a problem.

**Audience:**

30s years old; males and females; white, black, and Hispanic; Technicians; no expertise; from various State Agencies

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## Topic: Workplace Violence Prevention



Using the resource materials provided in class, summarize, in your own words, recent trends and the impact of violence upon the workplace.

**Audience:**

Mostly 35 – 55 years old; mostly females; white, black, Hispanic, Asian; Human Resource Managers; expertise varies; from various State Agencies

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## End of Optional Slides Scenario Flashcards

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## Where to Learn More

- Creating Training Courses (When You're Not a Trainer) by Donald V. McCain (ASTD Press)
- University of Colorado at Denver, School of Education web site
  - Instructional Design Models:  
[http://carbon.cudenver.edu/~mryder/itc\\_data/idmodels.html](http://carbon.cudenver.edu/~mryder/itc_data/idmodels.html)



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## Where to Learn More

- Design Your Own Games and Activities and Thiagi's Interactive Lectures by Sivasailam Thiagarajan
- Telling Ain't Training and The Telling Ain't Training Fieldbook: ASTD Press



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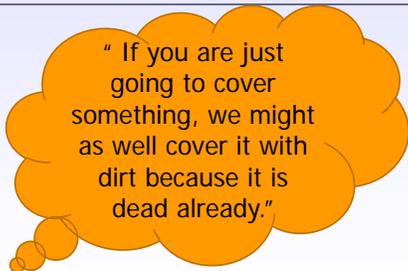
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## Instructional Strategies



Madeleine Hunter



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## Shout Out Review

Shout out a number between 3 and 12...



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## KEY Point #1

The first 180 seconds of any learning experience are when learners make up their minds about your training.



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## KEY Point #2

To motivate your learners, begin your sessions with ARCS:

- Attention
- Relevance
- Confidence
- Satisfaction



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### KEY Point #3

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 #4

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



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### KEY Point #5

Never use:

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

in a Learning Objective!



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## KEY Point #6

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 #7

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 #8

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 #9

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



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## KEY Point #10

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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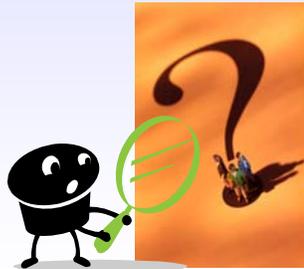
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## Revisiting Your Expectations



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## Preview Day 2: Finish Step #6

### Design and Develop Instruction

- Delivery Alternatives
- Opener, closers, energizers, and conducive learning environments
- Course design documents
- Flow and sequencing
- Legal aspects of development
- Instructor Guides



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