MAKING OUR TRAINING EFFECTIVE

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WHY DO WE TRAIN? WHAT IS OUR PURPOSE?

- WE WILL EXPLORE…
  - PURPOSE AND ASSESSMENT
  - PLANNING AND PREPARATION
  - PRESENTATION AND FACILITATION
  - PERFORMANCE AND EVALUATION

PURPOSE AND ASSESSMENT

- PURPOSE

- ASSESSMENT

PURPOSE AND ASSESSMENT

- P URPOSE
  - W HAT IS THE PURPOSE OF TRAINING ?
  - P ROVIDING TRAINING ?
  - C ONDUCTING TRAINING ?

PURPOSE AND ASSESSMENT

- ASSESSMENT
  - HOW DO WE ASSESS TRAINING EFFECTIVENESS?
  - HOW DO WE KNOW THAT OUR STUDENTS WENT AWAY BETTER THAN THEY CAME?
  - WHAT PROCESSES CAN WE USE TO ASSESS THIS?
  - MORE ON THIS LATER!

PLANNING AND PREPARATION

- PLANNING
  - PERFORM A PROPER NEEDS ASSESSMENT TO ENSURE TRAINING IS MEETING A SPECIFIC AND DEMONSTRATED NEED
  - LOOK AT OTHER TRAINING VENUES AND ENTITIES TO SEE IF THE TRAINING YOU ARE PLANNING IS ALREADY BEING PROVIDED – DO YOUR RESEARCH
  - SURVEY THOSE THAT YOU INTEND THE TRAINING FOR
    - DO THEY NEED IT? DO THEY WANT IT?
    - IS THE TRAINING MEETING A MANDATE?
      - LEGISLATIVE
      - DEPARTMENTAL

PLANNING AND PREPARATION

- PLANNING
  - DETERMINE WHAT YOUR OVERALL GOAL AND OUTCOMES FOR THE TRAINING ARE

  - BE MINDFUL OF WHO YOUR AUDIENCE IS (HOW DO THEY LEARN?)

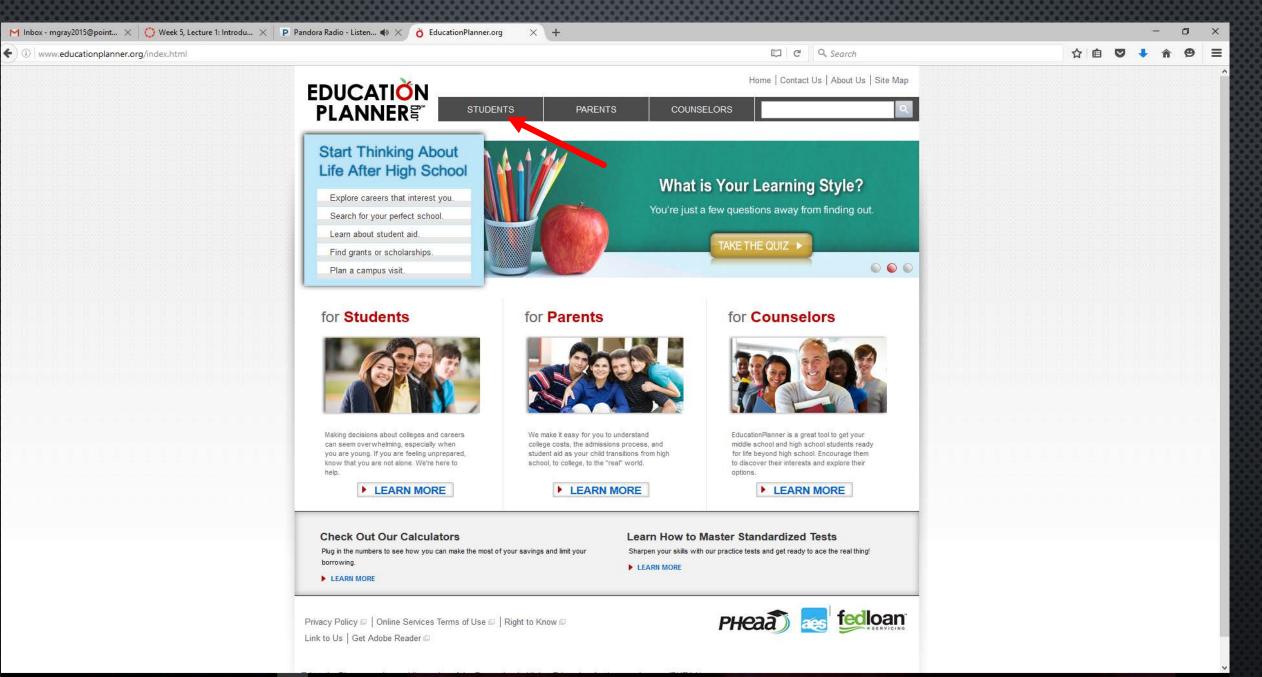 - DETERMINE WHAT YOUR OVERALL GOAL AND OUTCOMES FOR THE TRAINING ARE

  - THE TRAINER (YOU) ARE ALSO A DESIGNER OF CURRICULUM AND HAVE GREAT POWER OVER THE CONTENT – USE THIS POWER WISELY!

When planning your training – Be mindful of who your audience is (How do they learn?)

- There are three primary learning styles:
  - Visual
  - Auditory
  - Kinesthetic/Tactile
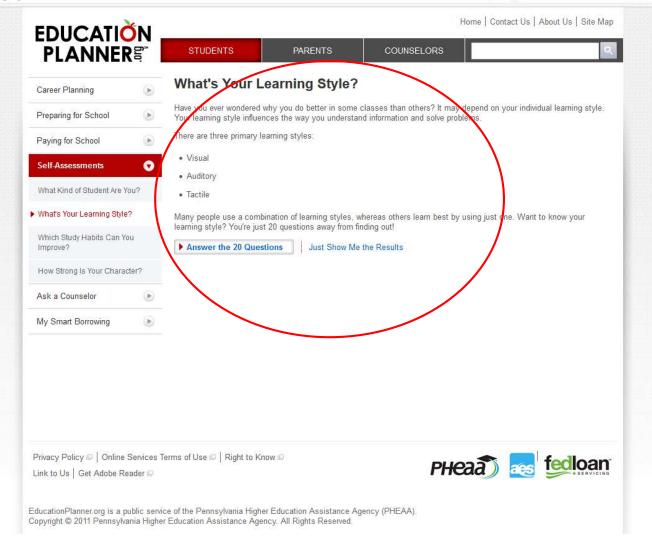 - Go to WWW.EDUCATIONPLANNER.ORG

www.educationplanner.org/students/self-assessments/learning-styles.shtml   Search

EDUCATION PLANNER.org

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STUDENTS   PARENTS   COUNSELORS

Career Planning

Preparing for School

Paying for School

Self-Assessments

What Kind of Student Are You?

What's Your Learning Style?

Which Study Habits Can You Improve?

How Strong Is Your Character?

Ask a Counselor

My Smart Borrowing

What's Your Learning Style?

Have you ever wondered why you do better in some classes than others? It may depend on your individual learning style. Your learning style influences the way you understand information and solve problems.

There are three primary learning styles:

- Visual
- Auditory
- Tactile

Many people use a combination of learning styles, whereas others learn best by using just one. Want to know your learning style? You're just 20 questions away from finding out!

▶ **Answer the 20 Questions** | Just Show Me the Results

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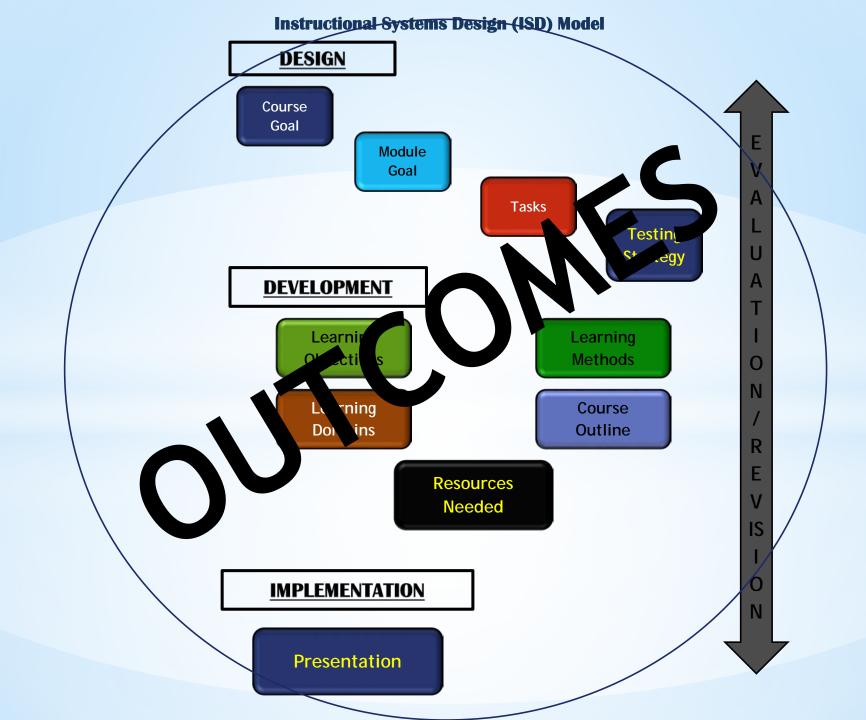PHEAA   aes   fedloan SERVICING
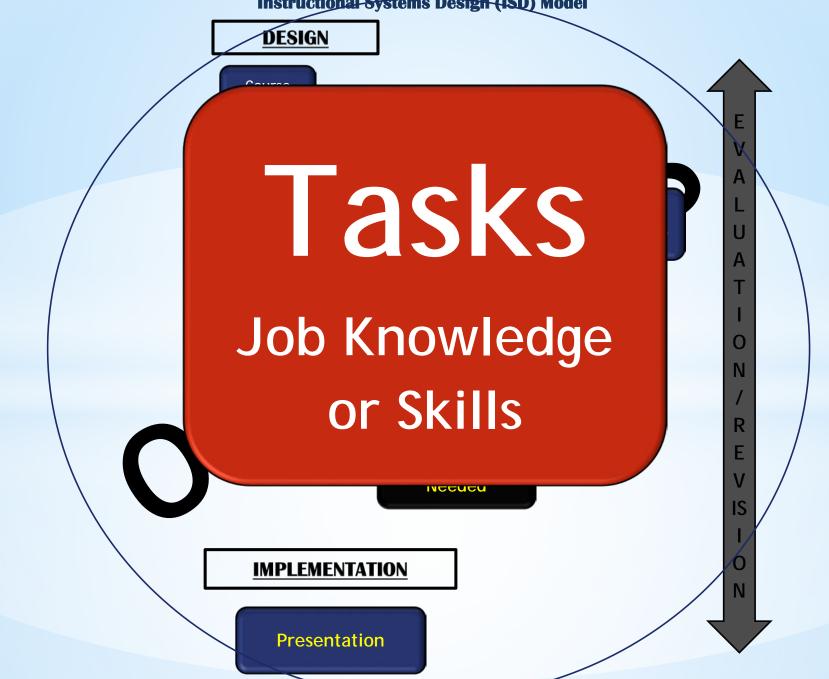
PLANNING AND PREPARATION

- PREPARATION
  - BEGIN WITH THE END IN MIND
    - WHAT ARE MY OUTCOMES (WHAT DO I WANT THE STUDENTS TO WALK AWAY KNOWING OR BEING ABLE TO PERFORM ON THE JOB?
  - BACKWARDS DESIGN (WIGGINS AND McTIGHE)
  - LOOK AT OTHER TRAINING VENUES AND ENTITIES TO SEE IF THE TRAINING YOU ARE PLANNING IS ALREADY BEING PROVIDED – DO YOUR RESEARCH
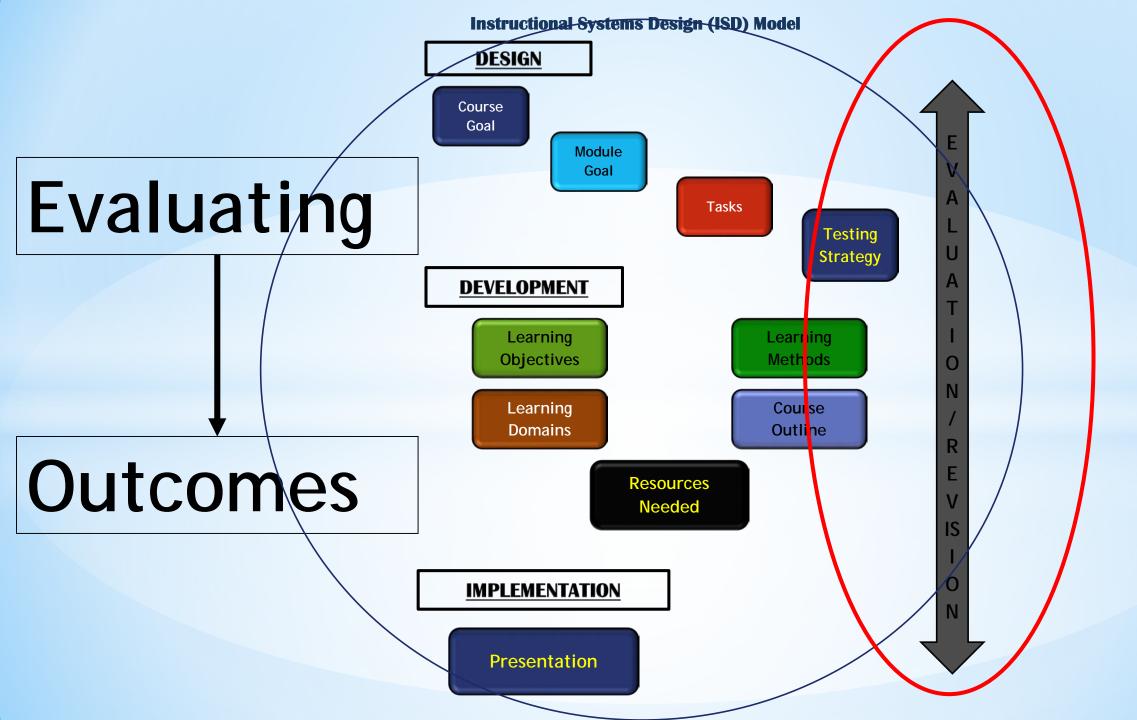 - SURVEY THOSE THAT YOU INTEND THE TRAINING FOR

*Instructional Systems Design (ISD)

Instructional Systems Design (ISD) Model

DESIGN

Course

Tasks

Job Knowledge
or Skills

Needed

E
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IMPLEMENTATION

Presentation

Instructional Systems Design (ISD) Model

PLANNING AND PREPARATION

STAGES OF BACKWARD DESIGN (WIGGINS AND McTIGHE)

1. Identify Desired Results (Outcomes)

2. Determine Acceptable Evidence (Evaluation) (Assessment)

3. Plan Learning Experiences and Instruction

PLANNING AND PREPARATION

Keep in mind two things that are critical to student success –

1. Student's learning style:
   - Visual, Auditory and Kinesthetic

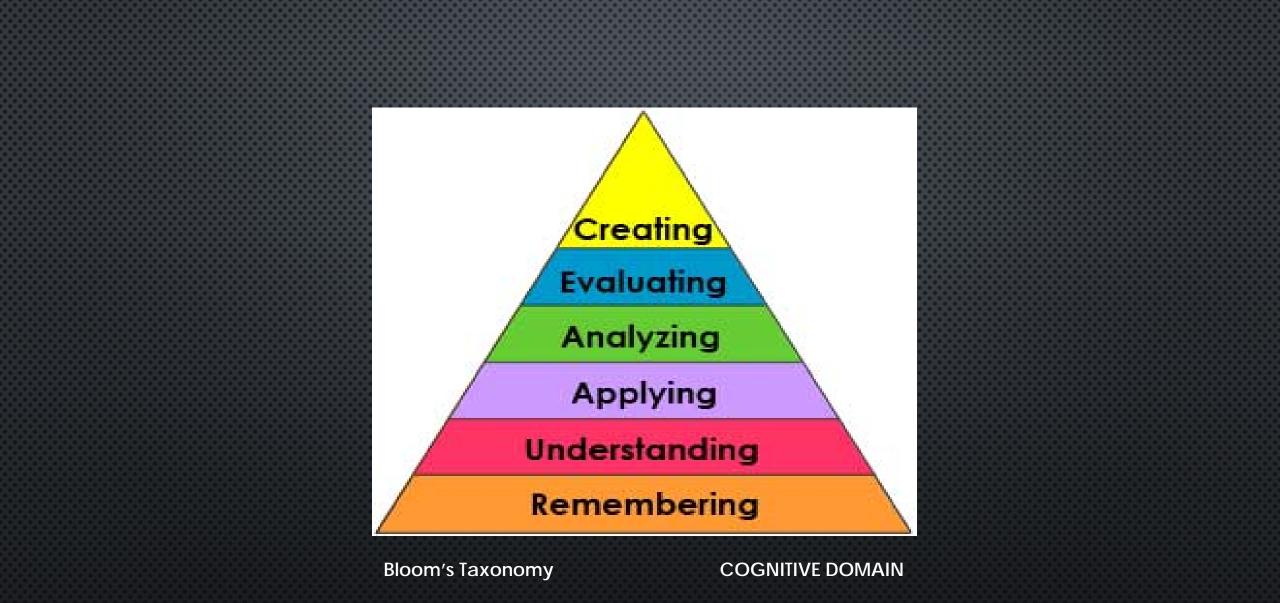2. Learning Domains
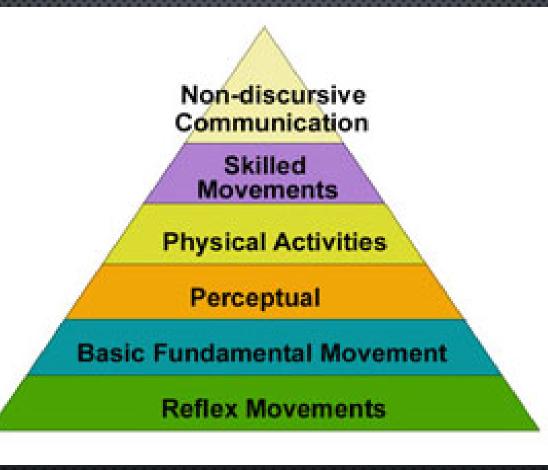   - Cognitive
   - Psychomotor
   - Affective

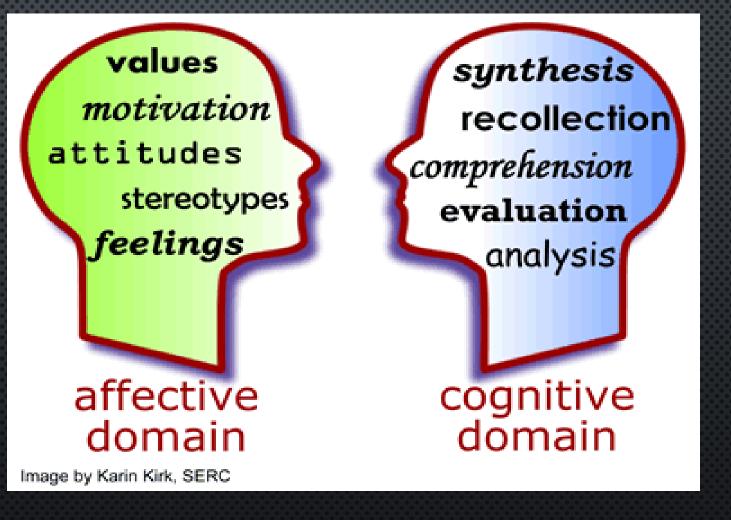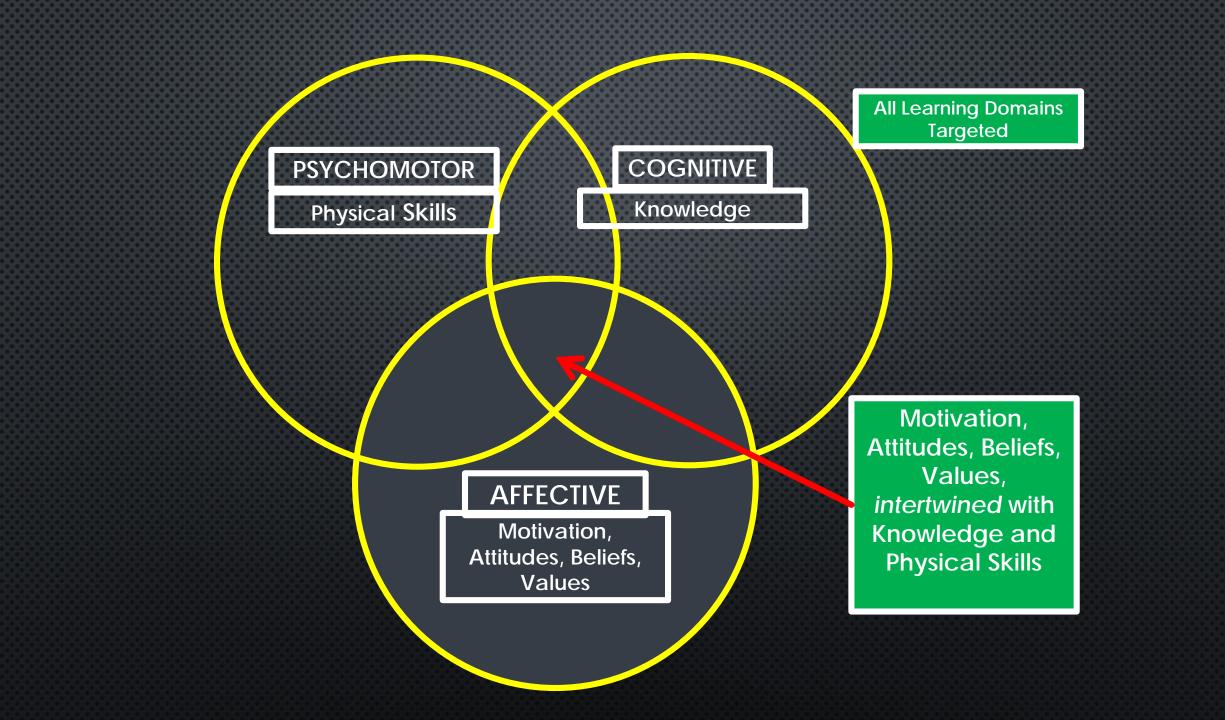Bloom's Taxonomy   COGNITIVE DOMAIN

Harrow   Psychomotor Domain

values
motivation
attitudes
stereotypes
feelings

affective domain

synthesis
recollection
comprehension
evaluation
analysis

cognitive domain

Image by Karin Kirk, SERC

PSYCHOMOTOR
Physical Skills

COGNITIVE
Knowledge

AFFECTIVE
Motivation, Attitudes, Beliefs, Values

All Learning Domains Targeted

Motivation, Attitudes, Beliefs, Values, *intertwined* with Knowledge and Physical Skills

PSYCHOMOTOR
Physical Skills

COGNITIVE
Knowledge

All Learning Domains Targeted

AFFECTIVE
Motivation, Attitudes, Beliefs, Values

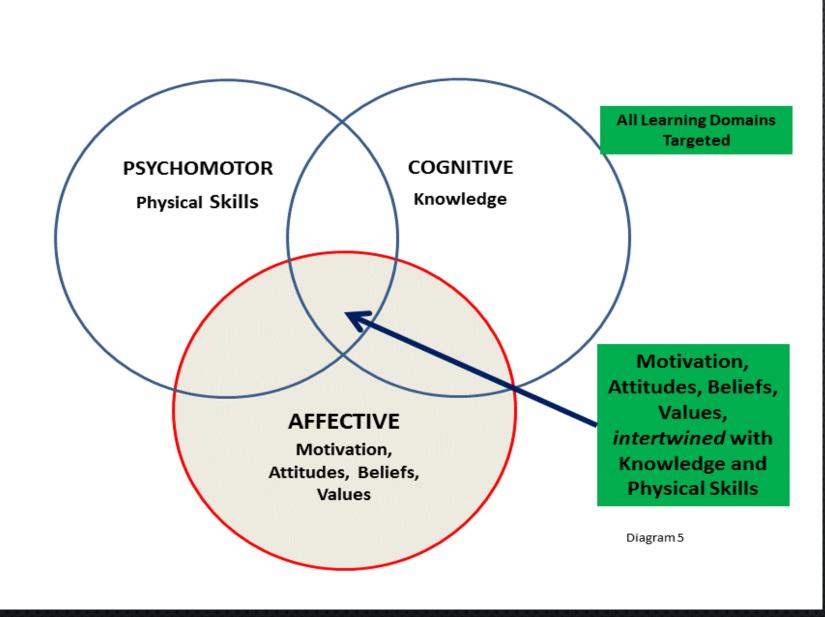Motivation, Attitudes, Beliefs, Values, *intertwined* with Knowledge and Physical Skills

Diagram 5

"Is Law Enforcement Training Affective Enough?" Police Chief Magazine

PRESENTATION AND FACILITATION

- PRESENTATION SKILLS
  - PREPARE, PREPARE, PREPARE!
  - LEARN HOW TO BE A BETTER PRESENTER
  - KNOW YOU MATERIAL INSIDE AND OUT
  - PRACTICE – A LOT!
  - BE PROFESSIONAL
  - BE PASSIONATE
  - ENGAGE YOUR STUDENTS
  - HAVE GOOD HANDOUTS

PRESENTATION AND FACILITATION

- FACILITATION
  - PREPARE, PREPARE, PREPARE!
  - LEARN HOW TO BE A BETTER FACILITATOR
  - HAVE LEARNING ACTIVITIES THAT ARE APPROPRIATE AND ENGAGING
  - MOVE AROUND THE ROOM
  - ALLOW FEEDBACK AND QUESTIONS
  - GIVE TIME FOR STUDENT'S TO THINK
  - ASK "ESSENTIAL QUESTIONS" – MAKE THE STUDENT THINK ABOUT THE CONTENT AND APPLY IT

PRESENTATION AND FACILITATION

- What are "essential" Questions?
  - Questions that are important for stimulating student thinking and inquiry
  - Helps students effectively inquire and make sense of important but complicated ideas
  - Questions that will "most engage a specific and diverse set of learners"
  - Something that provokes deep thought, lively discussion and sustained inquiry
  - Stimulate vital, ongoing rethinking of big ideas and assumptions

(Wiggins and McTighe, 2003)

PERFORMANCE AND EVALUATION

- ## PERFORMANCE (STUDENT) AND EVALUATION
  - ### QUESTIONS TO ASK
    - HOW IS THE STUDENT PERFORMING AGAINST THE STANDARDS YOU SET UP FRONT?
    - WHAT, IF ANY, GAPS ARE THERE IN THE LEARNING - DO WE ALLOW REDO'S?

PERFORMANCE AND EVALUATION

- EVALUATION

  - QUESTIONS TO ASK

    - HOW WILL THE PERFORMANCE BE MEASURED WHEN THE STUDENT RETURNS TO THEIR JOB?

    - WHAT "POST" (AFTER) ASSESSMENTS HAVE BEEN CREATED OR ARE THEY NEEDED?

2. Determine
Acceptable Evidence
(of learning)
[The Evaluation]

IDI Advanced Course
Grading Rubric

This rubric is designed to give guidelines on how to rate the IDI Advanced student during their oral presentation of their project validation work. This final score is a total of the category scores, which determines a pass/fail rating. A "1" in any category is an automatic fail and requires remediation.

Student: Evaluator: Date:

CATEGORY	1 Not acceptable	2 Below Average	3 Competent	4 Outstanding	Score
Attire	Attire is inappropriate for the occasion (jeans, t-shirt, shorts, flip flops, risqué or offensive clothing typically not allowed per agency practice/policy.	Wearing inappropriate attire or is disheveled and unkempt (un-ironed, un-tucked).	Attire is appropriate, acceptable business attire or uniform and in good order.	Very professional look. Dressed appropriately for the course topic and well represents their presenter, agency and profession.	Select One
Comments:					

Posture and Eye Contact	Slouches and/or does not look at people during the presentation.	Posture needs improvement and has trouble consistently making proper eye contact.	Good posture and eye contact most of the time. Stands up straight and establishes eye contact with everyone in the room during the presentation.	Stands up straight, looks relaxed and confident. Established eye contact with everyone in the room during the presentation.	Select One
Comments:					

Speaking Techniques	Often mumbles or cannot be understood OR mispronounces many words. Speaks throughout in monotone, too slow, too fast, or uses profanity.	Not all speaking is clear or distinct. Uses improper English (e.g. poor grammar, slang terms, mispronounces words, misuses words).	Speaks clearly and can be understood. Noticeable voice inflection at appropriate times and uses a varied pace within normal speaking range.	Demonstrates appropriate vocabulary befitting a professional. No improper use of the English language. Uses dramatic pauses, and noticeable voice inflection, throughout.	Select One
Comments:					