

# Terelj, Mongolia Train the Trainer

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# Only two rules

- Ask questions when they come up
- Turn cell phones to vibrate

# Instructional Design: Learning Objectives

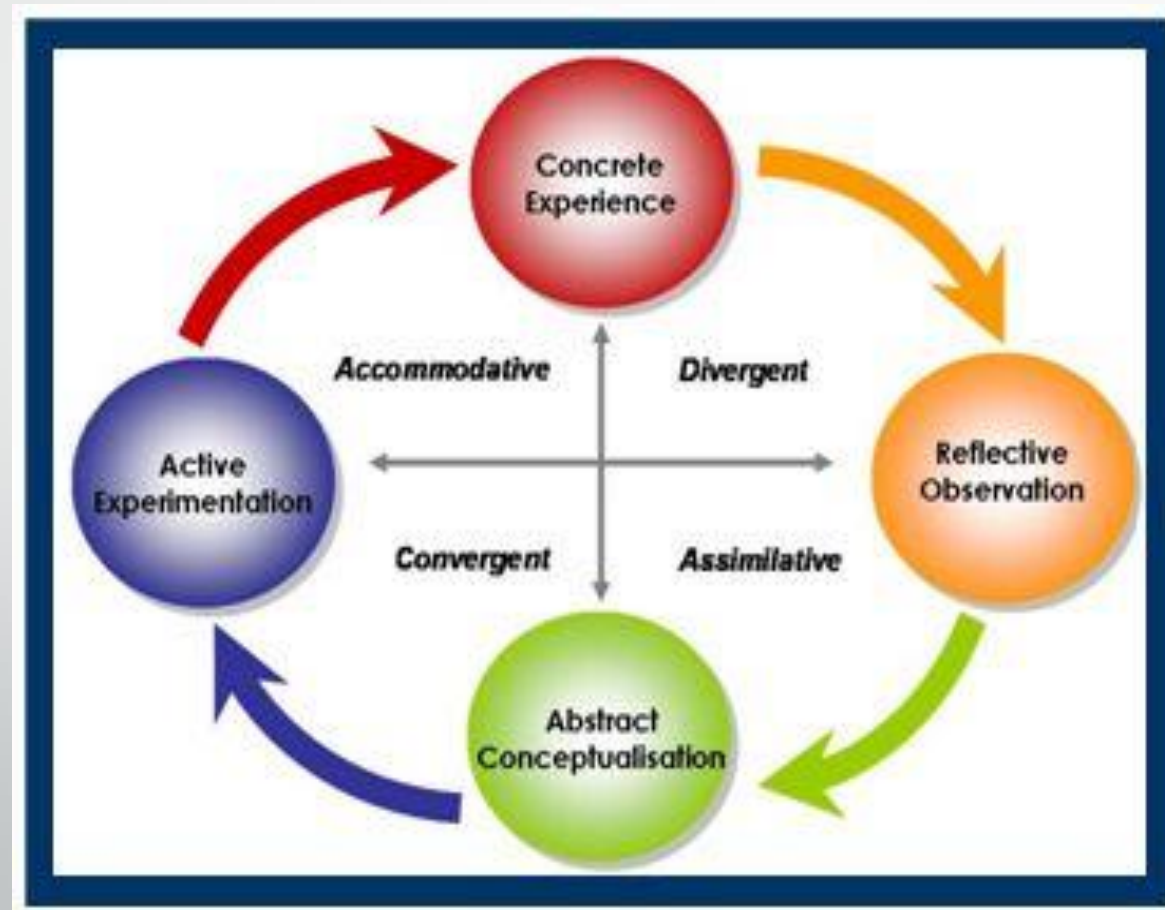
At the end of this unit, participants will be able to

- Explain why adults may learn differently than children
- Explain Kolb's Experiential Learning Cycle
- Describe the phases of ADDIE

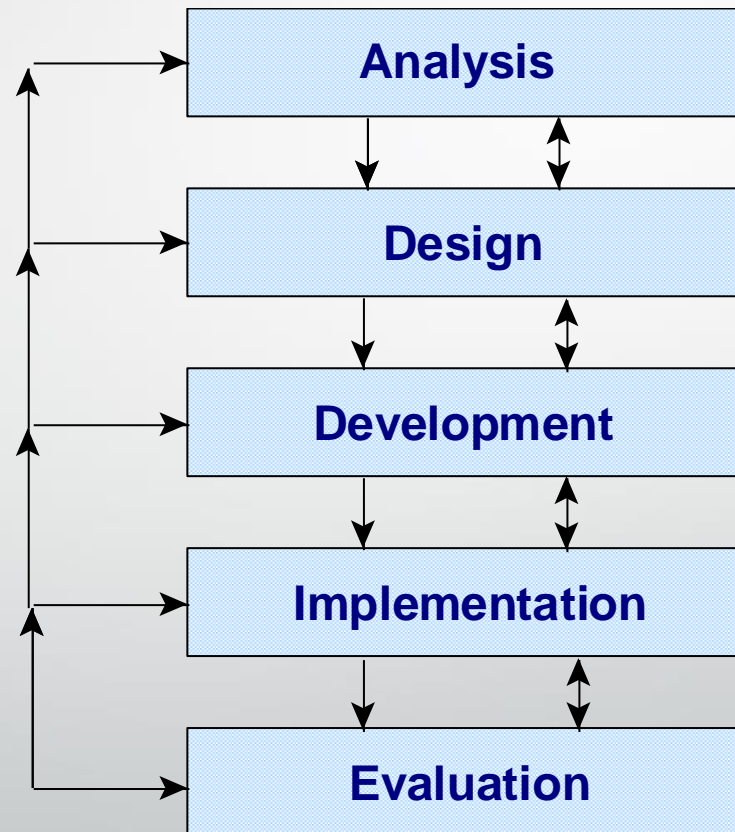
# Adult learners have

- A different sense of time
- Baggage
- A practical need
- More risk
- Choice

# Kolb's Experiential Learning Cycle



# ADDIE



# Needs Assessment: Learning Objectives

At the end of this unit, participants will be able to

- Conduct an effective needs analysis
- Write an effective needs analysis survey question

# Importance of Needs Assessment

Needs assessment are important to ensure you are

- Not providing too much or too little training
- Not providing the wrong training
- Focussing on real need



# Why

You perform a needs analysis

- to determine what the trainees know and do not know
- to determine actual needs
- to guide you in creating learning objectives
- to determine course content
- to ensure that training is the right solution.

# Gap Analysis

- Listing of characteristic factors
- Listing of factors needed to achieve future objective
- Highlighting the gap that exists and the need to be filled
- (From: [www.businessdictionary.com/definition/gap-analysis.html](http://www.businessdictionary.com/definition/gap-analysis.html))

# Types of Questions

- Open ended
- Multiple choice
- Rating scale

# Good surveys

- Have an introduction
- Tell how long the survey will
- Have clear directions and questions
- Consider the reading level of the target group
- Avoid words such as always, often, none and rarely
- Avoid asking two questions at once
- Do not use words with ethnic, religious or gender connotations
- Do not ask overly personal questions
- Don't use negatively worded questions
- Don't lead the responses
- Avoid technical words or jargon
- Use an 'other', 'don't know' or 'not applicable' choice
- Give space for comments

# Measurable Objectives: Learning Objectives

At the end of this unit, participants will be able to

- Explain the importance of measurable learning objectives
- List and explain the three domains of learning objectives
- Write learning objectives which are SMART

# Effective Learning Objectives

Well crafted learning objectives:

- clarify expectations for the participants
- guide the selection of the course content
- informs stakeholders of what the course is expected to achieve
- helps get support and approval for the course
- serve as the basis for evaluation of the training

# Learning Domains

- Affective



- Cognitive



- Psychomotor



# SMART Objectives

- **S** – specific
- **M** – measurable
- **A** – achievable
- **R** - relevant
- **T** – time lined



# Writing Learning Objectives

*At the end of this session,  
participants will be able to  
(action verb)....*

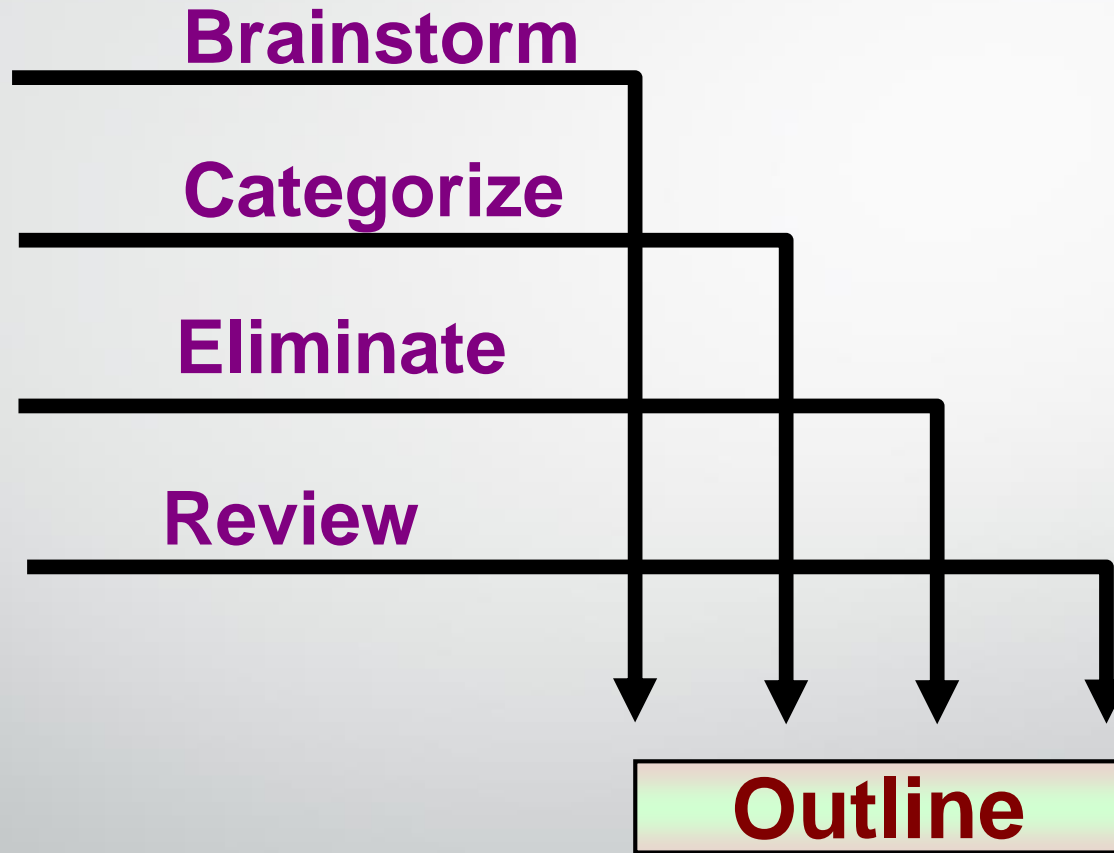
At the end of this session,  
learners will demonstrate their  
(belief, attitudes of) (topic) by  
(action verb)...

# Course Content and Structure: Learning Objectives

At the end of this section, participants will be able to

- Organize learning content in a logical manner
- Outline a training design

# Selecting Content




# Sequence of Content

- in order of importance
- from the simple to the complex
- from the general to the specific
- from the known to the unknown
- chronologically

# Learning Objectives

At the end of this section, participants will be able to:

- Discuss and compare instructional techniques
- Create effective audio-visual aids



## Instructional Techniques

An instructional technique is a method used to impart content.

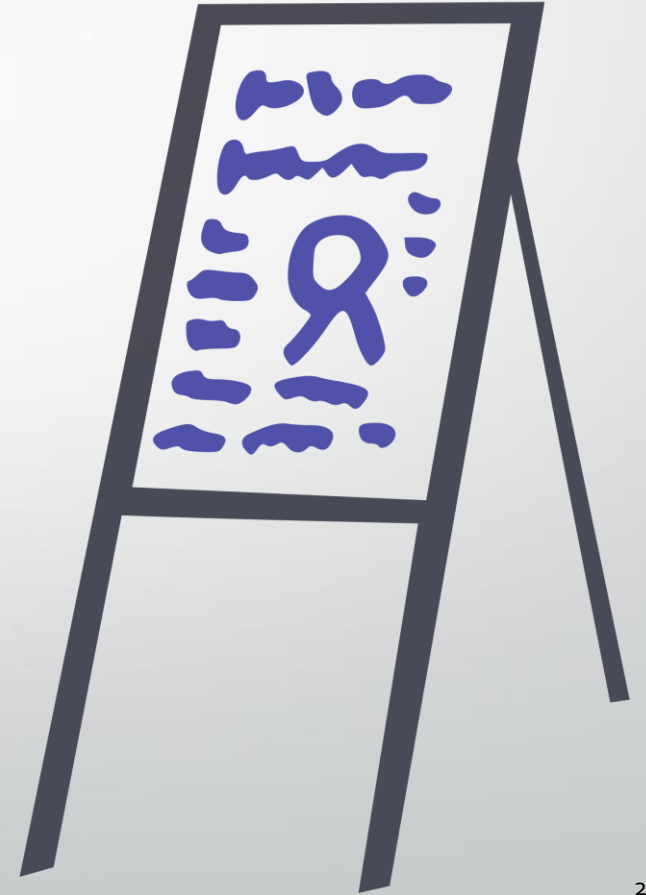
# Audio-Visuals

- Audio-visuals
- **SUPPORT**
- your presentation!



# Tips for using flip charts

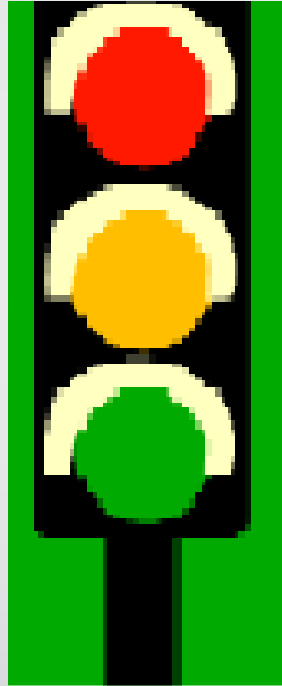
- Pre-write your notes on the flip chart
- Test your markers in advance.
- Use dark-coloured markers
- Print in large letters
- Keep It Large and Legible
- Use no more than 5 words across or 5 lines down the page.
- Use two flip charts
- Write only on the upper two-thirds of the page
- Ask for a volunteer
- The most important tip: "Touch, Turn and Talk."





# Tips for effective visuals

- Write down areas where a visual would clarify an idea.
- Draw a rough sketch of the visual aid
- Avoid clutter
- Limit the content to seven lines of text (+/- 2), or one key graphic.
- Use colour to please the eye, to add emphasis, to differentiate between points.
- Maintain consistency
- Double check your visual aids for errors.



Stop

Start

Continue

# What is your favourite animal?

1. Dog
2. Camel
3. Goat
4. Gazelle

# What is your favourite music?

1. Traditional
2. Modern
3. Opera
4. Classical

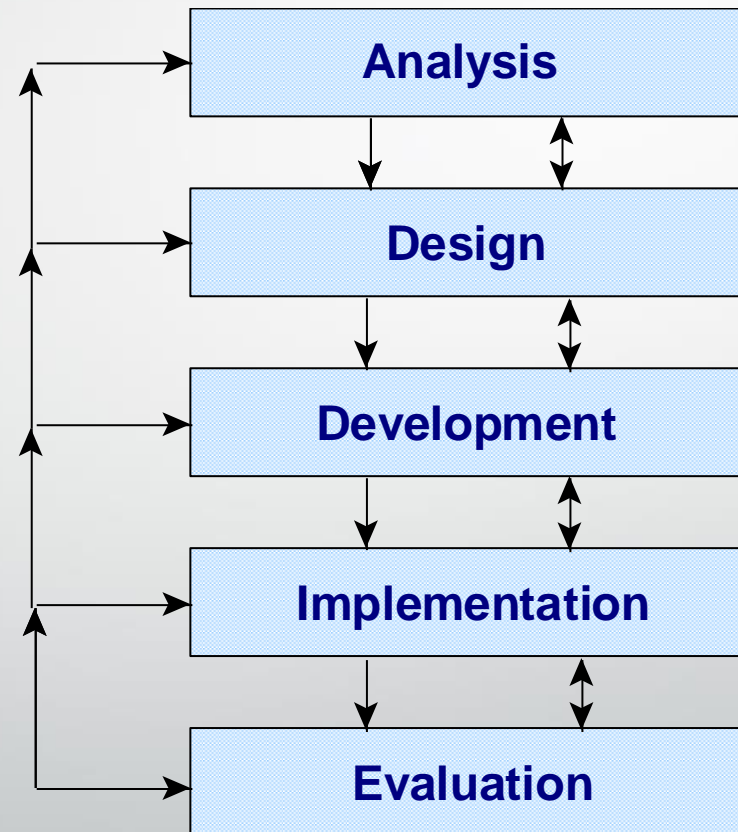
# What is your favourite colour?

1. Red
2. Blue
3. Yellow
4. Green

# In what month were you born?

1. January, February, March
2. April, May, June
3. July, August, September
4. October, November, December

# ADDIE



# Facilitation & Engaging your Audience: Learning Objectives

At the end of this section, participants will be able to

- List and explain at least 6 different warm-up exercises
- Apply effective facilitator skills
- Deal with their nervousness at facilitation

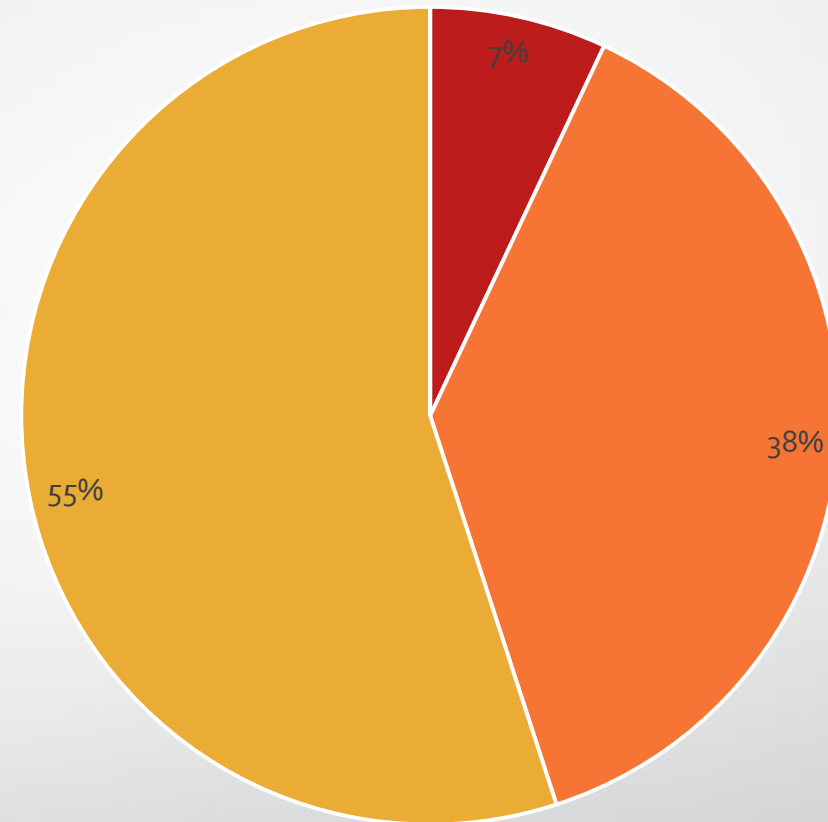


# Facilitation

The definition of facilitate is "to make easy" or "ease a process". What a facilitator does is plan, guide and manage a group event to ensure that the group's objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved

# Silent Messages

Merhabian



■ Words ■ Tone ■ Body ■

# Awareness

- Words
- Voice
- Movement
- Gestures
- Pace
- Appearance

# Skills and Tips

- Don't memorize the script
- Always check back with the group
- Summarize and pause
- Be aware of your own behaviour
- Occupy your hands
- Watch your speech
- Use body language of your own
- Don't talk to the flipchart or walls.

Adapted from: <http://ctb.ku.edu/e/table-of-contents/leadership/group-facilitation/facilitation-skills/main>

# Dealing with nervousness

- Prepare, prepare, prepare:
- Avoid food or drink.
- Pre-presentation mind setting
- Deep breathing
- Use reminders
- Get a good night's sleep

# Training Evaluation: Learning Objectives

At the end of this section, participants will be able to

- Explain the relationship between learning objectives and learning evaluation
- List Kirkpatrick's four level of evaluation
- Discuss effective transfer of training

# Importance of Evaluation

- It demonstrates the level of success
- It ensures that learning objectives have been met
- It validates the learners' efforts
- It justifies the cost of the training
- It informs the development of the next training
- It helps justify the need for more training (or not)

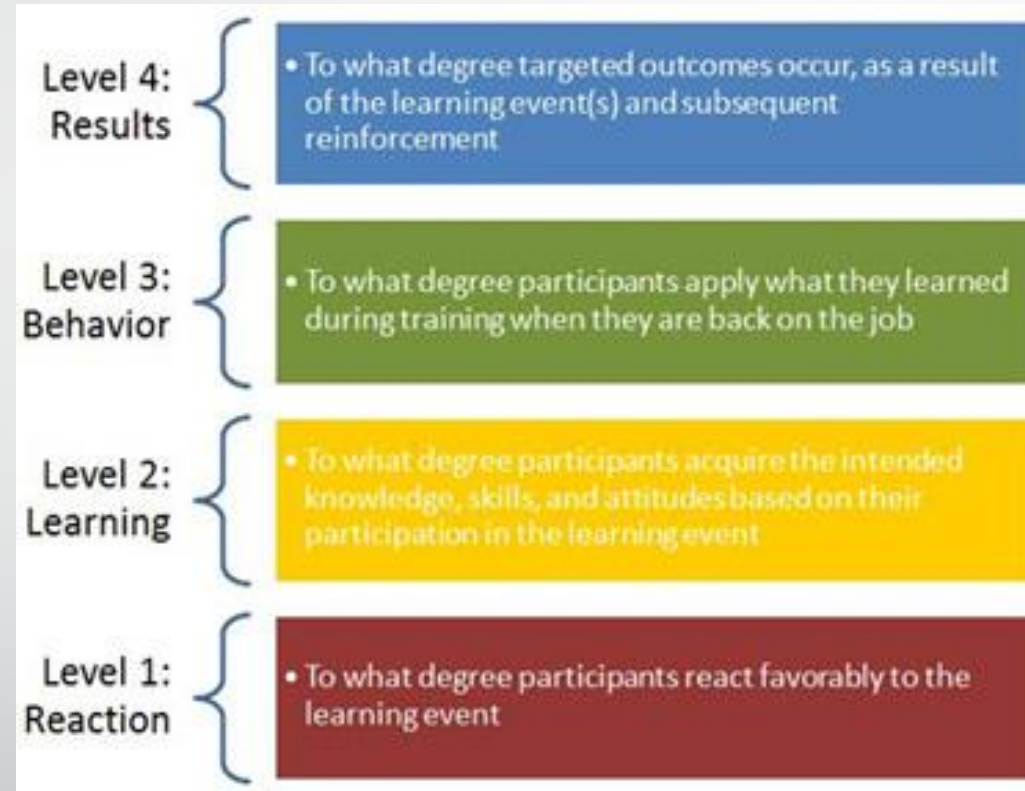
# What to Evaluate

- The objectives
- The content
- The facilitator
- The materials
- The design
- The audio-visual supports
- The facility





# Kirkpatrick



# Transfer of Learning

*Transfer of Learning is the “ability of a trainee to apply the behaviour, knowledge and skills acquired in one learning situation or another”*

From [www.businessdictionary.com/definition/transfer-of-training.html](http://www.businessdictionary.com/definition/transfer-of-training.html)

# Transfer of Training Factors

- Training participant attributes
- Training program design and delivery
- Workplace environment

# Presentations

- 6 groups
- 30 minute presentation
- on a part of the GE Course
- Each presentation will have
  - An introduction to include learning objectives
  - A warm-up (5 minutes max)
  - Content
  - Conclusion
- Groups will have all afternoon to prepare
- The facilitator will be available for support and assistance
- **Presentations MUST be ready by tomorrow morning at 9 a.m.**