

Building Curriculum Development and Training Skills Trainer's Guide for the NTI Facilitator

version 1

(Last updated 5/17/2007)

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Suggested Citation

Young-Marquardt R and Trester A. Building curriculum development and training skills trainer's guide for the NTI facilitator: version 1. Chapel Hill (NC): The National Training Institute for Child Care Health Consultants, Department of Maternal and Child Health, The University of North Carolina at Chapel Hill; 2007.

Supported in part by grant U46MC00003 from the Maternal and Child Health Bureau, Health Resources and Services Administration, US Department of Health and Human Services.

NOTE TO FACILITATOR

This Toolkit is a companion to the *Building Curriculum Development and Training Skills* Module. It includes a Trainer's Guide and a Slide Presentation. The Toolkit is designed specifically for an NTI Facilitator to use when he/she conducts the UNC-CH on-site component for NTI Trainers.

The Toolkit covers the entire Module and is 4 hours and 40 minutes in length to coincide with NTI's on-site schedule. NTI's schedule incorporates breaks at approximately every ninety minutes or less. These are essential due to the length of the training.

For more information about using the NTI materials, please read "Guidelines for Using the NTI Curriculum Materials."

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PREPARATION CHECKLIST

Curriculum Materials:

Download the following from the NTI website:

- Building Curriculum Development and Training Skills* Training Module
- Building Curriculum Development and Training Skills* Trainer's Guide (NTI Facilitator's version)
- Building Curriculum Development and Training Skills* Slide Presentation (NTI Facilitator's version)
- Training Checklists*

Preparation:

- Read the *Building Curriculum Development and Training Skills* Training Module.
- Read the *Building Curriculum Development and Training Skills* Trainer's Guide (NTI Facilitator's version).
- Review the *Building Curriculum Development and Training Skills* Slide Presentation (NTI Facilitator's version):
 - Customize slide/overhead 4 to include your name, agency, and the date of your NTI training session.
 - Print the slides as overheads or load the slide presentation onto your laptop, USB drive, or a CD. Save or print a back-up copy of the presentation as well.
- Create a participant's packet (one per participant) per copyright guidelines:
 - Copy activities and worksheets, provided in this Trainer's Guide under "Materials for Participant's Packet."
 - Copy material from the Module and Appendixes:
 - Training Selection Flowchart in Module
 - Overview of Training Session in Appendix A
 - Trainer's Outline in Appendix A
 - Tip sheets for media and materials (6) in Appendix D
 - Copy the Slide Presentation as a handout.
 - Copy the Capstone Assignment from Blackboard.
 - Have the Barsch Learning Style Inventory available for each participant.
- On a flip chart sheet, write out the Overview of Training Session to display in the training room. (You may prefer to leave off the estimated time and training technique.)
- On a flip chart sheet, write the title "Total # of Years of Training Experience".
- On a flip chart sheet, write out the Ground Rules listed in the "Presentation: Group Facilitation" section of the Toolkit (This is in the beginning part of the on-site training.)
- On four different flip chart sheets, write the titles for the Gallery Walk: Methods to Collect Information, Need Identified, Probable Causes of Needs, and Solutions and Opportunities.
- See "Training Implementation and Logistics Checklist" (located in the document titled *Training Checklists*) for set-up tasks to do the day of the training.
- Other: _____

Please note: Some of the above tasks will be completed by the NTI staff, such as preparation of the participant's packets and the Slide Presentation. As the facilitator, you are responsible for reading the materials and preparing the flip chart sheets (provided at the training site).

Equipment and Supplies:

- See "Equipment and Supplies Checklist" (located in the document titled *Training Checklists*) for general training supplies
- Laptop and LCD projector or overhead projector
- Flip chart for posting Overview of Training Session and other sheets used in activities
- Tent cards (one per participant)
- Colored dots
- Large self-sticking notes (at least one for each participant) or large notes and masking tape
- Highlighters
- 3x5 index cards (3 per participant)
- Envelopes for "Positive Comment Cards" activity with each Trainer's name on outside (1 per participant)
- Stress reducers (e.g., clay, etc.)
- Wall charts (5): Housekeeping Information, Parking Lot for Questions, Volunteer Sign-Up, Stargazing, and Dots
- Other: _____
- Other: _____

OVERVIEW OF TRAINING SESSION

Below is an overview of the topics covered in the beginning of NTI's on-site session and the first, second and third Building Curriculum Development and Training Skills (BCDTS) sessions.

Beginning of On-site Training

| Estimated Time | Topic | Training Technique |
|---|--|-------------------------------|
| 10-15 minutes prior to session ¹ | Registration | ----- |
| 25 minutes | Introductions/Icebreaker: Acknowledging Trainers' Expertise | small or large group activity |
| 15 minutes | Presentation: Group Facilitation | --- |
| Estimated Total Time: Approx. 40 minutes | | |

Building Curriculum Development and Training Skills: 1st Session

| Estimated Time | Topic | Training Technique |
|---|--|--|
| 15 minutes | Overview of Training Session and Objectives | slides/overheads |
| 15 minutes | Opening: Why Use the Instructional Systems Development (ISD) Process | slide/overhead large group discussion |
| 10 minutes | Activity: Characteristics of an Effective Training | slide/overhead, individual activity, large group discussion |
| 15 minutes | Presentation: Overview: <ul style="list-style-type: none"> • Adult Learning Theory • Instructional Systems Development Process • Rapid Instructional Development Process | slides/overheads |
| 5 minutes | Presentation: Step 1: Assess <ul style="list-style-type: none"> • Conduct Needs Assessment | slides/overheads |
| Estimated Total Time: Approx. 1 hour | | |

¹ Not included in total time.

Building Curriculum Development and Training Skills: 2nd Session

| Estimated Time | Topic | Training Technique |
|--|--|--|
| 20 minutes | Activity: Needs Assessment | gallery walk |
| 10 minutes | Presentation: Step 1: Assess <ul style="list-style-type: none"> • RID Tips: Needs Assessment • Conduct Task Analysis • RID Tips: Task Analysis | slides/overheads |
| 5 minutes | Presentations: Step 2: Plan <ul style="list-style-type: none"> • Write Training Goals • Write Training Objectives | slides/overheads |
| 20 minutes | Activity: Practice Writing Training Objectives | small group activity, large group discussion |
| 10 minutes | Presentation: Step 2: Plan <ul style="list-style-type: none"> • Develop Evaluation Strategy • Conduct Audience Analysis • RID Tips: Audience Analysis • Determine Training Techniques | slides/overheads |
| 20 minutes | Activity: Tips for Media and Materials | individual and large group activity |
| 5 minutes | Presentation: Step 2: Plan <ul style="list-style-type: none"> • RID Tips: Training Techniques • Determine Facilitation Techniques | slides/overheads |
| Estimated Total Time: Approx. 1.5 hours | | |

Building Curriculum Development and Training Skills: 3rd Session

| Estimated Time | Topic | Training Technique |
|--|--|--|
| 15 minutes | Activity: Handle Difficult Behaviors - "Dear Abby" | small and large group activity |
| 10 minutes | Presentation: Step 2: Plan <ul style="list-style-type: none"> • Develop Trainer's Toolkit • Make Training Site Arrangements | slides/overheads |
| 10 minutes | Presentation: Step 3: Implement <ul style="list-style-type: none"> • Conduct Training Step 4: Evaluate <ul style="list-style-type: none"> • Compile and Review Evaluation | slides/overheads |
| 15 minutes | Review: Training Objectives | slide/overhead, Q&A |
| 5 minutes | Presentation: Introduce Curriculum Development and Training Capstone Assignments | |
| 5 minutes | Learning Assessment: One Minute Paper | individual activity |
| 15 minutes | Closing: <ul style="list-style-type: none"> • Think, Pair, Share • Positive Comment Cards | slides/overheads, pairs activity, large group discussion |
| --- | Evaluation of Trainer | slide/overhead |
| Estimated Total Time: Approx. 1.5 hours | | |

TRAINER'S OUTLINE

Beginning of On-site Training

Introductions/Icebreaker Activity: Acknowledging Trainers' Expertise

| | |
|---------------------------|---|
| Time | 25 minutes |
| Training Technique | Small or large group activity |
| Supplies | <ul style="list-style-type: none"> • Tent cards (one per participant) • Colored dots • Markers • Flipchart sheet with title: "Total Years of Group's Training Experience". |
| Instructions | <ul style="list-style-type: none"> • Slide 1 is not printed here. It should be displayed as Trainers first enter the training room. • If trainers are in a large group, divide them into smaller groups. • Ask a volunteer from each table to come to the front of the room. Assure trainers this is a low-risk activity. • Ask volunteers to take one tent card for each trainer at their tables. (Nametags can be used in place of tent cards. In larger groups, however, tent cards are easier for others to read.) Give each volunteer a yellow dot signifying you appreciate "something they did" (See "Dot" chart.) • Ask these volunteers to return to their tables and select one person at their table to be the group leader. Give the group leaders a green dot to signify their role. Explain there are only a couple of simple tasks for the group leaders. • Ask group leaders to distribute the tent cards. • Show slide 2. Ask each trainer to use a bright marker to write on his/her tent card the information indicated on the slide. Encourage Trainers to write large enough for all to see. • Ask group leaders to have trainers share the items written on their tent cards with others at their table. (If the group is small enough and time permits, this can be done as a large group activity. However, as a large group activity, it is recommended each trainer speak for no more than one minute or less.) With either the small or large group, ask for a volunteer to demonstrate introducing himself/herself in the time limit. • Ask all to display the tent cards in front of themselves. Or, in the case of smaller groups, nametags could be used in lieu of tent cards. |



| | |
|------------------------------------|--|
| | <ul style="list-style-type: none"> • Ask group leaders from each group/table to add up the total number of years of training experience their table represents. • Record each of the group's/table's responses on a flip chart sheet entitled: "Total Years of Group's Training Experience". • Sum the total number of years of experience for all trainers. |
| <p>Talking Points</p> | <p>Acknowledging Trainers' Expertise</p> <ul style="list-style-type: none"> • Ask trainers, "What does this activity demonstrate?" Reinforce that it demonstrates one of the main assumptions underlying adult learning theory: adults bring with them a rich background of experiences that is a valuable resource for either their own learning or that of other trainees. • Reinforce the importance of acknowledging any expertise trainers have in the session topic and doing this at the beginning of a session. • Debrief this activity by pointing out the activity's benefits: <ul style="list-style-type: none"> - Having participants volunteer to be recorders for a small group allows the facilitator to demonstrate the participatory nature of the session. It also allows the facilitator a quick opportunity to show how colored dots can work as a way to designate who has been a group leader, recorder, etc. This facilitates equal participation. - Each participant is given equal time to share. - Each participant shares a similar level of information. - Each participant has written on his/her tent card the information she/he will share and this reduces anxiety for some. - The activity recognizes the individual participants' professional experience and also the group's combined years of experience. - Displaying the group's total years of experience illustrates the need for collaboration among the participants and between the participants and facilitator. - The tent cards can be used throughout the training. • Also explain that icebreakers are a type of activity used to help participants become acquainted with one another or, for those already acquainted, to get to know each other better. • It is more effective if the theme of the Introductions/Icebreaker corresponds to the session's content. |
| <p>For More Information</p> | <p>Refer to Module section "Develop a Trainer's Toolkit".</p> |
| <p>Notes</p> | |

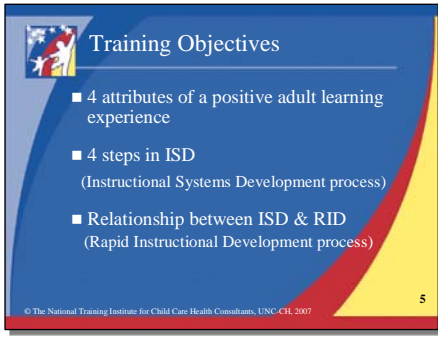
Presentation: Group Facilitation

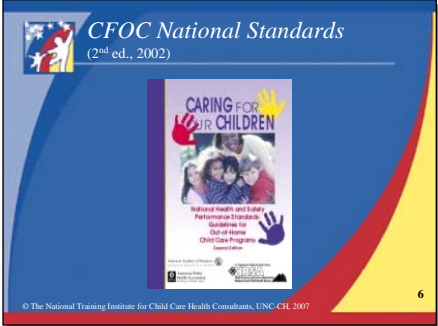
| | |
|---------------------------|--|
| Time | 15 minutes |
| Training Technique | Presentation |
| Supplies | <ul style="list-style-type: none"> • Flipchart or wall chart with Ground Rules written on it. • Wall charts (Daily Schedule, Housekeeping Information, Parking Lot for Questions, Volunteer Sign-up, and Stargazing). |
| Instructions | <ul style="list-style-type: none"> • Present the script below describing the roles of the facilitators and moderators and refer to the posted Ground Rules. • Point out the wall charts posted in the training room and explain their purposes. • Ask participants to volunteer for one of the team roles posted on the Volunteer Sign-up wall chart (e.g., break monitor, temperature controller, clean-up monitor, etc.). |
| Talking Points | <p>Roles of the Facilitators and Moderators</p> <ul style="list-style-type: none"> • I'd like to begin by explaining our roles as facilitators and moderators and asking for your help as we serve in this capacity. We have three primary goals. These include helping participants to: <ul style="list-style-type: none"> - Achieve the training objectives - Use the time wisely and - Participate effectively with one another • We will help you achieve the training objectives by outlining the objectives we have planned and also trying to incorporate the objectives you would like to accomplish. For us to help you use your time wisely, we will be using the schedule on the wall. Does anyone have any questions about today's schedule? To help you participate effectively with one another, we need to make sure we're all of the same mind when it comes to how we will conduct our discussions. Here are a set of ground rules we propose using. <ul style="list-style-type: none"> - Speak one at a time and make sure everyone has a chance to participate - Stick to task and topic - It is OK to disagree, but please do so respectfully - Break informally as needed - Share responsibility for the group - Other? • Does anyone have any questions about anything on this list? Does anyone have any rules to add? Is everyone willing to follow these ground rules for this session? • There are two last items. First, may we have your permission to let you know if we think you are losing sight of the session's objectives, the agenda, or the ground rules? Please raise your hand if we have your permission. • Second, please let me know if we say or do anything that hinders your ability to have a positive learning experience. For example, if |

| | <p>we give an instruction you do not understand, please let us know. Or, if we are moving too quickly or too slowly, please say so. We will accept your feedback non-defensively and we only ask that you offer your comments respectfully. We will do the same.</p> <p>Use of Wall Charts for Group Facilitation Explain the various wall charts posted in the training room and their uses:</p> <table border="1" data-bbox="440 447 1382 1661"> <thead> <tr> <th data-bbox="440 447 776 485">Wall Charts</th> <th data-bbox="776 447 1382 485">Group Facilitation Uses</th> </tr> </thead> <tbody> <tr> <td data-bbox="440 485 776 558">Daily Schedule</td> <td data-bbox="776 485 1382 558">Provides easy reference for trainees, guest presenters and facilitators</td> </tr> <tr> <td data-bbox="440 558 776 669">Housekeeping Information</td> <td data-bbox="776 558 1382 669">Provides participants information when they need it (e.g., location of bathrooms and telephones, smoking policy)</td> </tr> <tr> <td data-bbox="440 669 776 890">Parking Lot for Questions</td> <td data-bbox="776 669 1382 890"> <ul style="list-style-type: none"> ▪ Addresses questions and, at the same time, keeps the training on track ▪ Acknowledge trainees' questions, but allows facilitators to manage time by answering some questions at a later time </td> </tr> <tr> <td data-bbox="440 890 776 1073">Volunteer Sign-up</td> <td data-bbox="776 890 1382 1073">Involves learners in the training process and gives them opportunities to accept team roles (e.g., break monitor, temperature controller, clean-up monitor)</td> </tr> <tr> <td data-bbox="440 1073 776 1367">Star Gazing</td> <td data-bbox="776 1073 1382 1367"> <ul style="list-style-type: none"> ▪ Acknowledges differences in learners' attention spans and provides an acceptable phrase for Trainers to use when their attention has drifted and they have lost track of the session. ▪ Promotes group's use of the phrase, "I was stargazing. Will someone please tell me what we are doing now?" </td> </tr> <tr> <td data-bbox="440 1367 776 1661">Dots</td> <td data-bbox="776 1367 1382 1661">Provides individual reinforcement and recognition for participation in the group (e.g., being a small group leader, recorder, break monitor or having said/done something which is appreciated). Note: The use of dots is not meant to be competitive and certainly not punitive.</td> </tr> </tbody> </table> | Wall Charts | Group Facilitation Uses | Daily Schedule | Provides easy reference for trainees, guest presenters and facilitators | Housekeeping Information | Provides participants information when they need it (e.g., location of bathrooms and telephones, smoking policy) | Parking Lot for Questions | <ul style="list-style-type: none"> ▪ Addresses questions and, at the same time, keeps the training on track ▪ Acknowledge trainees' questions, but allows facilitators to manage time by answering some questions at a later time | Volunteer Sign-up | Involves learners in the training process and gives them opportunities to accept team roles (e.g., break monitor, temperature controller, clean-up monitor) | Star Gazing | <ul style="list-style-type: none"> ▪ Acknowledges differences in learners' attention spans and provides an acceptable phrase for Trainers to use when their attention has drifted and they have lost track of the session. ▪ Promotes group's use of the phrase, "I was stargazing. Will someone please tell me what we are doing now?" | Dots | Provides individual reinforcement and recognition for participation in the group (e.g., being a small group leader, recorder, break monitor or having said/done something which is appreciated). Note: The use of dots is not meant to be competitive and certainly not punitive. |
|-----------------------------|--|-------------|-------------------------|----------------|---|--------------------------|--|---------------------------|---|-------------------|---|-------------|---|------|---|
| Wall Charts | Group Facilitation Uses | | | | | | | | | | | | | | |
| Daily Schedule | Provides easy reference for trainees, guest presenters and facilitators | | | | | | | | | | | | | | |
| Housekeeping Information | Provides participants information when they need it (e.g., location of bathrooms and telephones, smoking policy) | | | | | | | | | | | | | | |
| Parking Lot for Questions | <ul style="list-style-type: none"> ▪ Addresses questions and, at the same time, keeps the training on track ▪ Acknowledge trainees' questions, but allows facilitators to manage time by answering some questions at a later time | | | | | | | | | | | | | | |
| Volunteer Sign-up | Involves learners in the training process and gives them opportunities to accept team roles (e.g., break monitor, temperature controller, clean-up monitor) | | | | | | | | | | | | | | |
| Star Gazing | <ul style="list-style-type: none"> ▪ Acknowledges differences in learners' attention spans and provides an acceptable phrase for Trainers to use when their attention has drifted and they have lost track of the session. ▪ Promotes group's use of the phrase, "I was stargazing. Will someone please tell me what we are doing now?" | | | | | | | | | | | | | | |
| Dots | Provides individual reinforcement and recognition for participation in the group (e.g., being a small group leader, recorder, break monitor or having said/done something which is appreciated). Note: The use of dots is not meant to be competitive and certainly not punitive. | | | | | | | | | | | | | | |
| For More Information | Refer to Module section "Determine Facilitation Techniques". | | | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | | | |

Building Curriculum Development and Training Skills: 1st Session

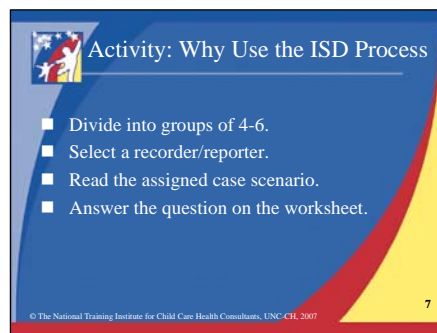
Overview of Training Session and Objectives

| | | |
|---------------------------|---|---|
| Time | 15 minutes | |
| Training Technique | Slides/overheads | |
| Supplies | <ul style="list-style-type: none"> • Flip chart or large paper with Overview of Training Session written on it. • Large self-sticking notes (at least one for each participant) or large notes and masking tape | |
| Instructions | <ul style="list-style-type: none"> • Direct participants' attention to the posted Overview of Training Session. • Show slides 5-6 (slides 3-4, the title slide and customizable slide, are not printed below). • Determine participants' objectives <ul style="list-style-type: none"> - Give each participant a large self-sticking note. - Ask each participant to write on the note the main training objective he/she has for this session. - Ask participants to place the self-sticking notes on the edge of the tables directly in front of themselves. This way all of the participants can see others' training objectives and the facilitator knows when the group is ready. - Ask participants to share their individual training objectives with the large group. - If some objectives can be addressed quickly, do so at this time. If some objectives will not be covered during today's sessions, let participants know if and when the topic will be addressed. - As the session progresses, be mindful of the participants' training objectives. Point out when the objectives are met. - Note: Throughout the session, re-examine the participants' objectives to ensure they are being addressed. | |
| Talking Points | <p>Training Objectives</p> <ul style="list-style-type: none"> • Review training objectives. (You may prefer to write these on a flip chart or include these in your participants' packets, so the objectives can be viewed throughout the training session.) • Include participants' objectives. • Mention for effective training to occur, the orientation to a training session should include some acknowledgement and/or discussion of the training objectives. |  |

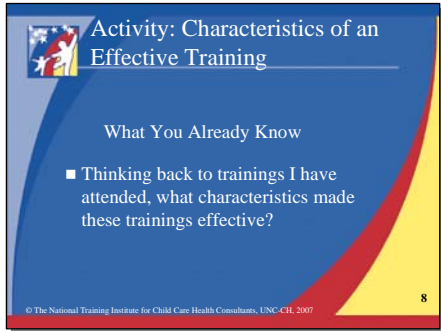
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|------------------------------------|--|
| | <p>CFOC National Standards</p> <ul style="list-style-type: none"> • In fulfilling your role as a CCHC, you will be relying heavily on the <i>Caring for Our Children: National Health and Safety Performance Standards Guidelines for Out-of-Home Child Care Programs [CFOC]</i> (2nd ed., 2002), which is a set of 707 attainable standards and recommendations that are intended for use by health professionals, trainers, regulators, child care providers, academics and researchers, parents, and others who “contribute to the well-being of children” (CFOC, 2002, p. xix-xx). • These standards, supported by the Maternal and Child Health Bureau, were developed by the American Academy of Pediatrics, the American Public Health Association, and the National Resource Center for Health and Safety in Child Care. • Refer to Recommendation 9.033-Support for Consultants to Provide Technical Assistance to Facilities (p. 397): state agencies should encourage and support consultants from the local community to provide technical assistance to child care programs. The recommendation lists various areas in which the consultants should have training and experience. One of these key areas is “adult learning techniques”. • [Please note this is a “recommendation” and not a “standard”. The CFOC defines a recommendation as “...a statement of practice that potentially provides a health benefit to the population served...A recommendation is not binding on the practitioner; that is, there is no obligation to carry it out”. (CFOC, 2002, p. xvii).]  |
| <p>For More Information</p> | <p>Refer to Module sections “Introduction” and “Determine Training Objectives”.</p> |
| <p>Notes</p> | |

Opening: Why Use the Instructional Systems Development (ISD) Process

| | |
|-----------------------------|---|
| Time | 15 minutes |
| Training Technique | <ul style="list-style-type: none"> • Slide/overhead • Large group discussion |
| Supplies | <ul style="list-style-type: none"> • Opening: Why Use the Instructional Systems Development (ISD) Process (worksheets for case scenario #1 and #2; one per participant) • Flip chart sheet |
| Instructions | <ul style="list-style-type: none"> • Show slide 7. • Divide the room into small groups of 4-6 participants. • Ask each group to select a group leader and a recorder/reporter. • Ask half of the groups to read case scenario #1, "Training from a Participant's Viewpoint" and to answer the question on the worksheet. • Ask the other groups to read case scenario #2, "Training from a Trainer's Point of View" and to answer the question on the worksheet. • Let small groups know they have 5 minutes for this quick activity. • At the end of five minutes, ask the recorder from each group to report his/her small group's responses. Record responses on a flip chart. |
| Talking Points | <p>Activity: Why Use the ISD Process</p> <ul style="list-style-type: none"> • Summarize the activity by stating that the items listed on the flipchart illustrate the reasons building curriculum development and training skills is an important topic to address. • Explain the importance of having a specific opening activity and describe the main characteristics of an effective opening (Pike, 2003): <ul style="list-style-type: none"> - Introduces the training topic - Gains trainees' attention right away - Increases interest in the topic - Creates curiosity about the topic - Encourages trainers to start to engage with one another about the topic - Attempts to decrease any anxiety trainees may have |
| For More Information | Refer to Module sections "Introduction" and "Develop Trainer's Toolkit". |
| Notes | |

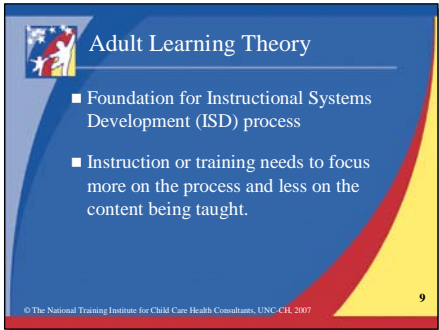


Activity: Characteristics of an Effective Training

| | | |
|-----------------------------|---|--|
| Time | 10 minutes | |
| Training Technique | <ul style="list-style-type: none"> • Slide/overhead • Individual activity • Large group discussion | |
| Supplies | <ul style="list-style-type: none"> • Activities: Past, Present and Future worksheet (one per participant) • Flip chart sheet | |
| Instructions | <ul style="list-style-type: none"> • Show slide 8. • Ask participants to refer to the worksheet and write their responses to the first question (shown on slide). • Ask participants to say aloud their responses. Record on flip chart. | |
| Talking Points | <p>Activity: Characteristics of an Effective Training Comment on the importance of recognizing what participants already know.</p> |  <p>The slide features a blue background with a red and yellow curved graphic on the right side. It contains the title 'Activity: Characteristics of an Effective Training' and a section titled 'What You Already Know' with a bullet point asking participants to reflect on past training experiences.</p> |
| For More Information | Refer to Module section "Introduction/What the CCHC Should Know/Adult Learning Theories". | |
| Notes | | |

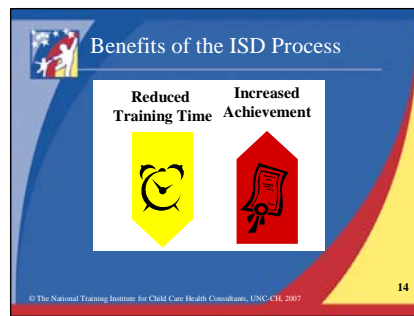
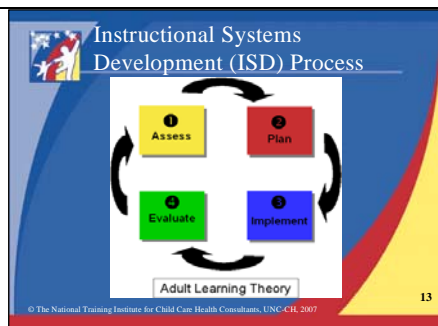
Presentation: Overview

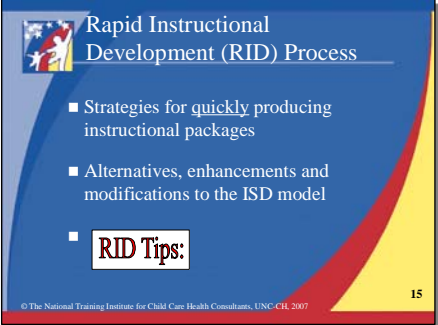
- Adult Learning Theory
- Instructional Systems Development (ISD) Process
- Rapid Instructional Development (RID) Process

| | |
|-----------------------------|---|
| Time | 15 minutes |
| Training Technique | Slides/overheads |
| Supplies | Stress reducers (e.g., clay) |
| Instructions | <ul style="list-style-type: none"> • Show slides 9-15. • Review the list of characteristics for a positive adult learning experience. • Ask participants what they do in their training sessions to address each of these characteristics. • When the third characteristic (“recognizes different learning styles”) is discussed, consider distributing clay or play dough to address those participants who are tactile learners. Also ask participants how different learning styles can be addressed in training (e.g., written materials which are also given orally, fill-in worksheets for kinesthetic learners, etc.). • Refer participants to the “Summary: Rapid Instructional Development (RID) Tips” in their participant’s packet. |
| Talking Points | <p>Adult Learning Theory</p> <ul style="list-style-type: none"> • Adult learning theory is the foundation for the curriculum planning model which will be introduced in this session. • Andragogy, or the study of how adults learn, provides specific guidance in terms of what constitutes effective training and instruction for trainees. • Basically, the focus is on the process as well as, if not more than, the content being taught. The role of the trainer is that of facilitator rather than lecturer or expert.  |
| For More Information | Refer to Module section “Introduction/What the CCHC Should Know/Adult Learning Theories”. |
| Notes | |

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| <p>Talking Points</p> | <p>Positive Adult Learning Experience</p> <ul style="list-style-type: none"> ● Based on selected adult learning theories, the following are the 8 key characteristics of a positive adult learning experience: <ul style="list-style-type: none"> – Places the learner at the center of the educational process – Uses facilitation rather than only lecturing to foster learner participation – Recognizes the learners' different learning styles – Shows respect for and among individuals—not just for what they know but for themselves – Supports learners as ultimately responsible for their own learning – Provides a comfortable atmosphere – Directly relates what is being learned to learners' experiences and current needs – Offers supportive opportunities for trainees to try new behaviors and skills <div data-bbox="954 254 1385 579"> </div> <div data-bbox="954 636 1385 961"> </div> <div data-bbox="954 1018 1385 1344"> </div> |
| <p>For More Information</p> | <p>Refer to Module section “Introduction/What the CCHC Should Know/Adult Learning Theories”.</p> |
| <p>Notes</p> | |

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| <p>Talking Points</p> | <p>Instructional Systems Development (ISD) Process</p> <ul style="list-style-type: none"> • The ISD process described in NTI's <i>Building Curriculum Development and Training Skills</i> Module is the starting point for developing a curriculum for a training program or for adapting materials from other sources to meet your training needs. • Also known as course design, instructional design, and curriculum development, the ISD process is a systematic approach to creating effective training and materials. • The ISD process is designed to take you through a step-by-step approach to developing a curriculum for a training program. The process is systematic with each step building on information gathered and materials produced in the previous steps. • There are four major steps in the ISD process, with adult learning theory serving as the foundation: Assess, Plan, Implement, and Evaluate. • As you can see from the figure on the slide, the ISD process is cyclical in that each step in the process builds on the step(s) that preceded it, so it is important to perform the steps in order. The information gathered and materials produced during each step are then used to complete subsequent steps. <p>Benefits of the ISD Process</p> <ul style="list-style-type: none"> • Use of the ISD process will result in increased achievement and decreased time required for training. • This is because the ISD process aids in identifying the essential knowledge and skills that trainees need to do their jobs effectively. This is especially important in times of limited resources when organizations are under pressure to have employees who can perform adequately on their jobs. • The decrease in training time for the trainee will result in a cost savings to the organization and reduce the time it takes to develop training. • Although the ISD process may seem time-consuming and somewhat intimidating, you will find you already are performing many of these tasks when you prepare a training program or develop new training materials. |
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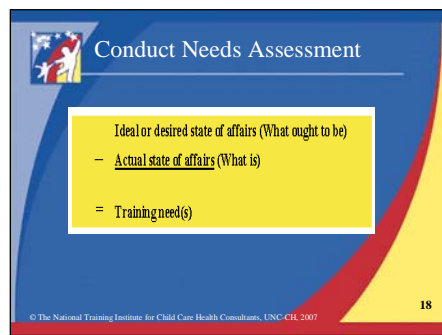
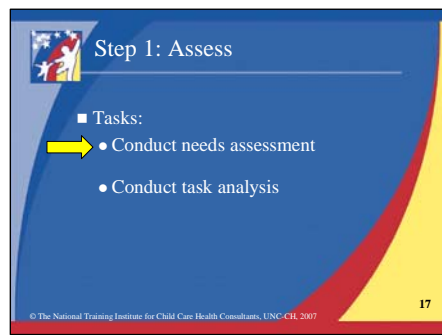
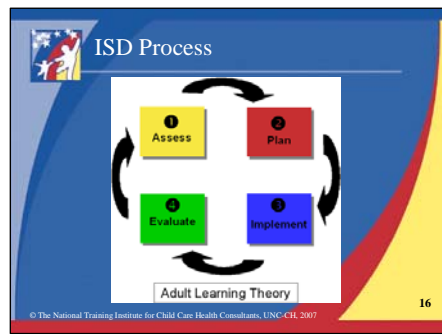


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| | <ul style="list-style-type: none"> • As use of the process becomes automatic, you will be able to produce higher quality training programs with greater efficiency. |
| <p>For More Information</p> | <p>Refer to Module section “Introduction/What the CCHC Should Know/Instructional Systems Development (ISD) Process”.</p> |
| <p>Notes</p> | |
| <p>Talking Points</p> | <p>Rapid Instructional Development (RID) Process</p> <ul style="list-style-type: none"> • RID is a collection of strategies for quickly producing instructional packages that enable a specific group of trainees to achieve a set of specific instructional objectives. • The process involves identifying alternatives, enhancements, and modifications to the instructional systems development (ISD) model. • Throughout this session RID tips will be offered.  <p>The slide titled "Rapid Instructional Development (RID) Process" features a blue background with a red and yellow curved graphic on the right side. It lists two bullet points: "Strategies for quickly producing instructional packages" and "Alternatives, enhancements and modifications to the ISD model". A box labeled "RID Tips:" is also present. At the bottom, it reads "© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007" and the number "15".</p> |
| <p>For More Information</p> | <p>Refer to Module section “Introduction/What the CCHC Should Know/Instructional Systems Development (ISD) Process”.</p> |
| <p>Notes</p> | |

Presentation: Step 1: Assess

- Conduct Needs Assessment

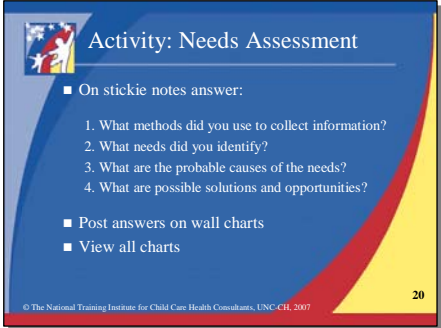
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| Time | 5 minutes | |
| Training Technique | Slides/overheads | |
| Supplies | <ul style="list-style-type: none"> • “Training Selection Flowchart” (one per participant) • Highlighters | |
| Instructions | <ul style="list-style-type: none"> • Show slides 16-19. • Suggest participants highlight each of the oblongs (designating alternatives to training) in the “Training Selection Flowchart”. | |
| Talking Points | <p>ISD Process Point out Step 1: Assess in the ISD process.</p> <p>Step 1: Assess</p> <ul style="list-style-type: none"> • The tasks in the first step of the ISD process, “Assess” include: <ul style="list-style-type: none"> – Conduct needs assessment – Conduct task analysis • Your homework assignment was based on this first task—conduct a needs assessment. Let’s review it and then we will have an opportunity to look at the needs assessments you did. <p>Conduct Needs Assessment</p> <ul style="list-style-type: none"> • The needs assessment is your guide for determining first if training is needed and then determining how to develop training that best meets the needs of the employees and the organization for which they work. • A needs assessment consists of gathering information from a variety of sources about a perceived problem or gap between what is and what ought to be. Based on the results of the needs assessment you will have a better idea of what the gaps (problems) are and, in fact, if there are any. | |



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| For More Information | Refer to Module section “Conduct Needs Assessment”. |
| Notes | |


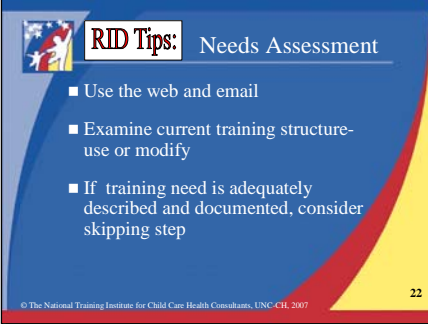
Building Curriculum Development and Training Skills: 2nd Session

Activity: Needs Assessment

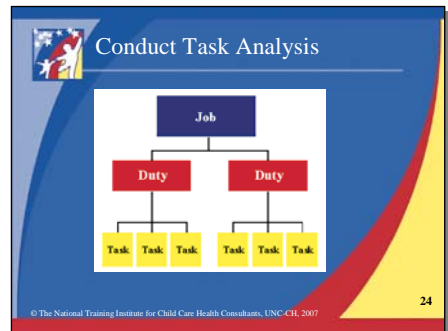
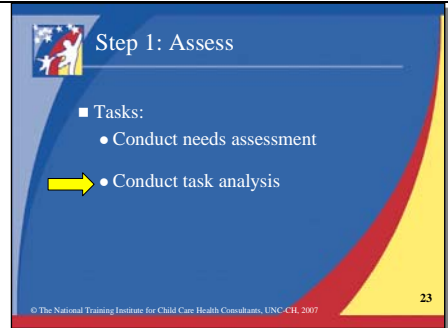
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| Time | 20 minutes |
| Training Technique | Gallery walk |
| Supplies | <ul style="list-style-type: none"> • 4 flipchart sheets with prepared titles: Methods to Collect Information, Needs Identified, Probable Causes of Needs, and Solutions & Opportunities. • Markers |
| Instructions | <ul style="list-style-type: none"> • Show slide 20. • Ask participants to refer to the homework they completed for capstone assignment #1. • Review the four questions listed on the slide. • Ask participants to write answers to the four questions on self-sticking notes and post their answers on the related flip chart sheets. • Ask all participants to read posted responses on all flip charts (gallery walk). • After the gallery walk, summarize the posted responses. • Lead a brief discussion to address any questions participants have. • Collect participants' capstone assignment #1. |
| Talking Points | <p>Activity: Needs Assessment</p>  |
| For More Information | Refer to Module section "Conduct Needs Assessment". |
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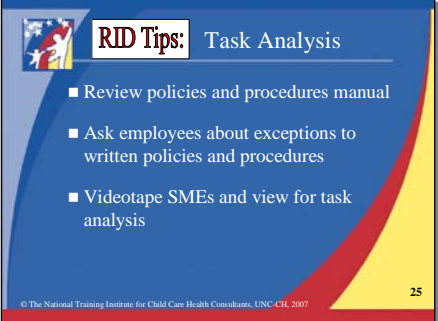
Presentation: Step 1: Assess

- RID Tips: Needs Assessment
- Conduct Task Analysis

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| Time | 10 minutes | |
| Training Technique | Slides/overheads | |
| Instructions | <ul style="list-style-type: none"> • Show slides 21-26. • Refer participants to the “Summary: Rapid Instructional Development (RID) Tips” in their participant’s packet. • Ask participants to identify themselves (by standing) if they think they are primarily a visual, auditory, tactile, or kinesthetic learner. • Suggest participants complete the Inventory outside of the session and compare their results with their perceptions of their primary learning styles. | |
| Talking Points | <p>RID Tips: Needs Assessment</p> <ul style="list-style-type: none"> • There are several RID tips having to do with conducting a needs assessment. • If you are unable to devote much time and energy to the needs assessment, try to do as many of the recommended steps as possible but reduce the number of sources from which you collect information. • Use existing records and documents instead of conducting extensive interviews. • If interviews are needed, conduct limited ones with subject matter experts (SMEs) and those in the field considered “mentors”. • Use the web and email to gather information from SMEs, employers and prospective trainees. For example, consider using a listserv to contact many people at once or posting draft documents on a website for review. • Examine the client’s current training structure and determine what can be kept and/or modified to meet the current training needs. • Consider skipping the Assess step if the client requesting the training has adequately described and documented the need for training. |   |
| For More Information | Refer to Module section “Conduct Needs Assessment”. | |

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| <p>Notes</p> | |
| <p>Talking Points</p> | <p>Step 1: Assess The second task in the Assess step “conduct a task analysis”.</p> <p>Conduct Task Analysis</p> <ul style="list-style-type: none"> • A task analysis is a technique used to identify the relevant knowledge, skills, and attitudes that employees must have to be successful in performing a job. Jobs that will be analyzed using this technique are ones that were identified through the needs assessment as having performance problems and were due to a lack of knowledge or skill. • The first step in a task analysis is to break a job down into its various parts, i.e., duties and tasks, and then analyze these parts to determine what knowledge is necessary, what skills are involved, and what attitudes are desirable so that employees can successfully perform the job. • The second step is to describe the tasks that make up a job. Because it is impossible to provide training on every task, you will need to collect information about the tasks to determine the number of employees who perform the task, the frequency with which they perform the task, how critical the task is to successful job performance, how difficult the task is to learn, and how much time is spent performing the task, etc. Information about the knowledge, skills and attitudes needed to perform the job will then be used to determine the content and techniques for the training program. |
| <p>For More Information</p> | <p>Refer to Module section “Conduct Task Analysis”.</p> |

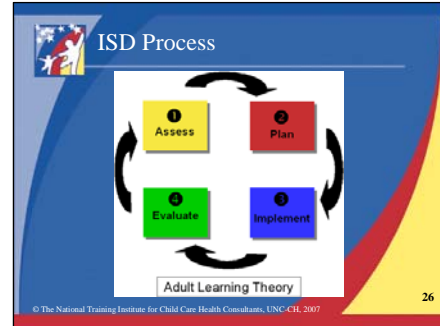


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| <p>Notes</p> | |
| <p>Talking Points:</p> | <p>RID Tips: Task Analysis Some RID (Rapid Instructional Development) tips for task analysis include:</p> <ul style="list-style-type: none"> • Review the facility's or organization's policies and procedures manual. • Ask employees to describe exceptions to the facility's or organization's written policies and procedures. • Begin the process by using subject matter experts heavily. With permission, videotape their presentations and then conduct a task analysis about what was covered.  <p>The image is a slide titled "RID Tips: Task Analysis". It features a blue background with a red and yellow curved graphic on the right side. The text on the slide lists three tips: "Review policies and procedures manual", "Ask employees about exceptions to written policies and procedures", and "Videotape SMEs and view for task analysis". At the bottom left, it says "© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007". At the bottom right, the number "25" is visible.</p> |
| <p>For More Information</p> | <p>Refer to Module section "Task Analysis".</p> |
| <p>Notes</p> | |

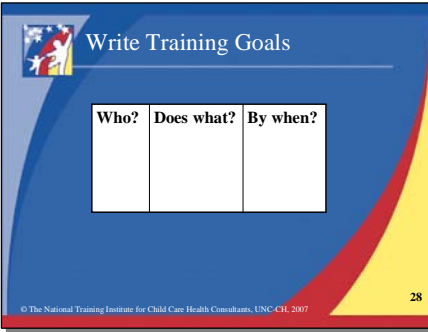
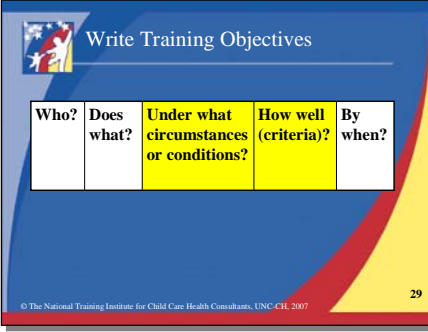
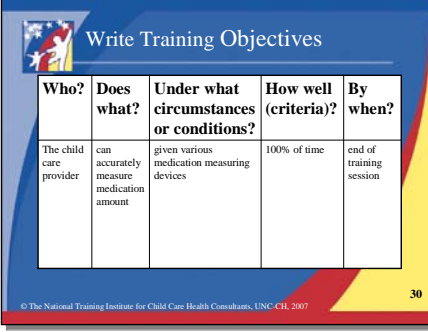
Presentation: Step 2: Plan

- Write Training Goals
- Write Training Objectives

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| Time | 5 minutes |
| Training Technique | Slides/overheads |
| Instructions | Show slides 26-30. |
| Talking Points | <p>ISD Process</p> <ul style="list-style-type: none"> • The second step in the ISD process is Plan. It involves a series of eight tasks. During this session, we will briefly go over each of these tasks. • Many times Assess and Plan are two steps which are overlooked as Trainers jump into the Implement step. Evaluate, the 4th step also is often neglected. <p>Step 2: Plan</p> <ul style="list-style-type: none"> • It may be surprising to realize that the majority of the work in developing a training program is completed during the Plan step. • In this step, training goals and objectives are written, content is researched and outlined, and evaluation and test items are written. Decisions about the methods and media are made, audiovisuals are previewed and selected, slides and overhead transparencies are produced, and activities such as case studies and materials such as discussion questions are developed. • Careful planning is required to carry out quality training. |
| For More Information | Refer to Module sections “Write Training Goals” and “Write Training Objectives”. |
| Notes | |

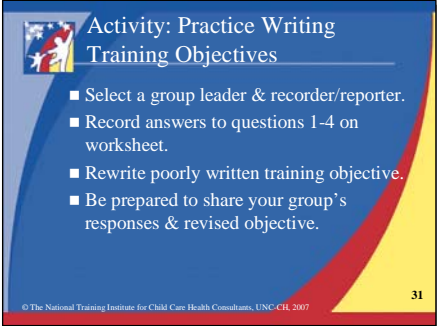


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- The slide titled "Step 2: Plan" lists the following tasks:
- Write training goals
 - Write training objectives
 - Develop evaluation strategy
 - Conduct audience analysis
 - Determine training techniques
 - Determine facilitation techniques
 - Develop trainer's toolkit
 - Make training site arrangements

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| <p>Talking Points</p> | <p>Write Training Goals</p> <ul style="list-style-type: none"> • Training goals are based on the needs that were identified through the needs assessment and the needs that are due to a lack of knowledge and skill. • Training goals are broad, general statements that describe the desired outcomes of a training program. Training goals are similar to training objectives in that they both describe the trainee's desired performance or behavior in measurable and observable terms. • However, training goals differ from training objectives in that they <u>do not specify the conditions and criteria</u> under which a trainee will demonstrate the desired behavior or performance. • Training goals are important to the ISD process because they help both the trainer to develop and evaluate the training, and the trainee, after completing the training, to know when s/he has achieved the training goal.  <p>Write Training Objectives</p> <p>Training objectives are clear, precise statements describing exactly what the trainee will be able to do after the training, <u>specified in terms of the conditions and criteria</u> under which a trainee is expected to demonstrate the desired behavior or performance.</p> <p>This slide gives an example of an actual training objective. Although developing training objectives with this level of detail is helpful in planning a training and in selecting appropriate evaluation mechanisms, trainers may choose to share training objectives that do not include information related to "how well" and "under what condition" with trainees. Instead, several concise objectives explaining what trainees are expected to learn during the training may be more appropriate.</p>   |
| <p>For More Information</p> | <p>Refer to Module sections "Write Training Goals" and "Write Training Objectives".</p> |

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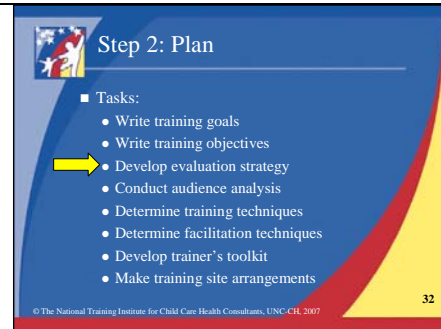
Activity: Practice Writing Training Objectives

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| Time | 20 minutes | |
| Training Technique | Small group activity and large group discussion | |
| Supplies | <ul style="list-style-type: none"> • “Writing Training Objectives: An Example” (1 per participant) • “Verbs for Use in Stating Learning Objectives” • Worksheet - “Activity: Practice Writing Training Objectives” (1 per participant) • Flipchart sheets | |
| Instructions | <ul style="list-style-type: none"> • Show slide 31. • Explain this activity emphasizes the first two tasks in Step 2: Plan: write training goals and write training objectives • Refer trainees to the above materials located in their participant’s packets and review the first two handouts. • Review the worksheet: “Activity: Practice Writing Training Objectives”. • Divide the room into small groups of 3-4 participants, assign each group a flipchart, and provide the following activity instructions: • Ask each group to select a group leader and a recorder/reporter. • Ask each group to record their answers to questions 1-4 and then rewrite the poorly written training objective. • Remind participants to be prepared to share their responses and suggested training objective with the large group. • After 10 minutes, ask each group’s recorder/reporter to read his/her group’s responses to questions 1-4 and to read the revised training objective. | |
| Talking Points | <p>Activity: Practice Writing Training Objectives</p> <p>Review the importance of having well-written training objectives.</p> |  |
| For More Information | Refer to Module section “Write Training Objectives”. | |
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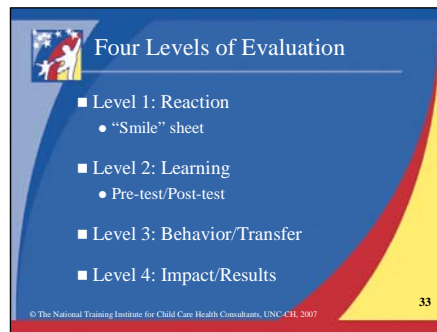
Presentation: Step 2: Plan

- Develop Evaluation Strategy
- Conduct Audience Analysis
- RID Tips: Audience Analysis
- Determine Training Techniques

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| Time | 10 minutes |
| Training Technique | Slides/overheads |
| Instructions | <ul style="list-style-type: none"> • Show slides 32-42 • Refer participants to the “Summary: Rapid Instructional Development (RID) Tips” in their participant’s packet. |
| Talking Points | <p>Step 2: Plan</p> <ul style="list-style-type: none"> • The third task in the Plan step is “develop evaluation strategy”. • Once you have written the training objectives, you are ready to develop the evaluation strategy for your training program. The evaluation strategy is developed at this point in the ISD process although the actual evaluation of the training happens during Step 3: Implement. • Developing an evaluation strategy for your training program refers to how you will measure trainees’ progress and how you and the trainees will know whether or not they have successfully achieved the desired training goals and objectives. • The evaluation strategy also refers to how trainees will evaluate you and the effectiveness of the training. This information can then be used to revise the training. |
| For More Information | Refer to Module section “Develop Evaluation Strategy”. |
| Notes | |

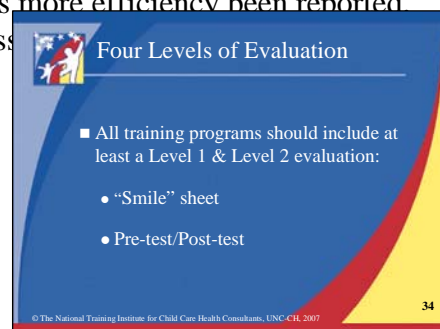


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| <p>Talking Points</p> | <p>Four Levels of Evaluation</p> <ul style="list-style-type: none"> • Kirkpatrick (1994) described four levels of evaluation for evaluating training programs. • Level 1: Reaction <ul style="list-style-type: none"> - What it is: “Smile” sheet - Why it is used: To subjectively measure how trainees felt about the training program (customer satisfaction). - How it is administered: Usually administered as a one-page questionnaire at the end of a training program. The questionnaire usually contains Yes/No options or a Likert-type scale of agreement (Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree). - Typical questions addressed: <ul style="list-style-type: none"> ■ Did the training meet the stated training objectives? ■ What did you like best (and least) about the training? ■ Was the trainer helpful? ■ Were your questions answered? ■ Were the training materials useful? ■ Was the room comfortable? ■ What would you suggest to improve the training? <p>Note: All training programs should include a Level 1 evaluation</p> • Level 2: Learning <ul style="list-style-type: none"> - What it is: Pre-test/post-test or Post-test (Learning Assessment) - Why it is used: To determine objectively how much trainees increased their knowledge, improved or acquired skills, and/or changed attitudes as a result of the training. - How is it administered: Usually administered as a paper-and-pencil test at the beginning and/or end of a training session or program. May be administered in other ways that more accurately assess the improvement or acquisition of skills. Requires prior planning and preparation on behalf of the trainer. - Typical questions addressed: <ul style="list-style-type: none"> ■ Did the participant learn anything? ■ What knowledge was acquired? ■ What skills were developed or enhanced? ■ What attitudes were changed? <p>Note: All training programs should include a Level 2 evaluation.</p> |
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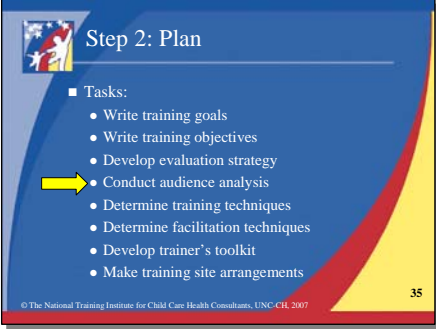
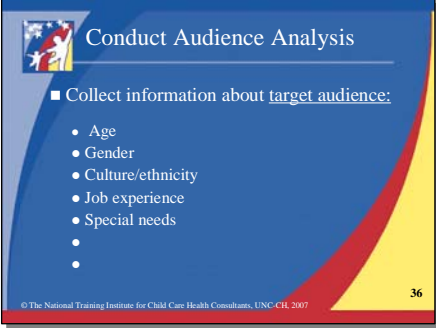


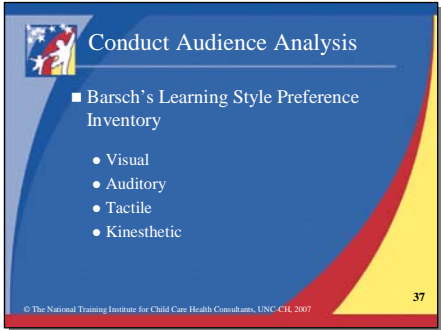
- **Level 3: Behavior/Transfer**
 - **What it is:** Behavior or transfer evaluation
 - **Why it is used:** To determine how much trainees' behavior changed and how much learning transferred back "on the job".
 - **How it is administered:** Usually administered through focus groups, interviews, or surveys with trainees and supervisors approximately 1-9 months after training program, with most occurring 3-6 months.
 - **Typical questions addressed:**
 - How are the skills and knowledge from the training being used?
 - Has there been a transfer of knowledge from the trainee to others in the work environment?
 - How much of what trainees were taught in the training are they using back "on the job"?
 - How much of what trainees are using back "on the job" was taught in the training, rather than learned from peers or mentors?
 - Are trainees using the knowledge and skills learned in the training correctly or as intended?
 - Have there been any unexpected outcomes to the training?

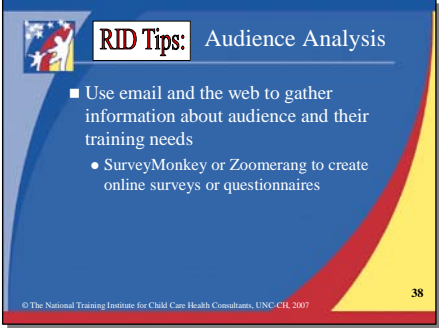
- **Level 4: Impact/Results**
 - **What it is:** Impact or results evaluation
 - **Why it is used:** To determine what results occurred or what impact the training has had on the organization(s) where trainees work (e.g., quantity, quality, safety, sales, costs, profits, etc.) for strategic planning or return on investment (ROI) research.
 - **How it is administered:** Usually administered through focus groups, interviews, or surveys with trainees, co-workers, supervisors, managers, customers, etc. Conducted very rarely because it is costly and time consuming.
 - **Typical questions addressed:**
 - What has been the end result or impact of training? (e.g., have injuries been reduced, public relations improved, are fewer errors occurring, has more efficiency been reported or other measure of success)

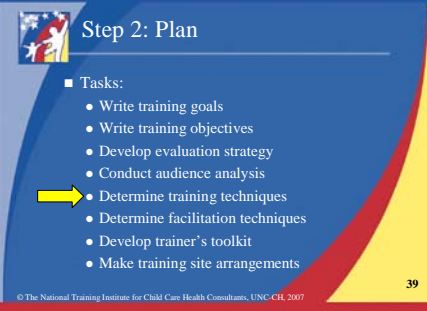





The slide titled "Four Levels of Evaluation" features a blue background with a red and yellow curved graphic at the bottom right. It includes a small American flag icon in the top left corner. The text on the slide states that all training programs should include at least a Level 1 & Level 2 evaluation, with two bullet points: "Smile" sheet and Pre-test/Post-test. The slide is numbered 34 in the bottom right corner.

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| | <ul style="list-style-type: none"> • By looking at responses from the “Smile” sheet and trainees’ test scores, you can then measure the effectiveness of the training and use this information to revise the training program as needed. • All training programs should include at least a Level 1 and Level 2 evaluation. • When developing your evaluation strategy it is important to keep in mind two evaluation principles proposed by Kirkpatrick: <ul style="list-style-type: none"> – Evaluation methods and forms can be borrowed from other organizations and used or adapted to your situation. – Evaluation results cannot be borrowed even if the program is the same. |
| <p>For More Information</p> | <p>Refer to Module section “Develop Evaluation Strategy”.</p> |
| <p>Notes</p> | |
| <p>Talking Points</p> | <p>Step 2: Plan The fourth task in the Plan step is “conduct audience analysis”.</p>  <p>© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007</p> |
| <p>Talking Points</p> | <p>Conduct Audience Analysis</p> <ul style="list-style-type: none"> • An audience analysis is a technique for collecting and using information about trainees from the target audience for the purpose of developing a training program. • It is important to find out as much as you can about the target audience for your training program because training techniques (methods, media, activities, and materials) that reflect the values, beliefs, attitudes and experiences of the target audience will  <p>© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007</p> |

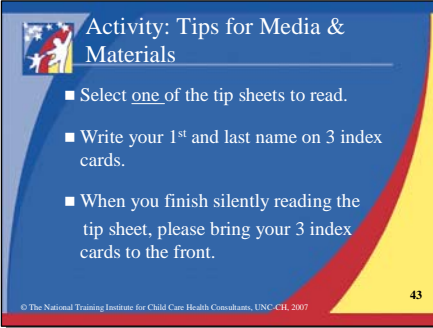
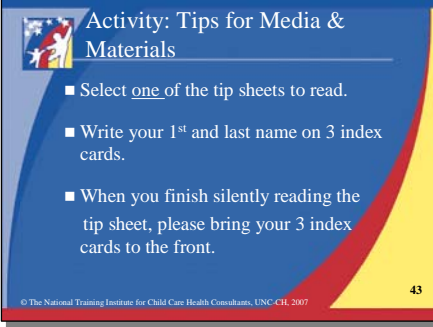
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| | <p>have a much greater impact than those that do not. For example, information about the target audience will be useful to you in determining the vocabulary, examples, and illustrations to be used in the training materials. Further, information about trainees' job experience and responsibilities, skill levels and learning style preferences will help you to determine the content and the most appropriate techniques to use in the training program.</p> <ul style="list-style-type: none">• An audience analysis involves collecting information about the target audience's general characteristics such as:<ul style="list-style-type: none">- Age- Gender- Culture/Ethnicity- Reading level- Educational level- Job experience, including current job title, description and responsibilities- Socio-economic background- Geographic location (rural vs. urban)• Any of the general characteristics can influence the types of training techniques selected or developed. For example, age considerations may mean choosing materials with illustrations or suggestions appropriate and relevant for parents or guardians.• Taking into account the ethnicity or culture of your target audience may mean choosing training techniques that contain illustrations depicting appropriate dress and other customs and that reflect specific health beliefs; location considerations may mean choosing training techniques illustrating lifestyles of a rural community rather than an urban setting. For example, training materials designed for Latino, rural people should reflect Latino, rural culture, show culturally sensitive examples, and be written in a language and style that is suitable to that particular group.• Information about trainees' learning style preferences, such as a preference for print-oriented, aural or visual learning may also influence the types of training techniques chosen to deliver the training program.• Learning styles "attempt to explain learning variation between individuals in the way they approach learning tasks" (Toye, 1989, pp. 226-227).• Although a great deal of research has been conducted on learning styles, there is at present no clear consensus regarding which elements to include in an inventory of styles (Merriam and Caffarella, 1999). For example, Barsch (2000) proposes four  <p>The slide titled "Conduct Audience Analysis" features a blue background with a red and yellow curved graphic on the right side. It lists "Barsch's Learning Style Preference Inventory" with four bullet points: Visual, Auditory, Tactile, and Kinesthetic. A small logo is in the top left corner, and the number "37" is in the bottom right corner. A copyright notice at the bottom reads "© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007".</p> |
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| | <p>learning styles, while Cherry (1999) proposes seven.</p> <ul style="list-style-type: none"> • Nevertheless, learning style inventories may prove useful in helping people become aware of their personal strengths and weaknesses as learners and trainers (Merriam and Caffarella, 1999). For example, Kolb (1984) proposes that people are most comfortable with and extract the most information from training methods that correspond to their preferred learning style(s). Similarly, Reese (1998) recommends that learners will form richer associations to learned material and thereby remember information more easily if instruction is geared to address a variety of learning styles. • Introduce the “Barsch’s Learning Style Preference Inventory”. • Ask participants to identify themselves (by standing) if they think they are primarily a visual, auditory, tactile, or kinesthetic learner. • Suggest participants complete the Inventory outside of the session and compare their results with their perceptions of their primary learning styles. Note: the Barsch Learning Style Inventory is copyright protected material. |
| <p>Talking Points</p> | <p>RID Tips: Audience Analysis One RID tip for conducting an audience analysis is—use email and the web to gather information about your audience and their training needs. For example, consider using a listserv to email a short questionnaire to a group of potential trainees or using a web-based software program such as <i>SurveyMonkey</i> or <i>Zoomerang</i> to expedite the creation and production of online surveys or questionnaires.</p>  <p>The slide titled "RID Tips: Audience Analysis" features a blue background with a red and yellow curved graphic on the right. It contains the following text: <ul style="list-style-type: none"> ■ Use email and the web to gather information about audience and their training needs <ul style="list-style-type: none"> • SurveyMonkey or Zoomerang to create online surveys or questionnaires At the bottom left, it reads "© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007" and at the bottom right, the number "38" is displayed. </p> |
| <p>For More Information</p> | <p>Refer to:</p> <ul style="list-style-type: none"> • Module sections “Conduct Audience Analysis” and “Audience Analysis” • Appendix A: “Developing a Training Session” |
| <p>Notes</p> | |

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| <p>Talking Points</p> | <p>Step 2: Plan The fifth task in Plan is “determine training techniques”.</p> |  <p>Step 2: Plan</p> <ul style="list-style-type: none"> ■ Tasks: <ul style="list-style-type: none"> • Write training goals • Write training objectives • Develop evaluation strategy • Conduct audience analysis ➔ Determine training techniques • Determine facilitation techniques • Develop trainer's toolkit • Make training site arrangements <p>© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007</p> |
| <p>Talking Points</p> | <p>Determine Training Techniques</p> <ul style="list-style-type: none"> • The selection of training techniques to use in your training program should be made after you are well into the ISD process. This is because the information that you have collected from the needs assessment, task analysis and audience analysis, along with the writing of training goals and training objectives, and a determination of the evaluation strategy are extremely important to this process. • For purposes of this presentation and the NTI Module, the term “training techniques” include: methods, media, activities, and materials. We will briefly review each of these. • Methods-some examples include: <ul style="list-style-type: none"> – Lecture/presentation (with handouts, slides, overhead transparencies or video) – Demonstration—e.g., require trainees to view and follow a demonstration (presented by the trainer or via video) using a learning guide or checklist – Discussion—e.g., require trainees to respond to a question, comment or case study individually, in small groups or the larger group – Group project—e.g., require trainees to complete a project or paper as a group – Independent study—e.g., require trainees to complete a worksheet or respond to a series of questions individually, take notes during lecture segments, or complete reading assignments – Simulation—e.g., require trainees to respond to a case study and questions (presented via text or video clip) individually or through small group discussion or require trainees to observe a skills demonstration (presented by other trainees or via video) and respond to a series of questions |  <p>Determine Training Techniques</p> <ul style="list-style-type: none"> ■ Methods <ul style="list-style-type: none"> • Lecture/presentation • Demonstration • Discussion • Group project • Independent study • Simulation <p>© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007</p> |

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| | <ul style="list-style-type: none"> ● Media, when used in the context of ISD, media refers to the various ways in which the content and methods in a training program can be delivered. Media are supplementary to the method and are therefore selected after a decision has been made about the methods to be used in a training program. This is because a variety of media can be used effectively to deliver the selected method(s) (Hannum and Hansen, 1993). Some examples of media include: <ul style="list-style-type: none"> - Print - Graphics (slides, overheads, charts, pictures, illustrations) - Audio - Video - Computer-based/multimedia  <ul style="list-style-type: none"> ● In addition to methods and media, there also are training activities. Many times the term “training activities” is used interchangeably with “training methods” or “educational games”. Some trainers hesitate to use training activities because they think of them as games and do not see the educational value of them. Using educational games/activities in training, however, is a well-established and accepted practice.  <ul style="list-style-type: none"> ● Some reasons to use training activities are to: <ul style="list-style-type: none"> - address trainees’ various learning styles - engage trainees in the training so it is not a passive event - review materials - increase retention - relate the training to on-the-job demands |
| <p>For More Information</p> | <p>Refer to:</p> <ul style="list-style-type: none"> ● Module section “Determine Training Techniques” ● Appendix C: “Training Techniques-Methods” ● Appendix D: “Training Techniques-Media and Materials” |
| <p>Notes</p> | |



Activity: Tips for Media and Materials


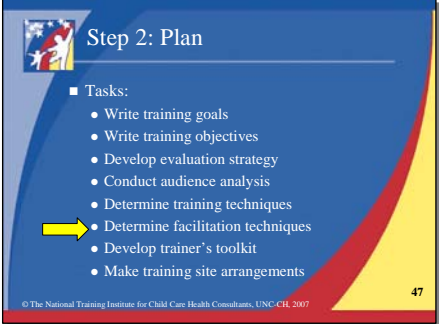
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| Time | 20 minutes | |
| Training Technique | Individual and large group activity | |
| Supplies | <ul style="list-style-type: none"> • Three 3x5 cards per participant • Markers • 1 set of 6 tip sheets from Appendix D: “Training Techniques-Media and Materials” (1 set per participant) | |
| Instructions | <ul style="list-style-type: none"> • Show slide 43. • Refer participants to the tip sheets for media and materials in their participant’s packets. • Ask participants to select one of the six tip sheets to read silently. • Before asking participants to read the tip sheets they have selected, request that they write their names on three index cards. <p>Explain that when they have finished reading, they are to bring their three cards to the front of the room.</p> <ul style="list-style-type: none"> • Explain that the cards serve two purposes: the facilitator will know how many participants have finished reading without having to ask, disturb and/or embarrass those who are still reading. Second, the cards will be ready for a later activity, “Positive Comment Cards”. • Ask the participants to each read the tip sheet s/he has selected. • Lead a group discussion by asking all participants to stand. Remind participants that like all other activities, any participant can decline to participate or can remain seated if this is more comfortable. • Ask each participant who read the first tip sheet to share one or two tips with the group. After sharing the tips, the participant can then sit down. Continue this process until all tip sheets have been addressed. |  |
| Talking Points | <p>Activity: Tips for Media and Materials</p> <p>Point out several aspects of the activity: using silent reading (this can be used as long as you are aware of the participants’ reading abilities); having participants stand during the activity provided an opportunity for them to stretch and also provided a way to include everyone in the activity; having participants teach one another showed an alternative method to asking everyone to review all of the materials.</p> |  |

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| For More Information | Refer to: <ul style="list-style-type: none">• Module section on “Training Techniques”• Appendix D: “Training Techniques-Media and Materials” |
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Presentation: Step 2: Plan

- RID Tips: Training Techniques
- Determine Facilitation Techniques

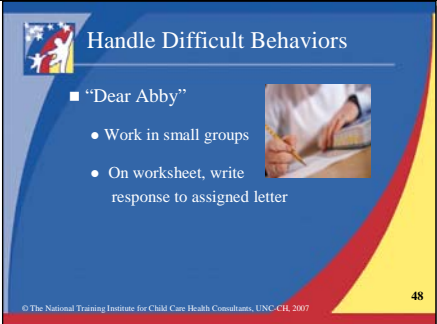
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| Time | 5 minutes | |
| Training Technique | Slides/overheads | |
| Instructions | <ul style="list-style-type: none"> • Show slide 44-47. • Refer participants to the “Summary: Rapid Instructional Development (RID) Tips” in their participant’s packet. | |
| Talking Points | <p>RID Tips: Training Techniques Some of the RID tips related to determining methods and media are:</p> <ul style="list-style-type: none"> • Develop a very streamlined training package that only focuses on critical “need to know” information. Then improve and expand the materials throughout each implementation based on feedback from trainees. • Incorporate existing training materials and adapt them as needed for the intended audience. There is a vast amount of “off-the shelf” training material which already exist. Many reputable government websites, such as the Centers for Disease Control and Prevention (CDC), National Institutes of Health (NIH), Maternal and Child Health Bureau (MCHB), provide well-designed training materials or patient education materials on various health and safety issues that can be used as-is or adapted for training. It is usually easier and faster to adapt these materials or create a training session around them than to start from scratch. • Instead of developing training materials, develop job aids (e.g., checklists, flowcharts, etc.) and build the training around these. • Develop standard templates for activities, worksheets, handouts, etc. so that you don’t need to keep coming up with a new look or way of organizing things. • To save time, design the layout and graphic look of the training materials at the same time content material is collected. • Include “noninstructional” materials such as articles, movies, and videos to address the training content. This cuts down on development time. |   |

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| | <ul style="list-style-type: none"> • Use software programs to expedite the creation and production of materials: For example, consider using desktop publishing software for rapid layout, graphic packages for handouts, and PowerPoint© for overheads and slides. • Instead of asking individual experts to review materials, use a focus group. Give the group the materials and conduct a structured discussion with them. This bypasses the steps of waiting for reviewers to give you feedback and then having to reconcile different expert opinions.  <p>The image shows a slide titled "RID Tips: Training Techniques". It contains two bullet points: "Use software programs to create and produce materials" and "Use a focus group instead of individual experts to review the materials". The slide has a blue background with a red and yellow curved graphic at the bottom right. The number 46 is in the bottom right corner.</p> |
| <p>For More Information</p> | <p>Refer to Module section on “Training Techniques”.</p> |
| <p>Notes</p> | |
| <p>Talking Points</p> | <p>Step 2: Plan</p> <ul style="list-style-type: none"> • The sixth task in the Plan step is “determine facilitation techniques”. • You will recall from the introduction to this training session, andragogy (or the study of how adults learn) provides specific guidance for trainers in terms of what constitutes effective training and instruction. According to adult learning theory, instruction or training needs to focus more on the process and less on the content being taught. • The role of trainers, then, is one of facilitator rather than lecturer or expert. In fact, the characteristics of a positive adult learning experience all have more to do with facilitation than content. • Another facilitation technique is to use wall charts. Using wall charts is an efficient method of making important information available visually throughout training. In addition, the use of wall charts can  <p>The image shows a slide titled "Step 2: Plan". It lists tasks under the heading "Tasks:": "Write training goals", "Write training objectives", "Develop evaluation strategy", "Conduct audience analysis", "Determine training techniques", "Determine facilitation techniques", "Develop trainer's toolkit", and "Make training site arrangements". A yellow arrow points to "Determine facilitation techniques". The slide has a blue background with a red and yellow curved graphic at the bottom right. The number 47 is in the bottom right corner.</p> |

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| | foster group dynamics. (Note: the use of wall charts was discussed earlier in the day during the presentation on “Group Facilitation”.) |
| For More Information | Refer to Module section on “Determine Facilitation Techniques”. |
| Notes | |

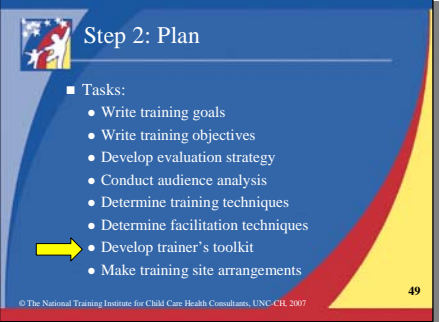
Building Curriculum Development and Training Skills: 3rd Session

Activity: Handle Difficult Behaviors - "Dear Abby"

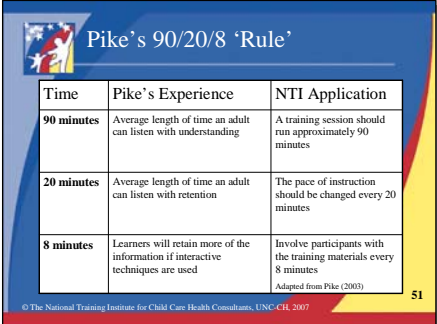
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| Time | 15 minutes | |
| Training Technique | Small and large group activity | |
| Supplies | Worksheet: "Handle Difficult Behaviors-'Dear Abby'" (1 per participant) | |
| Instructions | <ul style="list-style-type: none"> • Show slide 48. • Refer participants to above worksheet in their participant's packets. • Divide into 5 small groups. • Assign each small group one of the "Dear Abby" letters. • Ask each group to write down their responses. • After approximately 5 minutes, ask each group to share their responses with the large group. • As time permits, address any other difficult behaviors participants may mention and discuss potential solutions. | |
| Talking Points | Handle Difficult Behaviors |  <p>The slide is titled "Handle Difficult Behaviors" and features a "Dear Abby" section. It lists two bullet points: "Work in small groups" and "On worksheet, write response to assigned letter". There is a small inset image of hands writing on a piece of paper. The slide number "48" is in the bottom right corner, and a copyright notice "© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007" is at the bottom.</p> |
| For More Information | Refer to Module section "Determine Facilitation Techniques". | |
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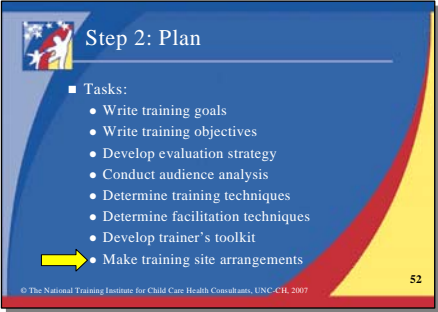
Presentation: Step 2: Plan

- Develop Trainer's Toolkit
- Make Training Site Arrangements

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| Time | 10 minutes | |
| Training Technique | Slides/overheads | |
| Instructions | <ul style="list-style-type: none"> • Show slides 49-52. • Refer trainees to handouts in their participant's packets: "Overview of Training Session" and "Trainer's Outline". | |
| Talking Points | <p>Step 2: Plan The seventh task in the Plan step is "develop trainer's toolkit".</p> |  |
| Talking Points | <p>Develop Trainer's Toolkit</p> <ul style="list-style-type: none"> • So far in Step 2: Plan, you have written training goals and objectives, developed an evaluation strategy, conducted an audience analysis, and selected and/or developed training techniques (methods, media, activities, and materials), and determined facilitation techniques. With these completed tasks in mind, it is now time to actually design your training session. • It is useful to think about training techniques (methods, media, activities, and materials) in relation to when they will be used in your training session. For example, consider the following questions: <ul style="list-style-type: none"> - how are you going to decide the sequencing in your training session? - how are you going to use the training time most efficiently and effectively? - what training technique are you going to use to open the session? - do the trainees already know one another or do you need to plan an introductory activity? - even if the trainees know each other, are icebreakers useful to help build group cohesiveness? - how should presentation of the content be interspersed with activities? | |

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| | <ul style="list-style-type: none">- what techniques will you use to build in reviews of the material presented?- how will you close the session? <ul style="list-style-type: none">• To aid your thinking about these questions and to help you plan your training, NTI has developed three tools which are included in the Module's Appendix A:<ul style="list-style-type: none">- Preparation Checklist: this is for the trainer's use and lists any necessary curriculum materials, preparation tasks, and equipment and supplies.- Overview of Training Session: the overview or agenda is for the trainer's and trainees' use. As a trainer, you can use it to plan your overall strategy for the session. It is a framework for the various components of a training program: opening, introductions/icebreaker, training objectives, content presentation, review activities, learning assessment, closing, and evaluation. The overview also can serve as an agenda for the trainee during the training session.- Trainer's Outline: this is a planning document designed for the trainer's use to help systematically plan and sequence a training session by reinforcing the relationships among the various aspects of a training program including: the time necessary to cover the content and complete the activities, the selected training techniques, supplies, instructions, talking points, where to find more information, and a notes section. It also can be used as your notes while you conduct a training session.• In addition, three checklists have been developed to help you plan and organize your training session. These are included in the Module's Appendix C:<ul style="list-style-type: none">- Training Implementation and Logistics Checklist helps you begin making arrangements for your training and guides you through the training process starting at two to six months before training through two weeks after the training. The checklist is set-up so you can place a checkmark in the box next to each task after it has been completed. This checklist is especially helpful if more than one person is making training arrangements.- Facility Checklist is for you to use when evaluating a potential training site for your training session. You can use this checklist when you make an initial telephone call inquiring about a possible training location and/or when you make the essential site-based visit. You can place a checkmark in the appropriate column indicating whether or not the facility has the individual feature listed. There is an additional column for any comments.- Supplies and Equipment Checklist is used to ensure that you |
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| | <p>have the necessary supplies and equipment for your training. You can place a checkmark in the box next to the items you will need to take to your training.</p> | | | | | | | | | | | | |
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| For More Information | <p>Refer to:</p> <ul style="list-style-type: none"> • Module section “Develop Trainer’s Toolkit” • Appendix A: “Developing a Training Session” • Appendix B: “Training Checklists” • Appendix C: “Training Techniques-Methods” • Appendix D: “Training Techniques-Media and Materials” | | | | | | | | | | | | |
| Notes | | | | | | | | | | | | | |
| Talking Points | <p>Pike’s 90/20/8 ‘Rule’</p> <ul style="list-style-type: none"> • When you design your training session, vary the methods and media to gain and keep trainees’ interest. This is because trainees generally learn more when they are more actively involved with the trainer, other trainees and the training materials. This is sometimes referred to as “interactivity” and is usually accomplished by selecting the appropriate training technique and sequencing them appropriately. For example, start out with a lecture and slides, followed by a demonstration, a case study, and finally a discussion (Hannum and Hansen, 1993). • Based on research by Buzan (1991) and on his own experience as a professional trainer, Pike (1994) developed guidelines for pacing presentations to maintain interest and involvement and to promote retention. Although this is referred to as a “rule”, you can use it as a basic guideline when planning your training. • Explain Pike’s 90/20/8 ‘Rule’ as depicted on the slide.  <table border="1" data-bbox="945 829 1380 1150"> <caption>Pike's 90/20/8 'Rule'</caption> <thead> <tr> <th>Time</th> <th>Pike's Experience</th> <th>NTI Application</th> </tr> </thead> <tbody> <tr> <td>90 minutes</td> <td>Average length of time an adult can listen with understanding</td> <td>A training session should run approximately 90 minutes</td> </tr> <tr> <td>20 minutes</td> <td>Average length of time an adult can listen with retention</td> <td>The pace of instruction should be changed every 20 minutes</td> </tr> <tr> <td>8 minutes</td> <td>Learners will retain more of the information if interactive techniques are used</td> <td>Involve participants with the training materials every 8 minutes</td> </tr> </tbody> </table> <p>© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007</p> | Time | Pike's Experience | NTI Application | 90 minutes | Average length of time an adult can listen with understanding | A training session should run approximately 90 minutes | 20 minutes | Average length of time an adult can listen with retention | The pace of instruction should be changed every 20 minutes | 8 minutes | Learners will retain more of the information if interactive techniques are used | Involve participants with the training materials every 8 minutes |
| Time | Pike's Experience | NTI Application | | | | | | | | | | | |
| 90 minutes | Average length of time an adult can listen with understanding | A training session should run approximately 90 minutes | | | | | | | | | | | |
| 20 minutes | Average length of time an adult can listen with retention | The pace of instruction should be changed every 20 minutes | | | | | | | | | | | |
| 8 minutes | Learners will retain more of the information if interactive techniques are used | Involve participants with the training materials every 8 minutes | | | | | | | | | | | |
| For More Information | <p>Refer to Module section “Develop a Trainer’s Toolkit”.</p> | | | | | | | | | | | | |
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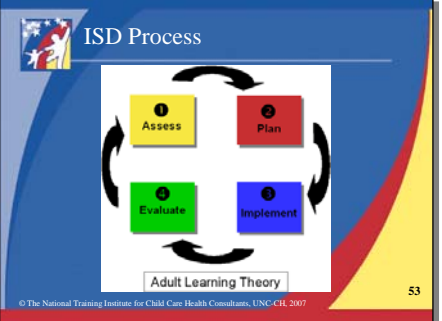
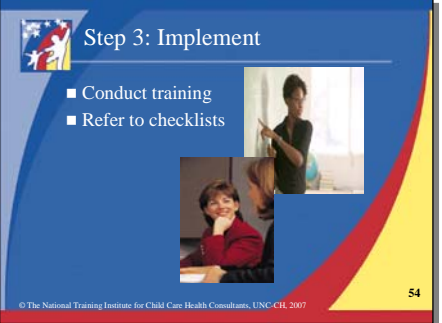
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| <p>Talking Points</p> | <p>Step 2: Plan</p> <ul style="list-style-type: none"> • The eighth and final task in the Plan step is “make training site arrangements”. • Making arrangements for a training can involve keeping track of many details and accomplishing a number of tasks. • You may need to make facilities and equipment reservations, purchase refreshments, schedule transportation, and apply for continuing education credits. • As a trainer, you may or may not be the person responsible for the numerous logistical arrangements associated with planning and implementing a training program. However, if you are not the person solely responsible for making many of these arrangements, you will still need to make sure certain tasks are being handled in a timely manner. • Chances are you will be unable to complete all of the arrangements for your training program at this point in the ISD process. By starting early, though, and by tracking your progress, you will be off to a good start.  |
| <p>For More Information</p> | <p>Refer to:</p> <ul style="list-style-type: none"> • Module section “Make Training Site Arrangements” • Appendix B: “Training Checklists” |
| <p>Notes</p> | |

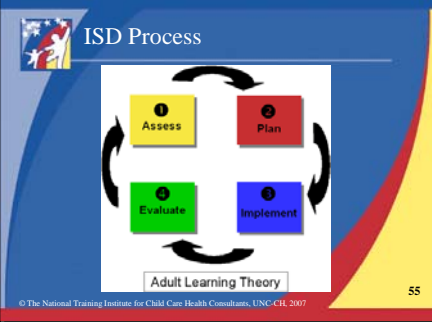
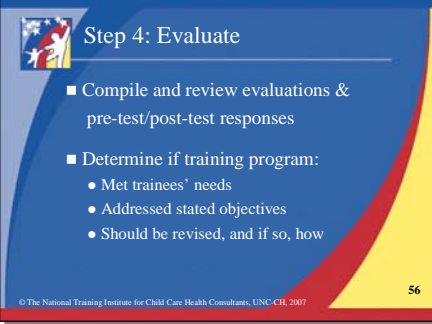
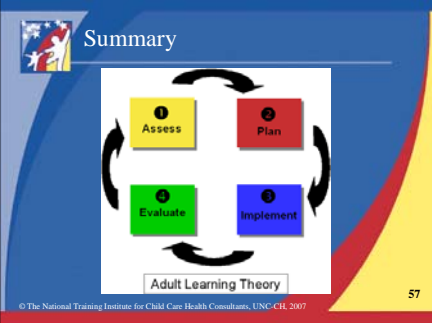
Presentation: Step 3: Implement

- Conduct Training

Step 4: Evaluate


- Compile and Review Evaluation

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| Time | 10 minutes | |
| Training Technique | Slides/overheads | |
| Instructions | Show slides 53-57. | |
| Talking Points | <p>ISD Process The third step in the ISD process is “Implement”.</p> |  |
| Talking Points | <p>Step 3: Implement</p> <ul style="list-style-type: none"> • This step refers to the actual delivery of the training. How the implementation happens is determined by the decisions made during the first and second steps of the ISD process. If, for example, the training was planned and developed for CCHCs, implementation would occur when the CCHCs arrived at the training facility and the lectures, demonstrations, audiovisuals and training activities were presented. • Two of the templates referred to during the second step of the ISD process are of particular use during implementation of the training. If you have used the Training Implementation and Logistics Checklist to track your progress throughout the Plan step, you will have a listing of the tasks that have already been accomplished. Similarly, if you have completed the Supplies and Equipment Checklist you will have a reminder of the items you need to take to, and bring back from, the training. |  |
| For More Information | <p>Refer to:</p> <ul style="list-style-type: none"> • Module section “Implement” • Appendix B: “Training Checklists” | |
| Notes | | |

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| <p>Talking Points</p> | <p>ISD Process The fourth step in the ISP process is “Evaluate”.</p> |  |
| <p>Talking Points</p> | <p>Step 4: Evaluate</p> <ul style="list-style-type: none"> • Although “Evaluate” is described as the fourth step in the ISD process, it is important to remember that many evaluation tasks already have been incorporated into the preceding steps. All too often, training programs are designed and implemented, and then thinking about how to evaluate the program begins. This only decreases the richness and depth of an evaluation. Following the ISD process described in this module, however, should help prevent this. • To complete this task in the ISD process, you will focus on compiling evaluation responses and pre-test/post-test responses collected during the third step, Implement. |  |
| <p>For More Information</p> | <p>Refer to Module section “Evaluate”.</p> | |
| <p>Notes</p> | | |
| <p>Talking Points</p> | <p>Summary Very briefly review the four ISD steps: Assess, Plan, Implement, & Evaluate.</p> |  |
| <p>Notes</p> | | |

Review: Training Objectives

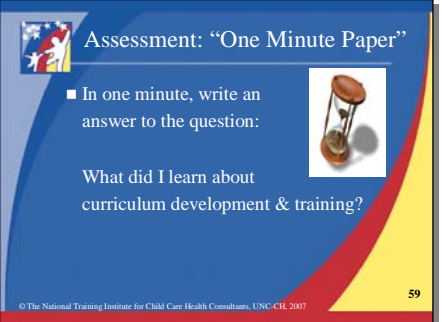
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| <p>Time</p> | <p>15 minutes</p> |
| <p>Training</p> | <p>Question and answer</p> |

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| Technique | |
| Instructions | <ul style="list-style-type: none"> • Show slide 58. • Briefly review training objectives. • Address any of the participants' objectives which have not been covered. |
| Talking Points | <p>Review: Training Objectives</p>  |
| Notes | |

Presentation: Introduce Curriculum Development and Training Capstone Assignments

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|-----------------------------|--|
| Time | 5 minutes |
| Instructions | <ul style="list-style-type: none">• Introduce the other Curriculum Development and Training Capstone assignments.• Explain that Trainers will read the Module when they return home. The Module will provide further information about what was covered in this session. The Module's Appendixes contain many templates and checklists they can use to design their capstone presentations. |
| For More Information | Refer to Capstone Assignment sheet. |
| Notes | |

Learning Assessment: One Minute Paper

| | | |
|-----------------------------|---|---|
| Time | 5 minutes | |
| Training Technique | <ul style="list-style-type: none"> • Slide/overhead • Individual activity | |
| Instructions | <ul style="list-style-type: none"> • Show slide 59. • Refer participants to the worksheet “Activities: Past, Present, and Future” (same as used in a previous activity). • Ask participants to write their responses to the question in the second column on the worksheet: “During this session, what did I learn about curriculum development and training?” • Allow participants only one minute to write their responses. | |
| Talking Points | <p>Assessment: “One Minute Paper”</p> |  <p>Assessment: “One Minute Paper”</p> <ul style="list-style-type: none"> ■ In one minute, write an answer to the question: <p>What did I learn about curriculum development & training?</p> <p>© The National Training Institute for Child Care Health Consultants, UNC-CH, 2007</p> <p>59</p> |
| For More Information | Refer to Module section “Develop Evaluation Strategy”. | |
| Notes | | |

Closing: “Think, Pair, Share” and “Positive Comment Cards”

| | |
|---------------------------|---|
| Time | 15 minutes |
| Training Technique | <ul style="list-style-type: none"> • Slides/overheads • Pairs and large group discussions |
| Supplies | <ul style="list-style-type: none"> • Flipchart sheets • Markers • Envelopes (one for each participant) |
| Instructions | <p>Closing: “Think, Pair, Share”</p> <ul style="list-style-type: none"> • Refer participants to the worksheet “Activities: Past, Present, and Future” (same as used in previous activities). • Ask participants to write their responses to the question in the third column on the worksheet: “What techniques will I try in future trainings?” • After several minutes, invite participants to pair up with someone else and share their thoughts or ideas. This should be very brief. • After brief discussion, invite participants to share with the group. • Ask for a volunteer to record these ideas on a flip chart sheet and then consider displaying responses on the wall so participants can refer to them. <p>Closing: “Positive Comment Cards”</p> <ul style="list-style-type: none"> • Explain this activity provides an additional way for participants to get to know one another and this activity will occur over the next couple of days. • Place the index card prepared earlier by participants (three cards per participant) on a table with the names showing. • Ask participants to select cards of three different people. They can do this as they leave the room. Request participants, if possible, to select people they do not know well. • Ask participants to make a special effort during the remainder of the on-site training to talk to the participants whose cards they have selected. • Request participants to write a statement on the card which answers one of the following questions: <ul style="list-style-type: none"> - What is something the person <u>did</u> that you appreciated? - What is something the person <u>said</u> that you appreciated? • Participants may sign their names to the cards, but this is not obligatory. • Explain that on the last day of the on-site training the cards will be collected and the cards for each person will be placed in his/her envelope. Participants will be given their sealed envelopes as they leave. • Mention that this activity is intended to foster more extensive interaction among specific participants that might not occur otherwise and heightens awareness among participants of each other’s positive behaviors. |

| | | |
|------------------------------|--|---------------------|
| <p>Talking Points</p> | <p>Closing: “Think, Pair, Share”</p> <ul style="list-style-type: none"> • Explain it is helpful to review materials throughout the training. This increases retention of new knowledge and skills. • The particular benefit of this activity is that it encourages review on three levels: <ul style="list-style-type: none"> - Trainers review the material covered on their own (first review). - Trainers share their answers with another person (second review). - Trainers share/discuss their answers with the large group (third review). • Mention the importance of having a specific closing. Closings can be used to: <ul style="list-style-type: none"> - Review content - Plan for future action - Celebrate - Motivate <p>Solem and Pike (1997) and Stern and Payment (1995)</p> <p>Closing activities should be brief and summarize the main point(s). It is best not to end with a question and answer session as questions should have been addressed prior to the session ending. Also, the Trainer should try to end on a strong note and not say something like “I guess that is all I have to say”. Instead leave the Trainers with a summarizing and/or inspiring final statement.</p> | <p>60</p> |
| <p>Talking Points</p> | <p>Closing: Positive Comment Cards</p> <p>Remind trainees to take three cards (with three different names) from those spread across a table in the room. Cards will be collected on the last day of the training, and this exercise works best when everyone has written sincere and thoughtful comments.</p> <p>End the session with a final comment that summarizes the session and encourages Trainers to continue to strengthen development and training skills. Or, conclude with the following quote.</p> | <p>61</p> <p>62</p> |

| | |
|-----------------------------|--|
| | |
| For More Information | Refer to Module section "Develop Trainer's Toolkit". |
| Notes | |

Evaluation

| | |
|---------------------------|---|
| Training Technique | Slide/overhead |
| Supplies | Evaluation of Facilitator Form will be provided to participants by NTI |
| Instructions | <ul style="list-style-type: none"> • Show slide 63. (Placeholder slide not printed here.) • Remind participants to complete an evaluation for this training session. • NTI staff will collect the evaluation forms before the end of the on-site training. |

MATERIALS FOR PARTICIPANT'S PACKET

The materials listed below should be printed for your participant's packet in the following order:

| | |
|---|--|
| √ | 1. Opening: Why Use the Instructional Systems Development (ISD) Process (case scenario # 1 and #2) |
| √ | 2. Activities: Past, Present, and Future |
| | 3. Training Selection Flowchart |
| √ | 4. Summary: Rapid Instructional Development (RID) Tips (2 pages) |
| √ | 5. Writing Training Objectives: An Example |
| √ | 6. Verbs for Use in Stating Training Objectives |
| √ | 7. Activity: Practice Writing Training Objectives |
| | 8. Tip Sheets for Media and Materials (6 tip sheets) |
| | 9. Overview of Training Session |
| | 10. Trainer's Outline |
| √ | 11. Activity: Dear Abby |

√=These materials can be copied from the pages that follow. The other materials can be copied from the Module's Appendixes A and D.

Your audience analysis and training objectives will help you determine which of these activities and/or materials are most appropriate for your group. Any of the following may be printed and included in a participant's packet or as handouts to be distributed to the group. You may wish to white out the existing page numbers and write in your own, or you may print each handout, worksheet, or activity on different colors of paper for easy reference by your participants.

Cover Page

The cover page may be printed and used as a cover page for the activities, slide handout, evaluation form and any additional materials you wish to provide as part of a participant's packet. If your participant's packet contains several activities and handouts, you may want to create a table of contents to guide participants through the materials.

OPENING: Why Use The Instructional Systems Development (ISD) Process

Instructions: Read the following scenario and discuss what could have helped in this situation.

Case Scenario #1: Training from a Participant's Viewpoint

(Adapted from Sullivan, 1995)

Jenny is a Lead Teacher at the Sweet Peas Child Care Center. Her supervisor has informed her that she has been selected to participate in a training session on playground safety. She was advised of this one week before the training session was to start and was told that she had been recommended to attend by the director of Sweet Peas, Ada Storch. Jenny isn't sure if being selected to attend the training is a positive or negative reflection on her work. She wonders if she may be in line for a promotion or whether someone thinks that she hasn't been doing a good job and therefore needs additional training. No information is provided to her about the training session other than the dates, location and starting time.

Jenny arrives at the location for the training session and is a little nervous about what to expect. She finds a place to sit towards the back of the classroom and then glances around the room. She knows only one of the other participants. Five minutes after the training session is scheduled to start, the person she thinks is the trainer comes hurrying through the door with a stack of papers. Turning to the first person in sight, he says, "Please pass these out." The trainer then jumps right into a lecture on playground safety.

Jenny exchanges glances with the other participants and wonders whether they, like her, are hoping that the end of the training session will come soon.

List what could have helped in this situation:

| | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

OPENING: Why Use The Instructional Systems Development (ISD) Process

Instructions: Read the following scenario and discuss what could have helped in this situation.

Case Scenario #2: Training from a Trainer's Viewpoint

(Adapted from Sullivan, 1995)

Bob is employed at the State Health Department. He was recently hired and spends about 16 hours each week as a CCHC consulting with 5 child care centers, one of which is the Sweet Peas Child Care Center. He has just been informed by his supervisor that there is an immediate need to conduct a training session on playground safety. He is given the course outline, some handouts and an agenda. He packs up all the materials about playground safety he can find and travels to the training site. Upon arrival he finds:

- The training classroom is too small and there is poor ventilation.
- There is no writing board or overhead projector.
- The room contains chairs lined up in rows.
- He brought handouts for 15 participants and 30 show up.

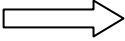
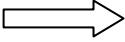
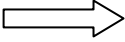
During the training session he finds he is spending more time than he thought on explaining basic concepts because participants don't have the background or the skills he expected. Later, after reviewing the evaluation forms from the training session, Bob is dismayed to find how dissatisfied trainees were with the training. Many of the written comments Bob received stated that the training was "boring", "irrelevant", "disorganized", and "confusing".

List what could have helped in this situation:

| | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

ACTIVITIES: Past, Present, and Future

Instructions: Consider the questions in each of these columns and write your responses.

| | Past | Present | Future |
|--|---|---|---|
| Activities  | Characteristics of an Effective Training | One Minute Paper | Think, Pair, Share |
| Questions  | <i>Thinking back to trainings I have attended, what characteristics made these trainings effective?</i> | <i>During this session, what did I learn about curriculum development and training?</i> | <i>From what I have learned today, what techniques will I try in my future trainings?</i> |
| Your Answers  | | | |

SUMMARY: Rapid Instructional Development (RID) Tips

Note: Some steps in the ISD process do not have RID tips.

1) Assess

Conduct Needs Assessment

- If you aren't able to devote much time and energy to the needs assessment process, try to do as many of the recommended steps as possible but reduce the number of sources from which you collect information.
- Use existing records and documents instead of conducting extensive interviews.
- If interviews are needed, conduct limited ones with subject matter experts and those in the field who are considered "mentors".
- Use the web and email to gather information from subject matter experts, employers and prospective trainees. For example, consider using a listserv to contact many people at once or posting draft documents on a website for review.
- Examine the client's current training structure and determine what can be kept and/or modified to meet the current training needs.
- Consider skipping the Assess step if the client requesting the training has adequately described the need for training.

Conduct Task Analysis

- To analyze steps involved in a task, review the facility's or organization's policies and procedures manual.
- Ask employees to describe exceptions to the facility's or organization's written policies and procedures.
- Begin the process by using subject matter experts heavily. With permission, videotape their presentations and then conduct a task analysis about what was covered.
- Use the web and email to gather information from subject matter experts, employers and prospective trainees. For example, consider using a listserv to contact many people at once or posting draft documents on a website for review.

2) Plan

Write Training Objectives

- Develop test questions that can also be used in place of training objectives. (See RID Tips for the next task: Develop evaluation strategy.)

Develop Evaluation Strategy

- ISD encourages the development of training objectives, which are then used to develop evaluation instruments. Instead of making this a two-step process, use the evaluation test items as operational definitions of the objectives.

Conduct Audience Analysis

- Use email and the web to gather information about your audience and their training needs. For example, consider using a listserv to email a short questionnaire to a group of potential trainees or using a web-based software program such as *SurveyMonkey*[™] or *Zoomerang*[™] to expedite the creation and production of online surveys or questionnaires.

Rapid Instructional Development (RID) Tips

2) Plan cont'd

Determine Methods and Media

- Develop a very streamlined training package that focuses only on critical “need to know” information. Then improve and expand the materials throughout each implementation based on feedback from trainees.
- Incorporate existing training materials and adapt them as needed for the intended audience. There is a vast amount of “off-the shelf” training materials, which already exists. Be search to search reputable government websites (e.g., Centers for Disease Control, National Institutes of Health) for training materials or patient education materials on health and safety issues. It is usually easier and faster to adapt these materials or create a training session around them than to start from scratch.
- Consider changing the role of “subject mater experts” from trainers to coaches.
- Incorporate peer coaching and/or organize self-managed learning teams in place of holding extensive classroom trainings.
- Make a videotape of a subject matter expert demonstrating the task. This bypasses many steps (e.g., writing a script, preparing a storyboard, etc.).
- Make modifications for the next training. Eventually replace the subject matter experts with training materials.
- Instead of developing training materials, develop job aids (e.g., checklists, flowcharts, etc.) and build the training around these.
- Develop standard templates for activities, worksheets, handouts, etc. so that you don't need to keep coming up with a new look or way of organizing things.
- To save time, design the layout and graphic look of the training materials at the same time content material is collected.
- Include “noninstructional” materials such as articles, movies, and videos to address the training content. This cuts down on development time.
- Use software programs to expedite the creation and production of materials: For example, consider using desktop publishing software for rapid layout, graphic packages for handouts, and PowerPoint for overheads and slides.
- Use the web and email to gather information and receive reviews from subject matter experts. For example, consider using a listserv to contact many people at once, posting draft documents on a website for review.
- Instead of asking individual experts to review materials, use a focus group. Give the group the materials and conduct a structured discussion with them. This bypasses the steps of waiting for reviewers to give you feedback and then having to reconcile different expert opinions.

Writing Training Objectives: An Example

Formula for writing training objectives:

| Who? | Does what? | Under what circumstances or conditions? | How well? (criteria) | By when? |
|------|------------|---|----------------------|----------|
|------|------------|---|----------------------|----------|

- Who? (e.g., the trainee, learner, student or participant)
- Does what? (performance, e.g., a measurable and observable behavior)
- Under what circumstances or conditions? (e.g., the equipment, resources, or assistance, etc. needed or provided)
- How well? (e.g., the quantity, quality and time criteria)
- By when? (e.g., end of training, or end of December)

Example of a well-written training objective:

| Who? | Does what? | Under what circumstances or conditions? | How well? (criteria) | By when? |
|---------------------|---|--|-----------------------------------|------------------------|
| The trainee (CCHCs) | will be able to evaluate the safety of a playground | given a case study (text with photos or a video) and using a playground safety checklist | by identifying 90% of the hazards | by the end of December |

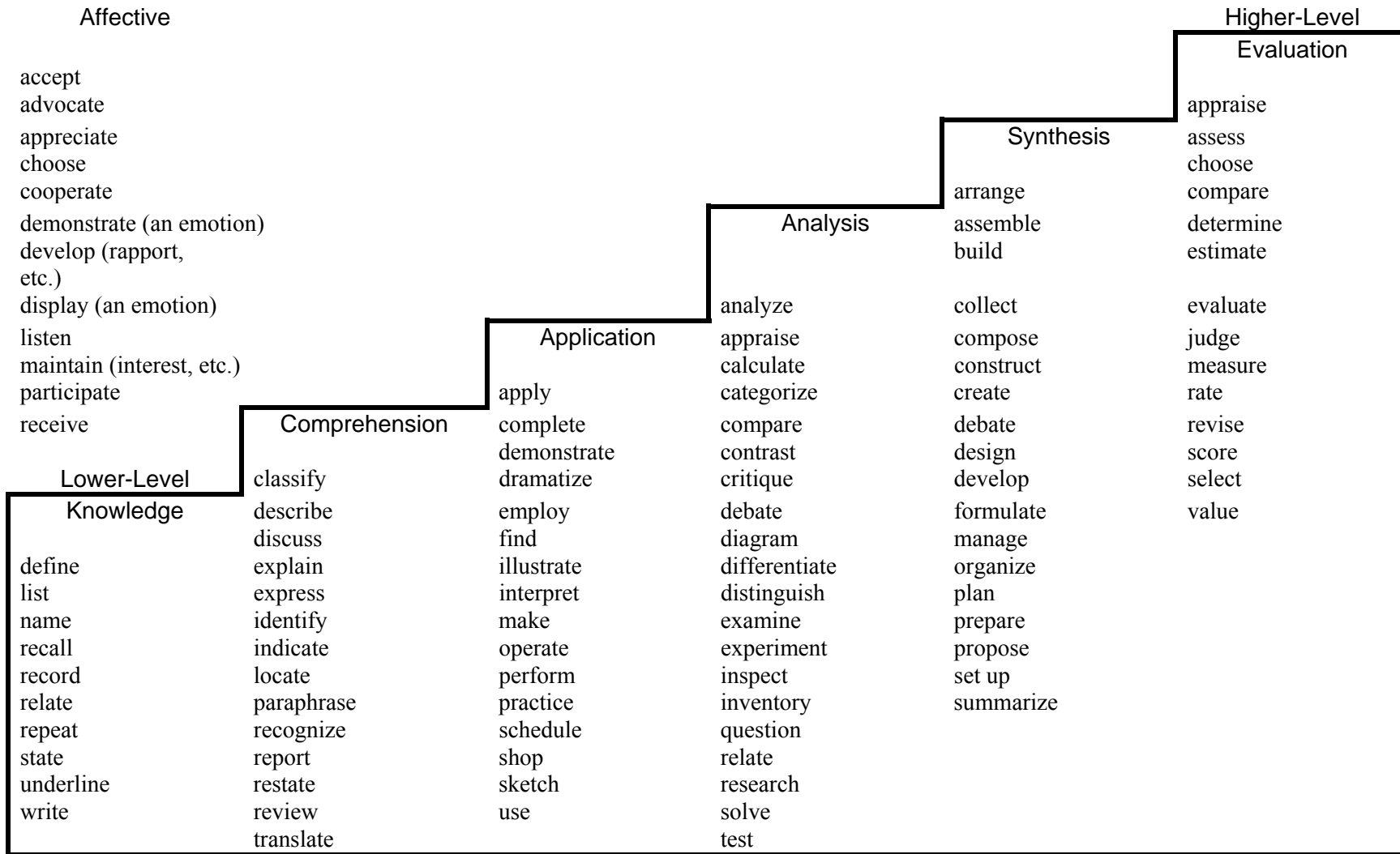
Examples of circumstances or conditions:

| | |
|--|--|
| <ul style="list-style-type: none"> • Given a scenario or case study • Given a checklist, notes, manual, or job aid • Given a standard, regulation or rule • Given a complete technical manual, dictionary, etc. • Given a set of blueprints • Given a calculator, computer, software program, etc. • Under simulated conditions • Using all of the parts | <ul style="list-style-type: none"> • Using the graphic representation • Using a checklist or job aid • Using any equipment needed (e.g., calculator, computer, software program, etc.) • Using notes • Using no notes • Without the use of a manual • Without the use of a calculator • With the aid of a checklist • From memory |
|--|--|

Examples of criteria:

| | |
|---|---|
| <ul style="list-style-type: none"> • With 90% accuracy • 4 out of 5 • Response must include, etc. • Accurate to ____ decimal points • At least 8 out of 10 attempts • At least ____ percent correct • At least ____ within an hour • At ____ per hour | <ul style="list-style-type: none"> • Having all correct • In the specified sequence • With at least ____ correct • Within ____ minutes • Within ____ tolerance • Without error • With no more than ____ errors |
|---|---|

Verbs for Use in Stating Training Objectives



ACTIVITY: Practice Writing Training Objectives

Instructions: Record your answers to questions 1-4 and rewrite the poorly written training objective below. If needed, use the handouts: Writing Training Objectives: An Example and Verbs for Use in Stating Training Objectives. Be prepared to share your responses and suggested training objective with the large group.

Review each training objective and identify what is missing from each objective by placing an "X" in the appropriate column. Select all that apply.

| | Performance | Conditions | Criteria | By when |
|--|--------------------|-------------------|-----------------|----------------|
| 1. After working with a partner to review the case scenario, the trainees will identify barriers to appropriate hand washing. . | | | | |
| 2. CCHCs will be able to develop training objectives that include all 5 necessary components. . | | | | |
| 3. By the end of the training, the trainees will be able to list at least four out of eight tasks in the Plan step of the ISD process. | | | | |
| 4. Given an approved medication measuring spoon, the trainees will be able to measure medicine after practicing in small groups. . | | | | |

Poorly written training objective:

| |
|--|
| The trainee will understand the proper hand washing procedure. |
|--|

Revised training objective:

| |
|--|
| |
|--|

ACTIVITY: Handle Difficult Behaviors – “Dear Abby”

Instructions: Read the following letters and write down possible solutions.

1. Dear Abby,

What do I do when there are several participants who continue to talk loudly to one another?

2. Dear Abby,

I have had participants act like “know-it-alls” and give wrong information during my training session, how do I handle this and not embarrass the person?

3. Dear Abby,

The main time child care providers in my community are available for training is in the evenings. They are so tired after work that many nod off during the session. What am I to do?

4. Dear Abby,

What can I do when one participant dominates the conversation and the session gets off-track?

5. Dear Abby,

I have participants who sit with their arms crossed and have belligerent or bored expressions on their faces, please help!



Building Curriculum Development and Training Skills

Participant's Packet