



# Building Curriculum Development and Training Skills



# Building Curriculum Development & Training Skills

- Your Name
- Agency
- Date



# Introductions/Icebreaker: Acknowledging Trainers' Expertise

## ■ Front of Card

- First and last name
- State



## ■ Back of Card

- Agency
- # of years of training experience
- Training topics



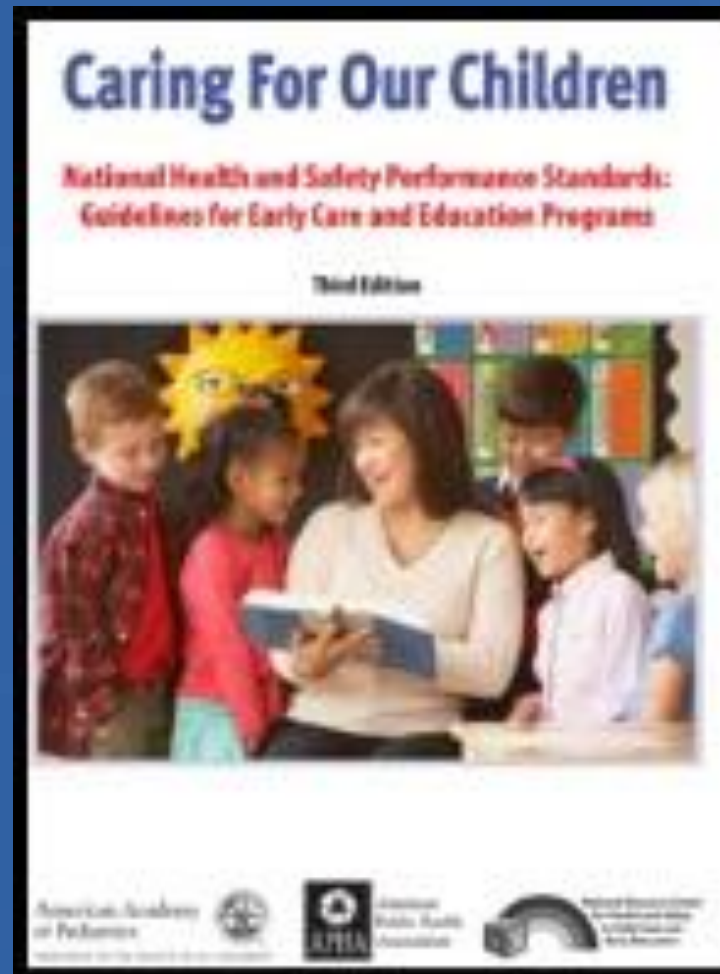
# Training Objectives

- 4 characteristics of effective trainings
- 4 attributes of a positive adult learning experience
- 4 steps in the curriculum development process
- 4 new training techniques
  
- Participant's objectives?



# *CFOC National Standards*

(3rd ed., 2011)





# Activity: Characteristics of an Effective Training



## What You Already Know

- Thinking back to trainings I have attended, what characteristics made these trainings effective?



# Adult Learning Theory

- Foundation for Instructional Systems Development (ISD) process
- Instruction or training needs to focus more on the process and less on the content being taught.



# Positive Adult Learning Experience

## ■ Attributes

- Places learner at center of educational process
- Uses facilitation rather than only lecturing to foster learning participation
- Recognizes learner's different learning styles





# Positive Adult Learning Experience

## ■ Attributes

- Shows respect for and among individuals
- Supports learners as ultimately responsible for their own learning
- Provides a comfortable atmosphere



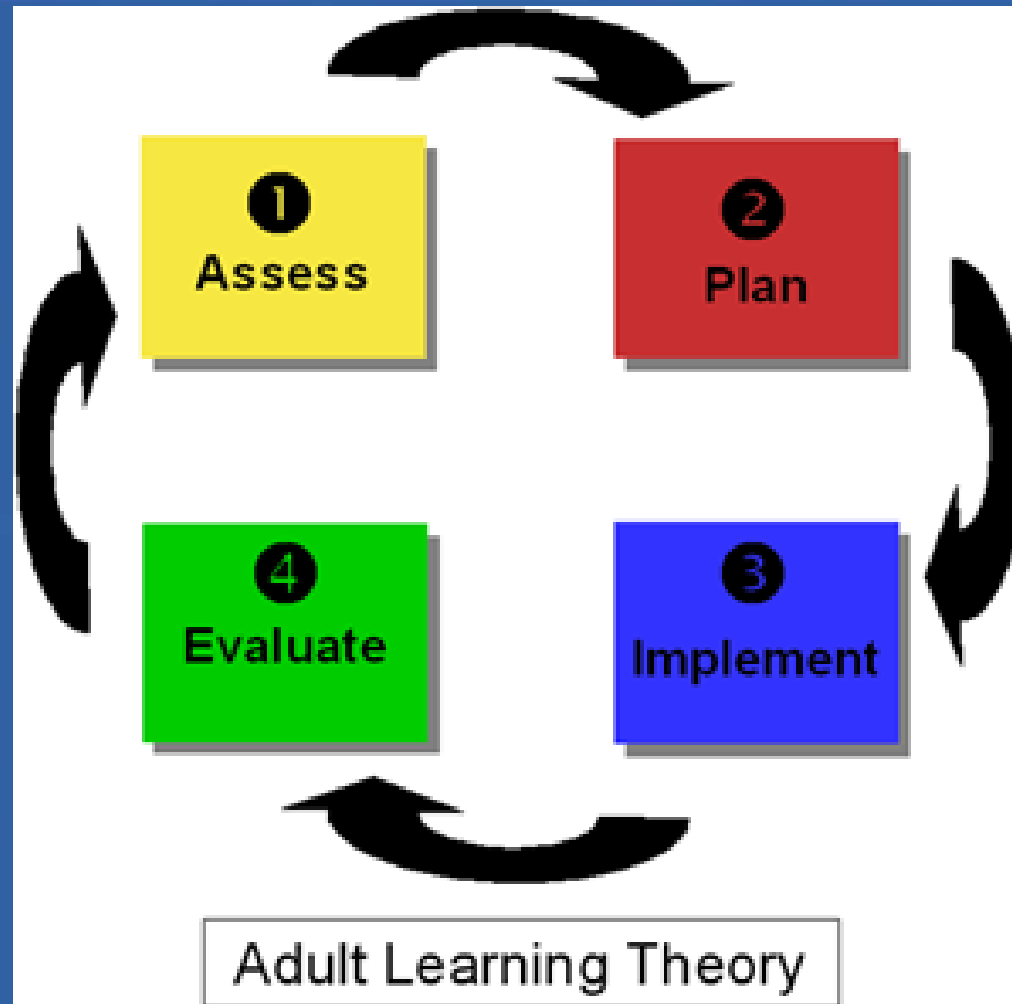
# Positive Adult Learning Experience

## ■ Attributes

- Directly relates what is being learned to experiences and needs
- Offers supportive opportunities to try new behaviors and skills



# Instructional Systems Development (ISD) Process





# Benefits of the ISD Process

**Reduced  
Training Time**



**Increased  
Achievement**





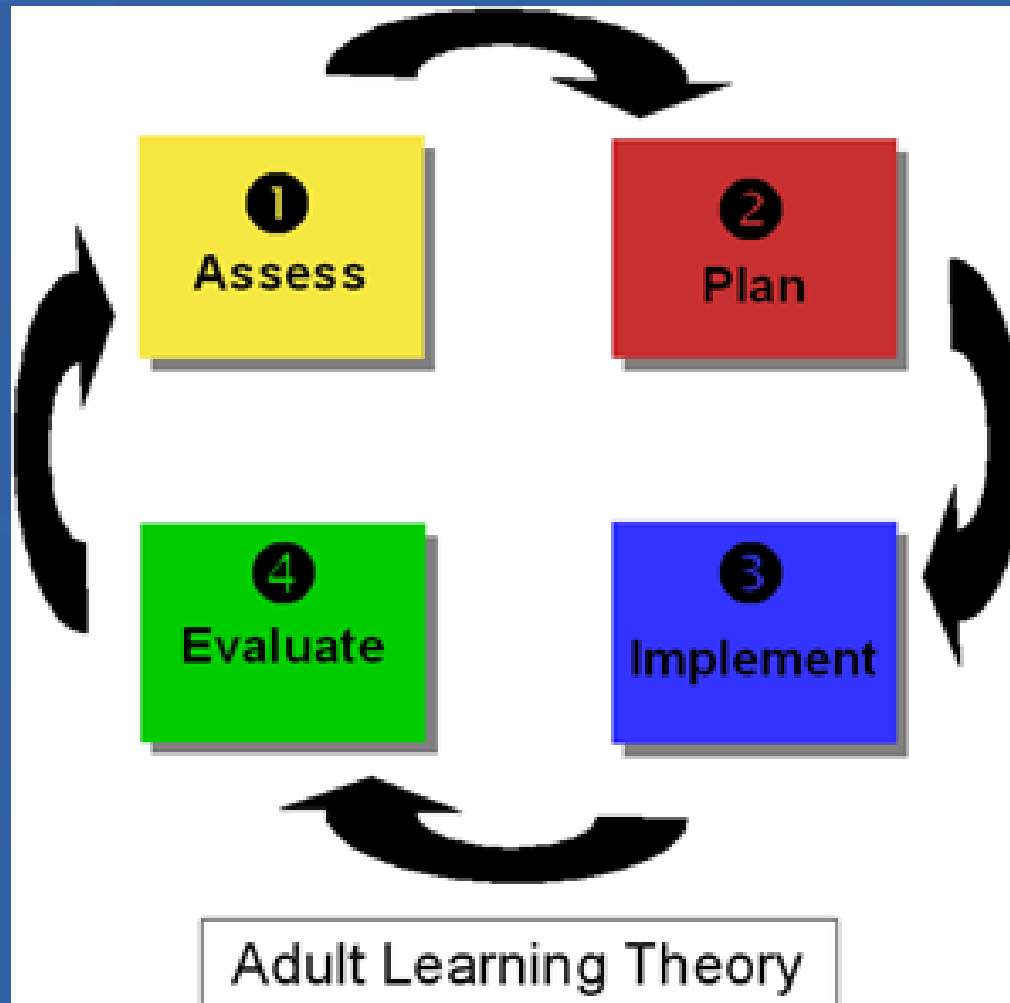
# Rapid Instructional Development (RID) Process

- Strategies for quickly producing instructional packages
- Alternatives, enhancements and modifications to the ISD model

■ **RID Tips:**



# ISD Process





# Conduct Needs Assessment

Ideal or desired state of affairs (What ought to be)

– Actual state of affairs (What is)

= Training need(s)



# Step 1: Assess

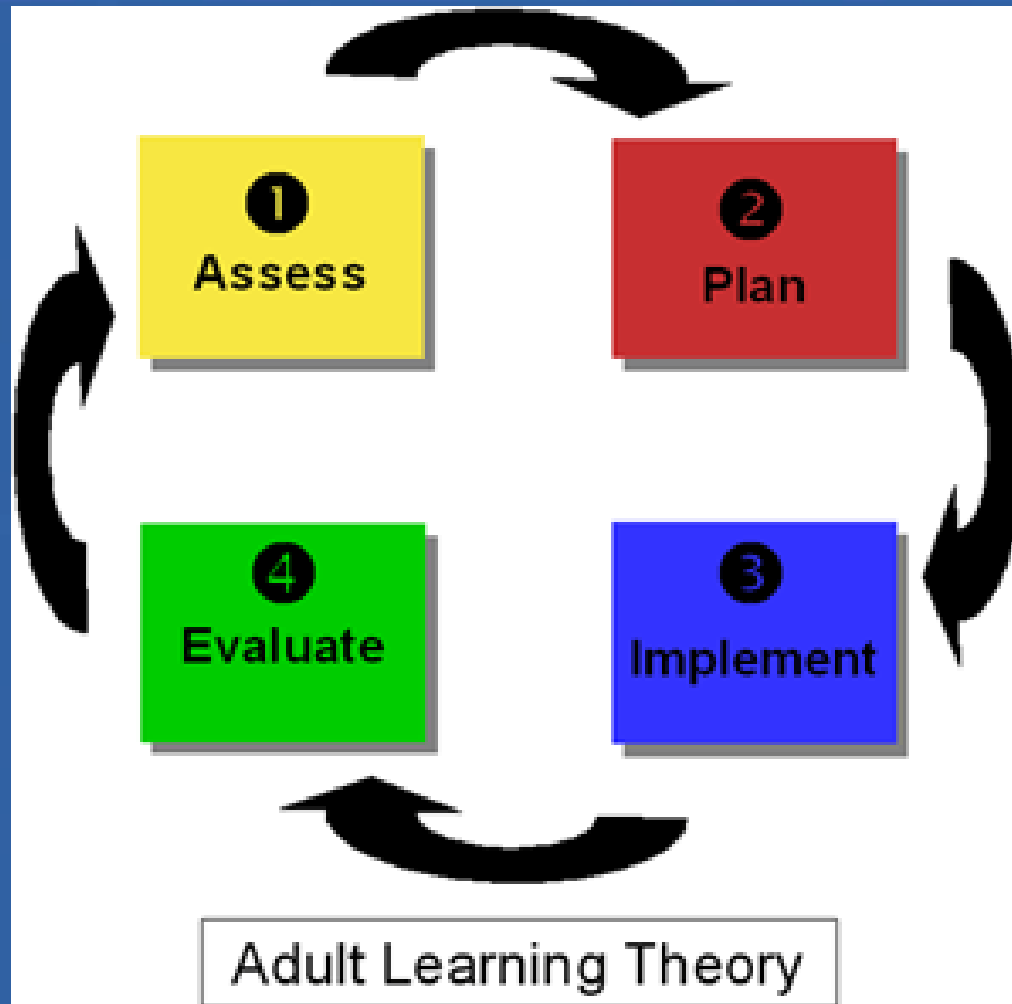
## ■ Tasks:

- Conduct needs assessment
- ● Conduct task analysis





# ISD Process





## Step 2: Plan

### ■ 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



# Write Training Goals

<b>Who?</b>	<b>Does what?</b>	<b>By when?</b>



# Write Training Objectives

<b>Who?</b>	<b>Does what?</b>	<b>Under what circumstances or conditions?</b>	<b>How well (criteria)?</b>	<b>By when?</b>
-------------	-------------------	--	-----------------------------	-----------------



# Write Training Objectives

<b>Who?</b>	<b>Does what?</b>	<b>Under what circumstances or conditions?</b>	<b>How well (criteria)?</b>	<b>By when?</b>
The child care caregiver/ teacher	can accurately measure medication amount	given various medication measuring devices	100% of time	end of training session



## Step 2: Plan

### ■ 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





# Four Levels of Evaluation

- Level 1: Reaction
  - “Smile” sheet
- Level 2: Learning
  - Pre-test/Post-test
- Level 3: Behavior/Transfer
- Level 4: Impact/Results



# Four Levels of Evaluation

- All training programs should include at least a Level 1 & Level 2 evaluation:
  - “Smile” sheet
  - Pre-test/Post-test





## Step 2: Plan

### ■ 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





# Conduct Audience Analysis

- Collect information about target audience:
  - Age
  - Gender
  - Culture/ethnicity
  - Job experience
  - Special needs
  - What else?



# Conduct Audience Analysis

- Barsch's Learning Style Preference Inventory
  - Visual
  - Auditory
  - Tactile
  - Kinesthetic



## Step 2: Plan

### ■ 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



# Determine Training Techniques

## ■ Methods

- Lecture/presentation
- Demonstration
- Discussion
- Group project
- Independent study
- Simulation

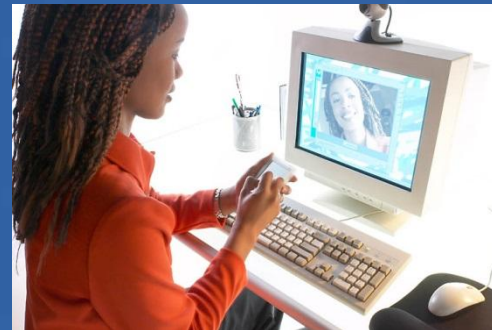
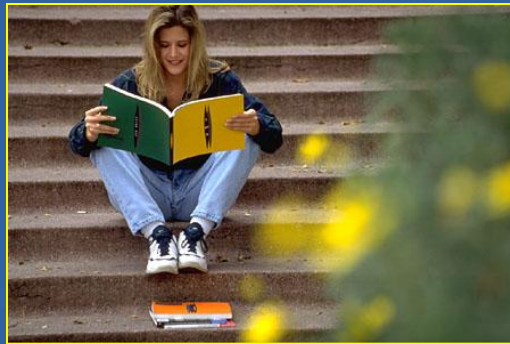




# Determine Training Techniques

## ■ Media

- Print
- Graphics
- Audio
- Video
- Computer-based/  
multimedia





# Determine Training Techniques

## ■ Activities

- Adaptations of common games
- Word puzzles

## ■ Materials

- Handouts, worksheets
- Job aids



## Step 2: Plan

### ■ 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







# Handling Difficult Behaviors

- “Dear Abby”
  - Work in small groups
  - On worksheet, write response to assigned letter





## Step 2: Plan

### ■ 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





# Develop Trainer's Toolkit

- Overview of Training Session
- Trainer's Outline
- PowerPoint Slides/Overheads
- Checklists



# Pike's 90/20/8 'Rule'

Time	Pike's Experience	NTI Application
<b>90 minutes</b>	Average length of time an adult can listen with understanding	A training session should run approximately 90 minutes
<b>20 minutes</b>	Average length of time an adult can listen with retention	The pace of instruction should be changed every 20 minutes
<b>8 minutes</b>	Learners will retain more of the information if interactive techniques are used	Involve participants with the training materials every 8 minutes  Adapted from Pike (2003)



## Step 2: Plan

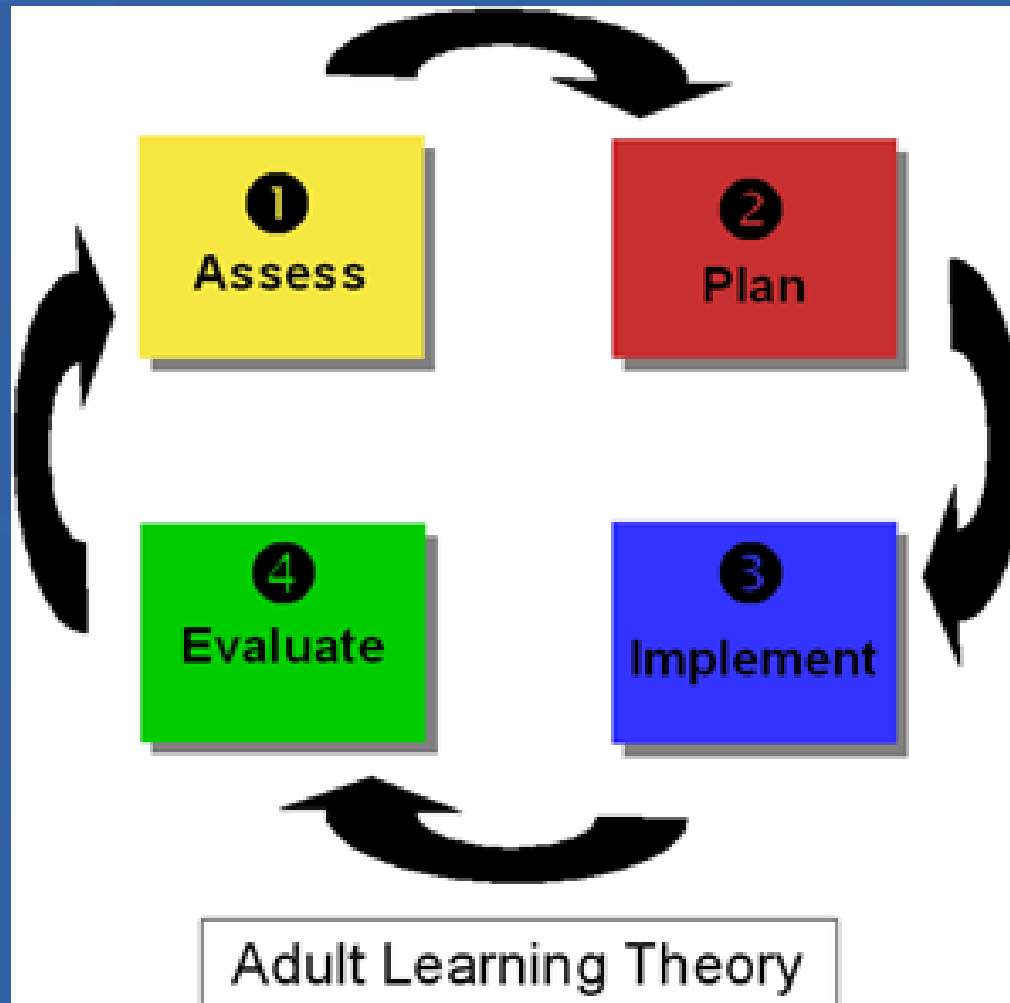
### ■ Tasks:

- 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





# ISD Process





# Step 3: Implement

- Conduct training
- Refer to checklists





## Step 4: Evaluate

- Compile and review evaluation & pre-test/post-test responses
- Determine if training program:
  - Met trainees' needs
  - Addressed stated objectives
  - Should be revised, and if so, how



# Assessment: “One Minute Paper”



- In one minute, write an answer to the question:

What did I learn about curriculum development and training?





# Review: Training Objectives

- 4 characteristics of effective trainings
- 4 attributes of a positive adult learning experience
- 4 steps in the curriculum development process
- 4 new training techniques



# Closing: “Think, Pair, Share”

- What techniques will I try in future trainings?





# Evaluation of Trainer

---

- Take 5 minutes to complete.