





# Train the Trainer Certificate Program

## Module 4

### Curriculum Design and Methods of Instruction

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#### Day 2 – Afternoon

Developed by:  
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Jay Weingart  
Michael Nicholson  
Susan Baillargeon




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# Welcome Back!





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## Step 6: Design/Develop Instruction

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

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## Step 6: Design/Develop Instruction

Learning Objectives:

Given a specific training course to design, draft a high-level course design document using the standard format presented in class; with an eye towards "flow" and sequencing.

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## Course Design Template

Title:

Day:

Content	Learning Objectives	Instructional Methods	Duration (Minutes)	Who
<b>FLOW?</b>				

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## Course Design Template

Title:

Day:

Content	Learning Objectives	Instructional Methods	Duration (Minutes)	Who
<b>FLOW?</b>				

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## Flow and Sequencing

- Task Analysis
- Task List
- Skill Hierarchy
- Learning Objectives



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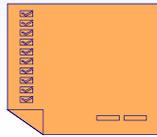
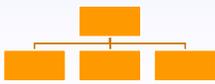
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## Look for the...

# Natural Order



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## Flow and Sequencing

### 1. Simple to Complex; Easy to Difficult

- MS Word
  - Beginning
  - Intermediate
  - Advanced



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## Flow and Sequencing

### 2. Known to Unknown

#### Windows Explorer

Comparing hard-copy files stored in physical file cabinets with electronic files



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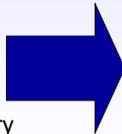
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## Flow and Sequencing

### 3. Overview to Detail



High level summary of the Performance Appraisal process

Step by step details



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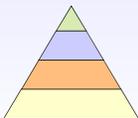
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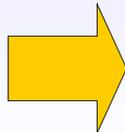
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## Flow and Sequencing

### 4. Theoretical to Practical



Theories of motivation



Specific methods for motivating employees



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## Flow and Sequencing

### 5. Order of Performance; Task Chronology

1. Greet customer
2. Determine needs
3. Present merchandise
4. Close and record transaction
5. Thank customer
6. Invite him/her to visit store again



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## Flow and Sequencing

### 6. Topic Groups

- Customer Service
- Demonstration and description of merchandise
- Mechanics of recording sales, returns, and other transactions



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## Flow and Sequencing

### 7. Most Frequent to Least Frequent

#### Cash register training

1. Cash payments
2. Debit Cards
3. Credits Cards
4. Checks

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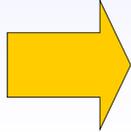
## Flow and Sequencing

### 8. Problem to Solution



#### Conflict Resolution Training

Causes of conflict



Specific ways to resolve conflict



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## Flow and Sequencing Decision Table

If the learner should do in a prescribed order...	Then train in a Step by Step sequence.
If the learner uses some skills or bits of knowledge more often than others...	Then present them before those that are used less frequently.
If some skills or knowledge are easier to master than others...	Then sequence the easier first.
If the content can be learned in any order...	Then present topic groupings and give learners the choice of order.



Source: Secrets to Enliven Learning, by Ann Pettit Pfeiffer & Company, 1994  
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## Course Design Template

Content	Learning Objectives	Instruction Methods	Duration	Who

**Any questions about flow?**



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## Find the **FLOW** For Your Independent Project!

- Write the training topic of your Independent Project on an index card – this card will be your Title Card.
- Now think of all (or most all) the sub-topics you intend to address and write down each sub-topic on an index card.
- With a partner (or team), assist each other in analyzing and sequencing your index cards to find their “natural order” or “flow”.
- When finished, write the topics, in order, on flip chart paper.
- Be prepared to explain your rationale during report-outs.

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## Example: Sexual Harassment Prevention for Managers

**FLOW?**

- Agency policy on sexual harassment
- Impacts of sexual harassment on the workplace
- What is and is not sexual harassment
- Legal rights of employees
- Legal definitions of sexual harassment
- Two types of sexual harassment
- Prevention strategies
- Agency complaint and grievance procedures
- Supervisors' responsibilities
- What to do if an employee wants to speak with you in confidence

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## Find the **FLOW** For Your Independent Project!

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# Report-Outs

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## Example: Sexual Harassment Prevention for Managers

**FLOW**

1. Legal definitions of Sexual Harassment
2. Two types of Sexual Harassment
3. Impacts of Sexual Harassment in the workplace
4. Is it or is it not Sexual Harassment?
5. Agency policy on Sexual Harassment
6. Agency complaint and grievance procedures
7. Legal rights of employees
8. Supervisors' responsibilities
9. What to do if an employee wants to speak with you in confidence
10. Prevention strategies

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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

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SME's and Customers  
Review Design



**Why bother?**

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Step 6: Design/Develop Instruction

- a. Describe target population
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- 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
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Step 6g: Design/Develop Instruction

Develop Content and Training Materials  
Learning Objective:

Given an overview in class, briefly describe in your own words at least two legal aspects of designing and developing instruction.

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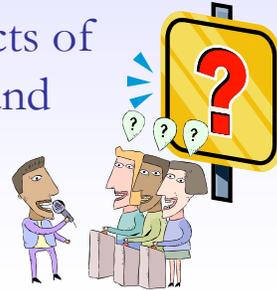
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# Quiz Time!

## Legal Aspects of Designing and Developing Training



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You have decided to play "Trivial Pursuit" as the capstone review activity for your training session. You include a credit line on each tabletop game board that indicates the game has been adapted from the original Hasbro board game.



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**Yes or No?  
If you credit your source, you can photocopy selected handouts?**

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You have decided to adapt an assessment instrument as part of your training session. You include a credit line on the bottom of *each* page; and in your Resource List.



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You usually play music while your trainees are arriving and departing.

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You like to “spice up” your handouts and PowerPoint slides with cartoons and comic strips to get your points across...



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Sometimes, you like to include excerpts from relevant news articles in your lectures by reciting them from memory...



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**Yes or No?**

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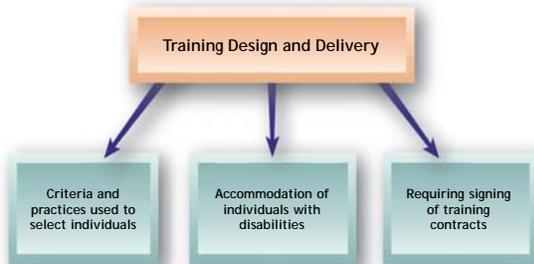
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## Legal Issues and Training



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## Legal Issues and Training

- What criteria do you use to select trainees?
- What accommodations have you made for individuals with disabilities?
- Do you require trainees to sign any kind of agreement/contract?

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## The U.S. Copyright Act of 1976

Rights granted to the creator of a work to control how the work is used:

1. Reproduction Right
2. Distribution Right
3. Right to Create Derivative Work
4. Display Right
5. Public Performance Right

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## Copyright Violations

"Copyright violations occur with any unauthorized use of written, sound-recorded, videotaped, or electronically stored materials without the express permission of the copyright holder."

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## Legal Aspects of Training Design

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1. You take an author's words or particular sequence of words that comprise the author's expression
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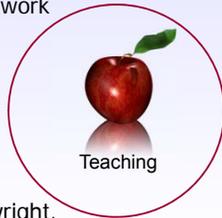
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## Legal Aspects of Training Design



### Most Common Legal Problem for Presenters

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4. Photographs, cartoons, visual aids, animation, or other graphic materials
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7. Poems, excerpts from news articles, etc. – even when reciting from memory or reading them
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### Protect Your Own Copyright Rights!



Place a copyright notice and date on the material to obtain protection

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## Food for Thought...

*“The cost of getting a license to use copyrighted material is minimal; the cost of breaking the law can be enormous.”*



Pam Schmidt, Executive Director,  
Instructional Systems Association, Lake Ridge, VA

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## Where to Learn More

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- Stanford University maintains a well-respected Web site on Fair Use: <http://fairuse.stanford.edu>
- The Copyright Clearance Center: [www.copyright.com](http://www.copyright.com)
- The American Society of Composers, Authors and Publishers: [www.ascap.com/ace/ace.html](http://www.ascap.com/ace/ace.html)

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## Afternoon Break



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## Learning Objective

Given a specific training course to design, develop an instructor guide using the standard format presented in class.



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## Why an Instructor Guide?



1. Assist you in being thoroughly prepared
2. Your last-minute substitute will need it!
3. Document your "recipe"
4. Ensure consistency from instructor to instructor
5. What else?



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## Instructor Guide Checklist:

- |   |   |
|---|---|
| 1. Title Page   | 6. PowerPoint Slides – with Lecture Notes (in Notes View) |
| 2. Table of Contents  | 7. Copyright Notice                                       |
| 3. Learning Objectives  | 8. Bibliography of Source Information                     |
| 4. Course Outline   | 9. Appendix   |
| 5. List of Needed Supplies, Equipment, Training Materials, Participant Handouts |   |



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## Your Instructor Guide: Notes View in PowerPoint

**NOTES  
PAGE  
VIEW**

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## Instructor Guide Conversion

# How to Convert Your Instructor Guide from PowerPoint to Word

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## 2007: Office Button/Publish/Create Handouts in Microsoft Office Word

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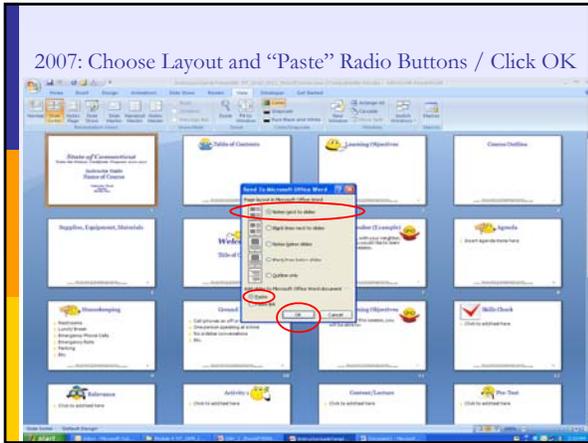
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2007: Choose Layout and “Paste” Radio Buttons / Click OK




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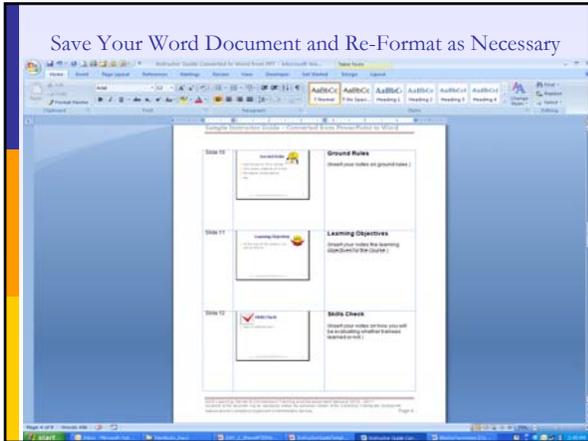
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Save Your Word Document and Re-Format as Necessary




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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

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## Develop Evaluation Instruments or Methods



Making Instruction Work, Robert F. Mager



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## Step 6: Design/Develop Instruction

- a. Describe target population
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Making Instruction Work, Robert F. Mager



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## Conduct Pilot Course

"Has this course been piloted?"

"Has this course been tried out to get the bugs out of it?"

"What?"

"We don't have time for that. We'll test it out with the first class and make any changes we need to."



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## Conduct Pilot Course

"Has this plane been tested?"  
 "What?"  
 "Has this plane been tested to see if it is safe?"  
 "What?!"  
 "I don't know....we may not have enough time for that...."

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## Implement Instruction

- ▮ Course procedures
- ▮ Getting ready
- ▮ Conducting training sessions

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## Monitor / Improve

### Course improvement

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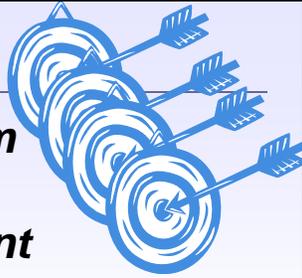
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***“Curriculum design and development is a process, not an event.”***



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## KEY Point #1

Classroom training is only one option; the growth of training technology continues to expand the available choices we have for delivering training.



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## KEY Point #2

E-learning is more than simply putting existing training courses and materials on a Website.



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### KEY Point #3

Openers, Energizers, Reviews,  
and Closers help promote  
learner involvement and  
engagement.  
Without involvement and  
engagement, there is  
no learning.



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### KEY Point #4

Frequent reviews are good!



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### KEY Point #5

When designing training,  
aim for a balance between  
Preparation,  
Presentation,  
Practice,  
and Performance.



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## KEY Point #6

### 7 Principles of Rapid Design

1. Design with the “4 P’s” Model
2. Appeal to all learning styles
3. Design activity-based learning experiences
4. Create a learning community
5. Alternate between physically active and physically passive learning activities
6. Follow the 30/70 Rule
7. Create a flexible, open-ended design



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## KEY Point #7

Always document your “recipe” (course design) by creating and using a course outline.



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## KEY Point #8

Sequence course content so that it makes sense to the learner by finding the “natural order”.



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## KEY Point #9

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- Protect your own copyright rights



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## KEY Point #10

Instructor Guides help to guarantee consistent, quality training programs.



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## Review Day 2: Lessons Learned

1. Write one "lesson-learned" from Module 4 on your index card.
2. When you are done, stand up and await further instructions....



Source: Creative Training Techniques Newsletter: September 2008, Volume 21, Issue 9  
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## Ratings

1 = Like

2 = Really Like

3 = Super!



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## Feedback for Us

How did we do?

Have your learning expectations been met?



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## Our Parting Quotation to You...

***"I stand here singing my song. And you leave here humming it, I hope."*** Author Unknown



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