Front End Analysis Report

Basics of Training

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Introduction

This report outlines a proposal for the design of an instructional prototype on the topic of training facilitation basics. The loss control department recently experienced employee turnover and is also undergoing some growth. As a result, there are six employees (loss control consultants) that are responsible for coordinating and facilitating training to clients, among other job responsibilities. While these staff members have extensive technical backgrounds in the content they will be training, they have little to no experience in coordinating and/or facilitating learning in a formal setting. Currently, the loss control staff consists of a loss control manager and six consultants. Of the seven staff members, four have been hired in the past twelve months. One component of the loss control consultants' role is the planning, scheduling, and facilitating of classroom training to groups of employees who work for client entities insured by the company. A needs assessment was conducted to determine the content and scope of the instructional design prototype.

Needs Assessment Purpose

The perceived problem: Due to employee turnover and department growth, the loss control team currently has six employees who have a gap in knowledge/skill in planning and facilitating training. Instruction in course facilitation basics is needed to bridge the gap.

Need for initial assessment: The loss control consultant team members have responsibilities that include risk management assessments, safety inspections, safety consultation and training coordination and facilitation. The Director requested that the loss control consultants receive training to improve their skills in delivering safety and risk management training.

To confirm that training is the appropriate intervention for the improvement in the performance of these employees, a needs assessment was completed.

The stakeholders in the project are as follows:
- Department director
- Loss control manager
- Loss control consultant team
- Learners who receive the training delivered by the loss control consultants

Needs Assessment Process

This assessment was conducted by first interviewing the director of the department and two of the target audience group members.

Second, an electronic survey was emailed to the loss control consultant team to gain insight into their personally perceived skill level as it relates to coordinating, planning, and facilitating training to clients of the organizations.

And third, an overview of the entire educational program was conducted, including review of the current inventory of instructor lead course materials.

Needs addressed in Survey
The survey addressed the need for training in coordinating and planning training, facilitating training, and analyzing course evaluations for course improvement. The survey also addressed what training participants were most interested in and the method of instruction delivery.

Data Collection

Interviews
Department Director: An interview was conducted with the director of the department to get background information on the problem and to get specific information as to expectations that have been set for the loss control team. The director was asked about prior training experience of the loss control consultants and about any formal instruction that has been given. Questions were asked about the current training content inventory. Inquiry was made as to if there is currently any objective data to measure the performance of the trainers. A request was made to review a sampling of the training modules currently used for instruction. Also, a request was made to review the post course evaluations.

Loss Control Consultants: Two separate interviews were conducted with members of the target audience. Interviewees were asked about their background and work experience. They were also asked about the current course material and current method of instruction.

Survey
The first part of the survey verifies that the loss control consultants understand that they are expected to coordinate and facilitate learning for clients. This section also addresses the current perceived skill level of the loss control consultants/trainers.

The survey also addresses the felt needs. The department director felt that training was needed to improve the skills of the loss control consultants. There is no objective data to support a performance problem. During the interviews of the targeted audience, both expressed they felt that instruction was needed as well. Therefore, survey questions were included to gain understanding as to what instructional topics the loss control consultants felt were needed.

Due to the lack of experience and prior training in delivering instruction of the audience, the needs assessment survey also addresses some anticipated or potential future needs. Therefore, questions about the skill level of coordination of training as well as skills required post course delivery to be an effective instructor were asked.

Review of Education/Training Program
During the interviews, it became evident that other concerns exist related to the training material and post training delivery activities. Therefore, a brief review of the training content was conducted. Also, a review of post course evaluations to get feedback on instructor performance was attempted.

Needs Assessment Results

Interview Results
Department Director: An interview was conducted with the director of the department. Two loss control consultants joined the team in late 2019. Each of them facilitated three or four courses each. Then in April 2020, travel was suspended due to the pandemic and no in-person courses have taken place since. Due to growth in membership, four additional loss control consultants have recently been hired, none of

which have training or education backgrounds. According to the direction, though they lack formal education in instruction, all loss control consultants contended to have some degree of experience with presenting educational material prior to taking the job. The purpose of the loss control consultants is for them to identify clients with greater frequency and severity in claims, determine what opportunity areas exist and then train or retrain the front-line employees in risk management topics and/or safety topics. The current training content inventory was designed and developed by previous loss control staff members. Previous loss control consultants have received on the job training but have never received formal instruction to address course design, facilitation of training, or guidance in how to use course evaluation feedback to make improvements to the training. When asked if there is an objective way to measure success of the training -- at this time, there is no measure in place. Currently there is no course evaluation or request for feedback form used in training sessions. A request was made to review a sampling of the training modules currently used for instruction. Also, a request was made to review the post course evaluations.

Loss Control Consultants: Two separate interviews were conducted with members of the target audience. Both interviewees have extensive technical knowledge in their backgrounds in risk management. One consultant came from a law enforcement background, specializing in liability reduction in law enforcement and the other came from many years working in workplace safety. Interviews with these individuals indicate that course material is not always up to date, and they have to make revisions to the content occasionally. The training sessions are described as lectured presentations with very little participant interaction. Attendance nor completion records are recorded or tracked. When asked about checking for learner understanding – neither consultant seems knowledgeable about this topic. When asked about course evaluations – neither consultant uses them nor seems to be able to generate a response when asked if they know the importance of having a course evaluation. Both consultants believe they have the skills needed to facilitate training, but both seem to think additional training may be beneficial.

Survey Results
These results are divided into three sections. This first section addresses the perceived skill levels of the loss control consultants as it relates to course facilitation.

- When asked, "Are you expected to coordinate and facilitate training in your current role?" 100% of the respondents reported "Yes." This confirms that all respondents understand what is expected of them.
- When asked, "Which best describes your current level of formal training/education related to your training facilitation skills?" 67% of the respondents reported "I've never received any formal education" or "I've never received any formal education, but I've received informal learning through self-development such as books and/or videos." This supports the need for structured instruction on this topic.
- When asked, "Which of the following best describes your skill level in facilitation of a training session?" 84% of the respondents reported "No experience" or "Beginner."

Analysis – the survey responses confirm that loss control consultants know what is expected of them. The majority of the target audience reports they've never received formal instruction on the topic of training facilitation. Though confirmation of the survey, a majority of the target audience either have no experience or are at a beginner level in facilitating training.

The second section addresses the felt needs of instructional design.

- When asked, "Which best describes your feeling about receiving training on improving your training skills?" 50% of the respondents reported "Extremely interested" and 50% of the respondents reported "Very interested."
- When asked to, "Review the list of possible training topics below. Place a check next to each topic about which you'd like to learn." 83% of the respondents checked "Coordinating and planning for training facilitation." 100% of the respondents checked "Facilitation techniques for effective training." 67% of the respondents checked "Evaluation analysis for course improvement."
- When asked, "How should training on being an effective trainer be delivered?" 67% of the respondents reported they preferred "Interactive virtual learning."

Analysis – the survey responses confirm the need of instructional design as felt by the director. And also confirms that the targeted audience is interested in receiving instruction and the majority feels they need instruction in all three answers included in the survey. Also, the majority of the respondents prefer virtual learning as the method of instruction.

This section of the survey addresses anticipated or future needs.

- When asked, "Which of the following best describes your skill level with coordinating and planning a training session?" 83% of the respondents reported "Beginner."
- When asked, "Which of the following best describes your skill level with analysis of course evaluations for course improvement?" 84% of the respondents reported "No experience" or "Beginner."

Analysis – the survey responses confirm that additional instruction will be needed in the future in the areas of coordination and planning courses and instruction in analysis of course evaluations for course improvement.

Table 1.1 – Needs Assessment Survey

Section 1			
Are you expected to coordinate and facilitate training in your current role?	Yes	6	100%
	No	0	0%
Which best describes your current level of formal training/education related to your training facilitation skills?	I've never received any formal education	3	50%
	I've attended basic training course related to this topic	2	33%
	I've attended college course related to this topic	0	0%
	I've never received any formal education, but I've received informal learning through self-learning	1	17%
Which of the following best describes your skill level with facilitation of a training session?	No experience	1	17%
	Beginner	4	67%
	Competent	1	17%
	Proficient	0	0%
	Expert	0	0%

Section 2			
Which best describes your feeling about receiving training on improving your training skills?	Extremely interested	3	50%
	Very interested	3	50%
	Somewhat interested	0	0%
	Not so interested	0	0%
	Not at all interested	0	0%
Review the list of possible training topics below. Place a check next to each topic about which you'd like to learn. Check as many as you like.	Coordinating and planning for training facilitation	5	83%
	Facilitation techniques for effective training	6	100%
	Evaluation analysis for course improvement	4	67%
	Other	0	0%
How should training on being an effective trainer be delivered?	Group workshop	2	33%
	Printed guide or workbook	0	0%
	Interactive virtual learning (PowerPoint)	4	67%
	One on one hands on training	0	0%
	Other	0	0%
Section 3			
Which of the following best describes your skill level in coordinating and planning a training session?	No experience	0	0%
	Beginner	5	83%
	Competent	1	17%
	Proficient	0	0%
	Expert	0	0%
	Other	0	0%
Which of the following best describes your skill level with analysis of course evaluations for course improvement?	No experience	1	17%
	Beginner	4	67%
	Competent	1	17%
	Proficient	0	0%
	Expert	0	0%

Review of Education/Training Program Results

The current inventory of training modules was reviewed. There are twenty-six modules in the library. Twenty-five sessions cover a variety of topics related to risk management, building a safety culture or practical instruction on concepts around reducing liability exposure. There is also material on safety topics, such as how to use a fire extinguisher and how to use a ladder safely. The courses range from two hours in length to eight hours in length. All the instruction is designed in PowerPoint and is in lecture format. The instruction lacked objectives or goals. Most of the modules had no component for

learner involvement or activity. Some of the four-hour courses consisted of 150+ slides. Very few modules had instructor's notes.

There is one course that meets an acceptable standard. The instruction was purchased from the National Safety Council on Defensive Driving. This is an 8-hour course with an instructor's manual and clear direction for the instructor. This instruction includes group learning activities. A course evaluation is encouraged when this training is delivered.

Typically, post course evaluations are not distributed. Since the department has never used them, a sample of a post course evaluation is not available.

Needs Assessment Recommendations and Actions

The needs assessment confirms that the design of an instructional prototype is needed. This instruction should include learning to improve skills to be an effective trainer. While there is no objective data or metrics to support this, it is confirmed through the survey questions answered by the target audience and interview of the department director. The interviews, as well as the review of the learning content revealed that historically, all learning has been delivered through a teacher-centered approach. It is evident that the loss control consultants/trainers need instruction on the basics of training as a foundational learning experience. A recommendation is made to make this a starting point and develop the target audience over the next twelve months with additional learning. The majority of the target audience prefer virtual interactive eLearning; therefore, designed instruction in an eLearning format is the appropriate intervention to address this problem.

During the needs assessment, additional issues were identified and will require additional exploration and intervention in the future. They are as follows:

- Additional instruction is needed in the coordination and planning of training.
- Additional instruction is needed in using post course evaluations for course improvement.
- Revisions in the current inventory. (Additional needs assessments may be needed for each course and will need to be addressed in the future.)
  - Include three to five learning objectives
  - Incorporate learning activities to make learning more engaging
  - Include segment at end to check for understanding
- Implement a course evaluation to get feedback from the learner to implement continuous improvement.

Recommendations for Improvement
The instructional design for the prototype should include:

- Instruction in the basics of course facilitation. The content of the module should focus teaching methods, learner styles and how to motivate learning in a classroom setting.

Appendix

The needs assessment survey can be accessed by this link: [Instructional Design Needs Assessment Survey](#)

Analysis Report - Goal Analysis

Based on the needs analysis, the aim is to teach loss control consultants about the basics in teaching method or strategy that will help them become engaging and effective course facilitators.

Initial Goals
- Demonstrate ability to identify quality learning objectives
- Understand different learning styles
- Understand the importance of classroom set up
- Understand the importance of class preparation
- Understand the difference in teacher centered approach and learner centered approach
- Know strategies to engage learners
- Learn the basics of effective slides
- Know the difference in visual, audio and kinesthetic learners
- Understand the importance of knowledge checks
- Recognize various evaluation measurements
- Understand why making a connection with the learning is important
- Understand why training is not about you (the instructor)
- Define the role of the instructor
- Understand the goals of in person instruction
- Know how to motivate learners in the classroom

Refinement of Goals
- Demonstrate ability to identify quality learning objectives
- Understand the goals of in person instruction
- Know how to motivate learners in the classroom
- Recognize various evaluation measurements
- Understand different learning styles
- Understand the difference in teacher centered and learner centered approaches

Ranking of Goals

1. Demonstrate ability to identify quality learning objectives
2. Understand the different in teacher centered and learner centered approaches
3. Understand different learning styles
4. Know how to motivate learners in a classroom through instruction
5. Understand goals of in person instruction
6. Recognize various evaluation measurements

Second Refinement of Goals
   Goals 2 and 4 are eliminated to narrow the scope of the course

Final Ranking
1. Demonstrate ability to identify quality learning objectives
2. Give examples how to motivate learners through instruction
3. Recognize various evaluation measurements

Analysis Report – Learner Analysis

General Characteristics
The audience for this instructional module will be both male and female, who are employed full time as loss control consultants who lead instruction for individuals with local governments. The tenure of these employees ranges from three to twenty-three months. None of the loss control consultants have ever received formal training on course facilitation or teaching strategies.

Entry characteristics and prior knowledge
The learners are subject matter experts on the topics they teach; however, they have little knowledge about the practice of teaching or facilitating training. The learners are motivated to learn about effective training/course facilitation.

Analysis Report – Contextual Analysis

Orienting Context
All the learners who will participate in the instructional module are well versed in their areas of technical expertise. However, none of the learners have received formal learning on teaching method or strategy or have a basic understanding of classroom management. The results of the needs assessment indicates that the learners lack even basic knowledge needed as course facilitators.

Instructional Context
The instructional module will be available to learners to access on their work computer or will be able to access on their personal computer. The self-paced course will take 15-20 minutes. The learner should allow about an additional 15 minutes for the post test.

Transfer context
This module will be intended for the six loss control consultants as well as future newly hired employees on the loss control team. Since the instruction will be specific to teaching method, in a general sense – this course will easily transfer to other department withing the company, if there is a need.

Goals
The goals for the instructional design are:
1. Demonstrate ability to identify learning goals and quality learning objectives
2. Give examples how to motivate learners through instruction
3. Understand the importance of training course evaluation to measure the success of the instruction

Lesson 1 – Learning Goals and Learning Objectives

A. Learning Goals
   a. broad ideas of what you want the student to learn
   b. They are achievable and realistic
   c. Goals are not measurable
   d. Goals are typically established with the content design
B. Learning Objectives
   a. A concise statement about what the trainee will be able to do when they complete the training session
   b. Learning objectives are used to create the assessment questions to ensure learning objectives have been met.
   c. Learning objectives are specific and measurable.
   d. Learning objectives help focus the teaching
   e. The number of objectives depends on the complexity of the content and the time allotted for the training
         i. No more than 2-3 objectives per hour of instruction as a general guide
   a. Used in areas of knowledge, skills and attitudes
   b. Write measurable learning objectives that are brief, clear and specific
            1. Identify the skill or behavior to be performed or level of knowledge needed to achieve the objective
               a. Use an action **verb**
                  1. Use verbs that are measurable in terms of time, space, amount and/or frequency
                  2. Examples of verbs to include in learning objectives: explain, outline, list, describe, compare, evaluate, demonstrate, identify, name, define, list
                     a. Reference sheet (Fig. 1)
                  3. Don't use: "to know" or "to understand" or "to Comprehend".
                     a. Too vague and not measurable.
            2. Determine the condition under which the student will perform the skill or demonstrate the knowledge

        a.   What **condition** is given:
- i.   After attending this course
- ii.   By reviewing reference material
- iii.   By looking at a standard

3. Determine the **criteria** used to measure the performance
   a. How many?
   b. How much
   c. How often

c. After writing objective – use this checklist for self-evaluation

4. Have you used an action verb that focuses on the intended level of performance?
5. Is the learning objective measurable?
6. As you plan your teaching strategy, ensure the learning objectives will be met.

Lesson 2 – ARCS - Motivating Learners Through Instruction

A. Prepare by planning your teaching strategy – how will you motivate your learner and engage them so that they learn something meaningful and are able to show that they met the learning goals/objectives.

   a. Our audience seeks training because they either require new knowledge, or because we need to change a behavior, (maybe because they are causing more claims) or attitude toward a topic. Bottom line, we are attempting to bring about change in people's motivation.
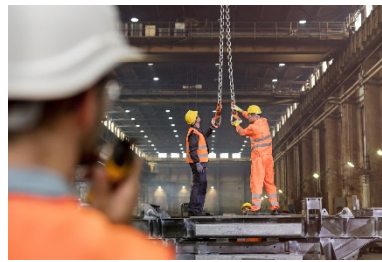
B. This lesson will focus on motivating learning by using the ARCS teaching strategy – developed by John Keller and focuses on motivation

   a. **Attention**: gain the attention of the learner to stimulate and sustain the learner's engagement

      i. **How can I make this learning experience stimulating and interesting**?

1. Use element of surprise
   a. Example: if training defensive driving – show a video of a vehicle crash
2. Ask a question

3. Example - raise your hand if you've ever been in a vehicle crash?
4. Asking the learner a question – encourages the learner to actively think and the learner can feel more involved.
5. Create curiosity

   a. Example: Ask: How many people do you think lose their life a day in SC because of auto accidents?

   b. Wait until later in the session to answer the question and periodically refer back to this question to sustain the curiosity.

6. Maintain attention
   a. Use variation in format
      i. Variety in content – make it interesting (slides)

      ii. Use visuals – flip charts,

      iii.   Include variation in tone during lectures

      iv.   Use activities, questions, exercises and group work

b.   **Relevance**: Meet the personal needs/goals of the learner to affect a positive attitude establish the relevance of the content being taught; help the learner see the relevance in their everyday work. Show the usefulness of the content so that the trainee can bridge the gap between the instruction and the real world.

      i.   **In what ways will this learning experience be valuable for the trainees**?

          1.   When teaching a topic, ask questions of the learner that helps them think about the concept by placing themselves in the situation.

a. Example: when you are teaching defensive driving, why is safe driving important for your learners? What impact does having an accident have on the learner?
   i. Helping the learner see the relevance encourages the learner to make the connection.

2. Learning goals are matched to the motives of the students
   a. Align instruction with learner motives by providing activities, and personal achievement activities.
3. Relate the learning to the personal experiences of the learner
   a. The training content should provide concrete examples and references related to the learners work and background.
      i. Example: When teaching defensive driving – asking the learner to review a list of driving techniques and think about their own driving skills will help them relate their experience to what is being taught.

c. **Confidence**: how can you help the learner succeed? Help the trainee believe/feel that they will succeed and control their success.
   i. **How can I via instruction help the students succeed and allow them to control their success**?
      1. Complexity level – must be appropriate for the trainee; not too difficult and not too basic, so that the learner gains self-assurance.
         a. Organize content so that it is clear and easy to follow
         b. Tell the learner what they can expect to learn in the class
      2. Learning goals and criteria are outlined so students know what to expect and what effort they have to put into the learning
      3. Learner control – the trainee should believe that their success is a direct result of the amount of effort they put forth.
      4. Offer valuable feedback to enhance the learners' beliefs in their own competence
         a. Provide feedback to learners to confirm acceptable responses given
         b. During group discussions when an employee shares an answer that supports the point being made, acknowledge their answer and show appreciation for their contribution

5. Offer praise for hard work – verbal persuasion that the learner's success is based on their efforts and abilities.
6. Help the learner take ownership pf their own learning.

d. **Satisfaction**: the learner needs to be satisfied with the outcome. This can be done by reinforcing accomplishment with rewards.
   i. **What can I do to help the trainees feel good about their experience and desire to continue learning**?
      a. Learning should be fun and enjoyable
      b. Provide feedback that reinforces positive feelings for personal effort and accomplishment.

2. Constructive feedback and positive comments engage learners.
    a. Use verbal praise, rewards and incentives.

    b. Allow learners to show and tell.
3. Clear standards and criteria are consistently enforced so that a perception of fair treatment is built among learners.
    a. Include all learners – let volunteers speak, but also politely be inclusive of all learners without embarrassing and singling any individual
    b. Make performance requirements consistent with stated expectations and use consistency when measuring all standards for learners accomplishments.

Lesson 3 – The Evaluation Process

A. Gauge effectiveness of the instruction – helps determine if the goals of instruction are being met
    a. Training course Assessment/Evaluation - Measuring the degree to which the major outcomes are attained by the end of the course.
    b. Assessment is needed for each learning objective (how can you determine if the student learned what you set out to teach them?)
        i. Methods/Types of evaluation
            1. Knowledge tests
                a. Objective tests – knowledge test
                    i. Simple to create for clear cut topics
                        1. True/false, multiple choice

          b.   Constructed-response tests
              i.   Require the learner to generate or "construct" responses to questions
                  1.   Completion, short/long essay, fill in the blank

2. Skills and behavior observance
    a.   Direct testing on performance skill
         i.   Example: observing the skill
    b.   Analysis of naturally occurring events through application and transfer of knowledge
         i.   After the training session was an improvement in performance or change in behavior noticed?
             1.   Number of accidents or injuries after training
             2.   May be best for line manager to determine this

3. Attitude Surveys
    a.   Participant reaction - what was the learner's experience?
         i.   Rating of instructor preparedness, lesson difficulty, clarity, organization, strengths/weaknesses of instructor

B. The importance of the evaluation
    a.   Helps determine if the goals of instruction are being met
    b.   Feedback on the instructor's performance
        1.   Help instructor know what they are doing well
        2.   Helps determine opportunity areas
        3.   Feedback on the design of instructional content
        4.   Determine if the instruction is meeting the learning objectives
    c.   To find out if the training is providing a return on investment by improving employee performance, efficiency gains or an improvement in business results

Fig. 1

Action verbs to use when creating learning objectives.

Knowledge

analyze	arrange	calculate	circle	cite
classify	compare	contrast	compare	define
describe	diagram	differentiate	group	identify
interpret	itemize	label	list	match
name	outline	plan	record	revise
select	solve	state	tabulate	give examples
evaluate	recognize			

Skills

adjust	assemble	chart	collect	use
draw	employ	establish	illustrate	imitate
interact	locate	maintain	measure	modify
operate	organize	rearrange	return	set up
practice	manipulate	master	perform	demonstrate

Attitudes

accept	adopt	advocate	approve	assess
challenge	characterize	choose	defend	empathize
evaluate	formulate	judge	justify	manage
model	persuade	recommend	resolve	select
specify	value	re-assure		

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Learning Goals

Goal #1: Understand that goals and objectives help guide instruction during training

Goal #2: Improve the learner's performance to conduct in person training by using the ARCS ID model

Goal #3: Understand the importance of training course evaluation to measure the success of the instruction

Learning Objectives and Assessment Items

Learning Objective		Classification	Assessment Item
G O A L 1	1.1 After a lesson on learning goals and objectives, the learner will be able to match learning goals and learning objectives with their definitions.	Fact/Recall	Match each term with the correct statement: A. Learning Goal B. Learning Objective(s) _____ These are specific and measurable. _____ A statement that spells out the skills and knowledge you want the trainee to acquire during and after completing in person instruction. _____ A concise statement about what the trainee will be able to do when they complete the training session. _____ These are broad, achievable, and realistic, but not measurable. _____Knowledge questions or activities to test the trainee's learning are based on these. Key: B, A, B, A, B

	1.2 Given a list of items, the learner will be able to distinguish each item as a learning goal or learning objective.	Concept/ Application	Distinguish each item as a learning goal or learning objective:
			1- Learn how to reduce the number of auto accidents due to the negligent acts of municipal employees.
			    o *Learning Goal*
			    o *Learning Objective*
			2- After the lesson on Loss Reporting, the learner will know how to identify the top two specific causes of auto accidents of municipal vehicles.
			    o *Learning Goal*
			    o *Learning Objective*

		3- At the end of the group activity, the learner will be able to evaluate the analysis of auto loss causes to determine an action plan to reduce auto accidents in the municipality.
		    o *Learning Goal*
		    o *Learning Objective*
		4- Increase awareness of the importance of maintaining a safety program
		    o *Learning Goal*
		    o *Learning Objective*
		5- By the end of the training session, participants will be able to identify three routine practices that will promote the maintenance of a safety program: Annual property inspections, monthly safety meetings, and annual motor vehicle record checks.
		    o *Learning Goal*
		    o *Learning Objective*
		Key: LG, LO, LO, LG, LO		

	1.3	At the end of the lesson, the learner will be able to explain two reasons why establishing learning goals and objectives make training instruction more impactful	Concept/ Recall	Establishing learning goals and objectives make training more impactful for learners because: A. They offer a means to design appropriate instruction that facilitates effective training, and they give direction to the instruction. B. They provide the framework for the creation of assessment tools to evaluate the trainee's learning. C. Both A and B Key: C. Both A and B
G O A L 2	2.1	After a lesson on the ARCS model for learner motivation, the learner will be able to identify the four components of the ARCS model.	Fact/Recall	Match the following elements of the ARCS model to the correct statement: A. A - Attention 1_____ Help the trainee believe/feel that they will succeed and control their success. B. R - Relevance 2_____ Capture and sustain the interest of the trainee; stimulate the curiosity to learn. C. C - Confidence 3_____ Show the usefulness of the content so that the trainee can bridge the gap between the instruction and the real world. D. S - Satisfaction 4_____ Reinforce accomplishment with rewards. Key: 1.C, 2.A, 3.B, 4.D

2.2	Given a list of strategies, the learner will be able to accurately identity four that gain the attention of a trainee	Concept/ Application	For each instructional strategy item, determine if the strategy is to gain the *attention* of the audience, show *relevance* of the content, encourage *confidence* or promote learner *satisfaction* by placing the corresponding letter (A, B, C, or D) beside each item.
2.3	Given a list of strategies, the learner will be able to accurately identify three that provide relevance of the content to the trainee	Concept/ Application	1_____ Present worth of training material – show the trainee how the content will help them in the short term A. Attention B. Relevance C. Confidence D. Satisfaction
2.4	Given a list of strategies, the learner will be able to accurately identify two that pertain to the confidence level for the trainee	Concept/ Application	2_____Active participation – adopt strategies such as games, role-play or other hand-on methods to get learners involved with the material or subject matter 3_____ Variability – Use a variety of methods in presential material to account for individual differences in learning styles, including use of visual flip charts, group discussions, group activities. 4_____ Complexity level – must be appropriate for the trainee; not too difficult and not too basic, so that the learner gains self-assurance. 5_____ Reward - learning must feel meaningful and rewarding to the trainee. 6_____Humor – maintain interest by using small amount of humor 7_____Future usefulness – help the trainee understand how the content will help them in the future
2.5	Given a list of strategies, the learner will be able to accurately identify one that pertains to the satisfaction for the trainee	Concept/ Application	8_____ Learner control – the trainee should believe that their success is a direct result of the amount of effort they put forth. 9_____Inquiry – pose questions or problems for the learners to solve individually or in groups 10_____ Prior Experience – allow the trainee to learn by building on prior knowledge and skills Key: 1.B, 2.A, 3.D, 4.C, 5.D, 6.A, 7.B, 8.C, 9.A, 10.B
2.6	Given a list of instructional examples, the learner will identify each specific example as attention, relevance, confidence, or satisfaction.	Concept/ Application	Given the following examples, classify each instructional strategy as: **A** – Gaining the **attention** of the learner **R** – Showing the **relevance** of the content **C** – Addressing the learner's **confidence** level **S** – Ensuring **satisfaction** for the learner 1____ Tell a personal story to capture the interest of the learner. 2____ Use small amounts of humor to keep the learner engaged.

				3____ Incorporate a group activity so that learners can share their personal experience. 4____ Explain to the learner how the content being presented with help them in their work. 5____Give learners a sense of continuity by allowing them to establish connections between new information and what they already know. 6____Give learners the opportunity to be successful by providing multiple and varied experiences 7____ Give learners personal control so they can feel that their success does not totally depend on external factors 8____ Encourage intrinsic enjoyment of learning so that the learner has fun 9____ Give learners positive feedback, reward and reinforcements Key: 1.A, 2.A, 3.A, 4.R, 5.R, 6.C, 7.C, 8.S, 9.S
G O A L 3	3.1	After the lesson, the learner will recognize that assessment questions and/or activities must align with the learning objectives	Fact/Recall	When creating questions that test a trainee's understanding of training content, each assessment question should align with a learning objective. A. True B. False Key: A. True
	3.1	At the end of the lesson, the learner will be able to correctly identify three methods of assessment/evaluation.	Fact/Recall	Identify the three types of evaluation tools used to determine effectiveness of in person training by choosing the answer with the correct explanations: A. 1-Knowledge tests are used to measure understanding of learning objectives; 2-Observation of skills/behaviors after training to see what skills/behaviors changed after learning/training; and 3-Surveys to assess attitudes of participants of the training class to get feedback on potential areas of opportunity. B. 1-Knowledge tests to measure understanding of knowledge obtained prior to instruction; 2-Observation of skills/behaviors during the training class; and 3-Participant surveys to assess the knowledge of the learner. C. 1-True/false questions to see if the learner listened during the training.

				2-Observation of skills during the training class; and 3-Participant surveys to assess their prior knowledge before receiving the instruction. Key: A
	3.2	At the end of the lesson, the learner will be able to explain two reasons why assessing the trainee's knowledge after conducting in person instruction/training is necessary.	Fact/Recall	Explain why assessing the trainee's knowledge after conducting in person instruction is necessary by selecting the appropriate statement(s): A. Assessment tools measures the level of achievement of goals and objectives being met. B. Assessment tools provide feedback that help the instructor know what they are doing well and where improvement opportunities exist. C. Both A and B. Key: C Which of the following is not a reason why assessing the learner knowledge is important after facilitating learning instruction? A. Assessment tools provide feedback that may help improve the instruction for future courses. B. Assessment tools help can help the instructor know what is working well with the instruction. C. Assessment tools are important because the instructor can learn about topics the trainee needs to learn more about. D. Assessment tools measures the level of achievement of goals and objectives being met. Key: C

Instructional Strategy Plan

Sequencing Strategy

Overall, the instructional designer will use Posner and Strike's world-related sequencing scheme to design the content for *The Basics of Training.* Morrison, Ross, Kalman, and Kemp (2013) explain that if the sequencing of the content is based on spatial, temporal, or physical relationships, then the appropriate sequencing would be world-related scheme. The instructional content in The Basics of Training will focus on three main areas:

Learning goals/objective → An instruction model → Course assessment/evaluation

Morrison et al. (2013) explain that "temporal sequences use a timeline to sequence the content" (p. 126). The events involved in the learning -- establishing learning goals/objectives, instructing content, and assessment and evaluation of the course occur in a timed order; therefore, a temporal sequence is the logical solution in designing the instruction (2013). The instructional designer will place the content in order of what comes first, second and third, as expected in a real-world setting.

Within the instruction, specifically within the objectives, the instructional designer will sequence the content by sophistication since some of the concepts begin on a continuum of simple and progresses to more complex (2013). For example, in lesson two, the instructional designer will begin with stating the components of the ARCS model and then design instruction for the learner to be able to connect classroom strategies with each component.

Pre-instructional Strategy

The pre-instructional strategy will have two parts: a verbal overview along with a graphic organizer. As Morrison, et al. mentions in the text, the overview is an introduction the learning. The authors outline four general approaches in designing the overview; and the instructional designer will use an approach of this module will describe how the instruction will help the learner in their everyday work (Morrison et al., 2013). Also, the learner will be given the opportunity to view the objectives. The objectives will be communicated outlining the behavior the student needs to master and will be shortened so that they are easier to understand (2013).

Instructional Sequence and Strategy

Goal #1: Understand the difference in learning goals and learning objectives and how they help guide instruction during training

 - ➢ Objective 1.1 - After a lesson on learning goals and objectives, the learner will be able to match learning goals and learning objectives with their definitions.

Initial Presentation: RULEG. The definitions of learning goals and learning objectives will be stated and examples of each will be provided.

Generative Strategy: The student will be asked to recall the information.

Learner Practice: The student will be asked to match the words goal and objective with the correct definition.

A broad statement that spells out the skills and knowledge you want the trainee to acquire during and in person instruction that is achievable, and realistic, but not measurable is

A. Learning objective
B. Learning goal
Key: B

A specific statement about what the trainee will be able to do when they complete the training session that is measurable.
A. Learning objective
B. Learning goal
Key: A

 - ➢ Objective 1.2 - Given a list of items, the learner will be able to distinguish each item as a learning goal or learning objective.

Initial Presentation: RULEG. The definitions of learning goals and learning objectives will be stated and examples of each will be provided.

Generative Strategy: The student will be asked to recall the information.

Learner Practice: The student will be asked to match the words goal and objective with the correct definition.

True/false - the following statement is a learning objective:

Increase awareness of the importance of maintaining a safety program

Key: False

 - ➢ Objective 1.3 - At the end of the lesson, the learner will be able to explain two reasons why establishing learning goals and objectives make training instruction more impactful

Initial Presentation: RULEG. An explanation why goals and objectives are needed to be effective as a trainer will be presented.

Generative Strategy: The student will be asked to recall why creating learning goals and objectives prior to beginning instruction is necessary.

Learner Practice: The student will be given a true/false question related to the objective.

True/false: establishing learning goals and objectives make training more impactful for learners because they offer a means to create appropriate instruction that promotes effective training, they give direction to the instruction, and they provide framework for the creation of assessment tools to evaluate the trainee's learning.

Key: True

Goal #2: Improve the learner's performance to conduct in person training by using the ARCS instructional model

➢ Objective 2.1 - After a lesson on the ARCS model for learner motivation, the learner will be able to identify the four components of the ARCS model.

Initial Presentation: RULEG. An explanation introducing the ARCS instructional model will be given

Generative Strategy: The student will be asked to recall the four components of the ARCS model.

Learner Practice: The student will be given a matching exercise to show understanding.

A stands for
        A. awareness
        B. attention
Key: A
R stands for
        A. routine
        B. relevance
Key: B
C stands for
        A. confidence
        B. courage
Key: A
S stands for
        A. swift
        B. satisfaction
Key: B

➢ Objective 2.2 - Given a list of strategies, the learner will be able to accurately identity four that gain the attention of a trainee.

- ➢ Objective 2.3 - Given a list of strategies, the learner will be able to accurately identify three that provide relevance of the content to the trainee
- ➢ Objective 2.4 - Given a list of strategies, the learner will be able to accurately identify two that pertain to the confidence level for the trainee
- ➢ Objective 2.5 - Given a list of strategies, the learner will be able to accurately identify one that pertains to the satisfaction for the trainee
- ➢ Objective 2.6 - Given a list of instructional examples, the learner will identify each specific example as attention, relevance, confidence, or satisfaction.

Initial Presentation: RULEG. Objectives 2.2, 2.3, 2.4, 2.5, and 2.6 will be covered in this section. An explanation introducing the ARCS instructional model along with examples of each component will be provided, focusing on the learner drawing the connecting between each letter and the component it represents. Examples of each component will be provided to the student.

Generative Strategy: Integration - The student will integrate what they already know about the terms -- attention, relevance, confidence, and satisfaction to develop their own understanding of these components and basic strategies for each area.

Learner Practice: The student will be given examples of actions that fall within the ARCS categories and will be asked to choose the correct component.

Read each statement and choose the best component of the ARCS instruction model for each practice given.

A: Attention B: Relevance C: Confidence D: Satisfaction

1 _____ Present worth of training material – show the trainee how the content will help them in the short term

2_____Active participation – adopt strategies such as games, role-play or other hand-on methods to get learners involved with the material or subject matter

3_____ Variability – Use a variety of methods in presential material to account for individual differences in learning styles, including use of visual flip charts, group discussions, group activities.

4_____ Complexity level – must be appropriate for the trainee; not too difficult and not too basic, so that the learner gains self-assurance.

Key: B, A, D, C

Goal #3: Understand the importance of training course evaluation to measure the success of the instruction

- ➢ Objective 3.1 - After the lesson, the learner will recognize that assessment questions and/or activities must align with the learning objectives
- ➢ Objective 3.3 - At the end of the lesson, the learner will be able to explain two reasons why assessing the trainee's knowledge after conducting in person instruction/training is necessary.

Initial Presentation: RULEG. Course assessment will be defined along with an explanation outlining why assessment questions are necessary in training. Then examples of the assessment and evaluations will be given.

Generative Strategy: Recall and integration - The student will integrate what they learned previously in the course about learning objectives and build on that in this lesson.

Learner Practice: The student will be given true/false questions to test their knowledge.

True/False: Assessment questions that test the learner's knowledge should align with the learning objectives established.

Key: True

True/False: Assessment and evaluation at the end of a course are beneficial because they can: provide feedback that may help improve the instruction for future courses, assessment tools help can help the instructor know what is working well with the instruction and assessment tools measures the level of achievement of goals and objectives being met.

Key: True

> ➢ Objective 3.2 - At the end of the lesson, the learner will be able to correctly identify three methods of assessment/evaluation.

Initial Presentation: RULEG. The student will be shown the three methods of getting feedback on effectiveness of training.

Generative Strategy: Recall - The student will recall the methods.

Learner Practice: The student will be given a true/false question to check for understanding.

The three types of course assessment/evaluation are:

True/False: Knowledge tests that are used to measure understanding of learning objectives; observation of skills/behaviors after training to see what skills/behaviors changed after learning/training; and surveys to assess attitudes of participants of the training class to get feedback on potential areas of opportunity.

Key: True

Instructional Design

Design Sequence	Description	Objective	Est Time	Instructional Strategy
Pre-instruction Strategy	Overview Objectives	----	1 min	
GOAL 1				
Instruction for 1.1 and 1.2	Define learning goal and give examples	1.1	1 min	• Initial presentation: RULEG • Generative presentation: Recall
	Define learning objectives and give examples	1.2	1 min	• Initial presentation: RULEG • Generative presentation: Recall • Learner practice: Matching exercise
Instruction for 1.3	Why learning goals and objectives are important when facilitating an in-person training session	1.3	1 min	• Initial presentation: RULEG • Generative presentation: Recall • Learner practice: True/false question
Goal 2				
Instruction for 2.1	The four components of the ARC model	2.1	6 mins	• Initial presentation: RULEG • Generative presentation: Recall • Learner practice: Matching exercise
Instruction for 2.2 through 2.6	Attention	2.2		• Initial presentation: RULEG • Generative presentation: Integration • Learner practice: Matching exercise
	Relevance	2.3		
	Confidence	2.4		
	Satisfaction	2.5		
	Help the learner understand examples of each	2.6		
Goal 3				
Instruction for 3.1 and 3.3	Different ways to get feedback on the success of teaching (learner assessment and evaluation)	3.1	1 min	• Initial presentation: RULEG • Generative presentation: Recall and Integration • Learner practice: True/false questions.
	Reasons for conducting assessments and evaluations	3.3	1 min	

Instruction for 3.2	Knowledge checks and course evaluations	3.2	1 min	• Initial presentation: RULEG • Generative presentation: Recall • Learner practice: True/false question
Posttest	Online assessment		10 min	Multiple choice, matching and true/false assessment

References

Morrison, G.R., Ross, S.M., Kalman, H.K., & Kemp, J.E. (2013). *Designing effective instruction* (7th ed.). Hoboken, NJ: Wiley.