



How to Plan, Develop and Evaluate Training



Applying research to practice . . .

Seminar Agenda

Day 1

Seminar Welcome and Introductions

Unit 1: Introduction to Effective Training

- Lesson 1: The 4 Principles of Effective Training
- Lesson 2: The Instructional Systems Design (ISD) Process

Unit 2: Job Task Analysis

- Lesson 1: How to Conduct a Job Task Analysis
- Lesson 2: How to Document Your Task Analysis

Case Exercise

Project Work

Day 2

Unit 3: Organizing Your Training

- Lesson 1: How to Organize a Course
- Lesson 2: How to Organize a Lesson

Unit 4: Learning Objectives and Assessment

- Lesson 1: What Are Learning Objectives?
- Lesson 2: How to Write Learning Objectives
- Lesson 3: Assessment: Matching Tests to Learning Objectives

Project Work

Unit 5: The Content-Performance Matrix (start)

- Lesson 1: Identifying the Content Type
-

Seminar Agenda, Continued

Day 3

Unit 5: The Content-Performance Matrix (continued)

- Lesson 2: Identifying the Level of Performance

Quiz: Content-Performance Matrix

Unit 6: Developing Student Materials

- Lesson 1: Teaching Concepts
- Lesson 2: Teaching Facts
- Lesson 3: Teaching Procedures
- Lesson 4: Teaching Processes
- Lesson 5: Teaching Principles
- Lesson 6: Putting All of It Together

Project Work

Day 4

Complete Projects

Unit 7: Evaluating Instructional Effectiveness

- Lesson 1: Evaluating Training Program Success
- Lesson 2: Developing Valid Tests
- Lesson 3: Planning Level 3 and 4 Evaluations

Project Review

Seminar Review and Wrap-up

Lesson 1

Teaching Concepts

Introduction Concepts are typically taught before the major lesson, as knowledge needed.

Importance At the use level, the goal of concept learning for the trainee is to identify new instances of the concept. This is called discriminate ability.

Lesson Overview Use several blocks for presenting concept information, so learners can successfully generalize and discriminate new concepts.

To present concepts, use the information blocks for

- definition,
- examples (either prose scenarios or graphics),
- non-examples (either prose scenarios or graphics), and
- analogies.

To practice concepts, design classification exercises.

Note: Each type of information block is discussed in this lesson.

Lesson Objective You will develop concept maps with practices from your own materials.

Order of Topics This lesson includes the following topics.

| Topic | See Page |
|-----------------------------------------------|----------|
| Summary of Methods for Presenting Concepts | 14 |
| Examples: Concept Maps with Practices | 16 |
| Exercise 6-2: Analyze Gallery of Concept Maps | 22 |
| Exercise 6-3: Project – Create a Concept Map | 23 |

Summary of Methods for Presenting Concepts

Here is a summary of guidelines and formatting tips for presenting concepts.

| Block | Block Guidelines | Format Tips |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Definition (required) | <ul style="list-style-type: none"> • Use in all cases • Identify related characteristics clearly • Keep it short • Use bullets to list characteristics. | <ul style="list-style-type: none"> • Use the block label “Definition” in the left margin. • In the block text put the definition of the concept. • Emphasize the term being defined. |
| Examples (requirement of at least two) | <ul style="list-style-type: none"> • Develop at least two • Sequence your examples from simplest to more complex • Present using verbal or graphic approach | <ul style="list-style-type: none"> • Use the block label “Example” in the left margin. • In the block text, use prose, diagrams, pictures, or photos. |
| Non-example (optional) | <ul style="list-style-type: none"> • Use is optional • Use only if needed • Use easily confused examples of related concepts. • Sequence simplest to complex • Present using verbal or graphical approach | <ul style="list-style-type: none"> • Use the block label “Non-example” in the left margin. • In the block text, use prose, diagrams, pictures, or photos. • State why it is not a member of the concept. |
| Analogy (optional) | <ul style="list-style-type: none"> • Use is optional • Powerful instructional method • Present using verbal or graphical approach • Present analogies that are related to your audience’s background | <ul style="list-style-type: none"> • Use the block label “Analogy” in the left margin. • In the block text, put a sentence (and supporting graphic if applicable) stating the analogy. |

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Summary of Methods for Presenting Concepts, Continued

Practices for Concepts

To make sure learners understand a new concept, have them discriminate between examples and non-examples of the concept. This is the use level of performance on the content-performance matrix.

| | Concepts | Facts | Procedures | Processes | Principles |
|-----------------|---------------------------------------------------------------|-------|------------|-----------|------------|
| Use | Circle or select examples of the new concept not seen before. | | | | |
| Remember | Write or select the definition of the concept as presented. | | | | |

How to Title Concept Maps

Here are some suggested title formats for concept maps.

- What is a ...?
- What are ...?

Examples

Several examples of concept maps appear on the next few pages.

(Concept Map with Practice)**What Is a Valid Signature?**

Introduction Before you can allow access to a safe deposit box (SDB), you must identify the customer as the box holder by verifying that his/her signature on the SDB Entrance Permit Log matches the signature on the file copy of the SDB signature card.

Importance A valid signature

- identifies the customer as owner of the SDB she/he wishes to access *and*
- prevents a situation in which the bank could be held liable for losses incurred as a result of fraudulent access.

Definition A *valid signature* is a current customer signature that matches the existing box holder signature on the original SDB signature card. Signatures must match by the slant, curls, and closure of the letters. The size of the letters may vary with the size of the pen and/or the fatigue of the customer.

Example of a Valid Signature This is an example of valid customer/box holder signature.

| SDB Signature Card on FILE | SDB Entrance Request Log |
|----------------------------|--------------------------|
| <i>Kristen Kurty</i> | <i>Kristen Kurty</i> |
| <i>Joe Williams</i> | <i>Joe Williams</i> |

Example of an Invalid Signature This is an example of an invalid signature.

| SDB Signature Card on FILE | SDB Entrance Request Log |
|----------------------------|--------------------------|
| <i>Kristen Kurty</i> | <i>Kristen Kurty</i> |

This signature is invalid because the slant and curl of the capital letters clearly do not match. The customer should not be allowed to access the SDB.


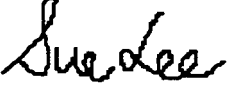




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What Is a Valid Signature, Continued

Practice

For each set of signatures below,

- write Y (yes) or N (no) next to the log signatures that are valid matches to the signature on the signature card, *and*
- explain why it is or is not a match.

| Signature from SDB Entrance Permit Log | Signature from SDB Signature Card | Valid? (Y/N) Explain your choice. |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------|
|  |  | |
|  |  | |
|  |  | |

(Concept Map with Practice)**What Is a Mammal?**

Definition *A mammal is a warm-blooded vertebrate animal. It gives birth to live young and has hair or fur.*

Examples Here are four examples of mammals:

- A human



- A mouse



- A rabbit



- A bear



Non-examples The following are not instances of the concept mammal:

- A bird has feathers and lays eggs.



- A turtle has a shell and lays eggs.

**Practice**

Given the animals shown below, *circle the mammals.*

