Building Curriculum Development and Training Skills
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?
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

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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

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
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

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
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

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
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

<table>
<thead>
<tr>
<th>Who?</th>
<th>Does what?</th>
<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Write Training Objectives

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<tr>
<th>Who?</th>
<th>Does what?</th>
<th>Under what circumstances or conditions?</th>
<th>How well (criteria)?</th>
<th>By when?</th>
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### Write Training Objectives

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<th>By when?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child care caregiver/teacher</td>
<td>can accurately measure medication amount</td>
<td>given various medication measuring devices</td>
<td>100% of time</td>
<td>end of training session</td>
</tr>
</tbody>
</table>
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

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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’

<table>
<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>

Adapted from Pike (2003)

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Step 2: Plan

Tasks:

- Write training goals
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ISD Process

1. Assess
2. Plan
3. Implement
4. Evaluate

Adult Learning Theory
Step 3: Implement

- Conduct training
- Refer to checklists

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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.