

## INSTRUCTIONAL DESIGN ENGAGING AND ENERGIZING LEARNERS IN TRAINING AND EDUCATION

Once you've identified a business need and the most appropriate learning intervention to address it, it's time to put a strong plan in place to develop and deliver. You need to create the right learning initiatives that will achieve your objectives and improve your bottom line.

We design and develop instructor-led training workshops, virtual classroom workshops, and performance support documentation, and storyboarding for web-based content. We align the right team to match your needs and goals. We can even help you manage the program rollout and follow up.

### BALANCING ACT

The goal of all training programs is to create a memorable event that brings about a change in the knowledge and behavior of the participants. But consider this:

- The Cognitive Experiential Self Theory (CEST – Professor Seymour Epstein, University of Massachusetts) suggests that we have an experiential mind and a rational mind.
  - The **experiential mind** learns directly, thinks quickly, pays attention to outcomes and forgets slowly.
  - The **rational mind** learns indirectly, thinks deliberately, pays attention to the process, and forgets rapidly.

Training programs driven exclusively by content (rational mind-based) lack the longer-term retention and impact of programs balanced with games, activities and interactions (experiential mind-based). In other words: Good training programs get the whole brain involved.

### HOW WE HELP

The instructional designers and trainers at the Training Edge know both the theory and real-world practice of creating high-impact training events. The Training Edge will:

- Create learning objectives, program content and overall design and make recommendations for revisions.
- Develop learning activities, interactions and games specific to your content to engage and energize your participants.
- Test the activities to ensure effectiveness and high level of engagement.
- Work with your team to review the revisions and additions to ensure that your team is ready to lead a successful training event.
- Training Edge has a strong bench of instructional designers, facilitators and trainers to deliver highly interactive, effective learning programs



# INSTRUCTIONAL DESIGN ENGAGING AND ENERGIZING LEARNERS IN TRAINING AND EDUCATION

## APPLICATION OF ADULT LEARNING STYLES

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

*LEARNING OBJECTIVES* — effective tools for managing, monitoring and evaluating training

*MEANINGFULNESS* — connects the topic to the participant's past, present and future

*APPROPRIATE ORGANIZATION OF ESSENTIAL IDEAS* — helps participants to focus on what they need to know in order to learn

*MODELING TECHNIQUES* — demonstrate to participants how to act and solve problems

*ACTIVE APPLICATION* — the cornerstone to learning — helps participants immediately apply what they have learned to a real-life situation

*CONSISTENCY* — creates consistent instructions and design to help participants learn and retain new information

*ACCELERATED LEARNING TECHNIQUES* — create interactive, hands-on involvement to accommodate different learning styles

## SAMPLE ADULT LEARNING METHODOLOGIES

- Introductions and Icebreakers
- Content Sections for immediate Relevant and Realistic Application



# INSTRUCTIONAL DESIGN ENGAGING AND ENERGIZING LEARNERS IN TRAINING AND EDUCATION

- Group Activities
- Individual Reflection Exercises
- Case Studies
- Quizzes, Tests
- Games
- Puzzles and Brainteasers
- Out-of-the-Box Thinking Practices
- Paired Sharing Experiences
- Positive Learning Techniques
- Group Discussions
- Worksheets
- Summary and Re-Caps



# INSTRUCTIONAL DESIGN ENGAGING AND ENERGIZING LEARNERS IN TRAINING AND EDUCATION

## HOW WE DO IT: INSTRUCTIONAL DESIGN METHODOLOGY

The Training Edge uses a on a proven five-phase instructional design method for aligning your training needs with your business goals and strategies. We call this method **SMART**.

### *START WITH EXPLORATION AND DISCOVERY*

During this phase, Training Edge explores and understands your organization and its people, process, and available technology. We work closely with you, our client, to gain a complete understanding of your business goals and strategies, the objectives, the culture, the employees and the training initiatives. Through this needs analysis, we can be sure that we understand the “big picture,” desired outcomes and deliverables, and the intended behavioral changes. Also at this step, we help define the performance gap(s), by exploring where things are today and where/why they need to be different in the future. Data will be gathered via interviews, surveys, observation, review of processes and documentation, etc.

### *MAP A DESIGN*

After completing the exploration phase, the Training Edge drafts a plan that encompasses your training goals while including our findings and solutions from the audit. It is during this phase that we brainstorm the program's vision, content, features, layout and design.

### *ACTIVATE DEVELOPMENT*

The development phase is the most critical phase, as it lays the groundwork for the entire program. During development, Training Edge builds, defines and customizes the training program to align your specific training needs with your business goals and strategies. This is the most critical component because every piece of this customized development needs to support the intended solutions. This development phase includes on-going communication and interaction with you, the client, to ensure that your needs are being met and to include as much real-life application, as possible.

### *RELEASE THE TRAINING*

In an ideal situation, we prefer to do a “soft release” of the program or deliver your solution(s) in a pilot program working with your internal resources to “test” out the program. Any adjustments are made upon review and evaluation. Next step is to then begin to roll-out the program through the desired collaborative



# INSTRUCTIONAL DESIGN ENGAGING AND ENERGIZING LEARNERS IN TRAINING AND EDUCATION

approach using our resources, your internal resources, or a blended resources approach.

If a pilot program is not applicable or a viable option, we release the program with the understanding that we are keenly aware of every training component to be reviewed for future continuous improvement.

## ***TAKE MEASUREMENTS***

Training Edge greatly values the benefit in performance metrics. In order to grasp an understanding of the effectiveness of your new program and solutions, Training Edge evaluates and determines results in relation to the transfer of training. Establishing where the organization, team or individual stands prior to the learning does this. These ROI elements are determined both in the discovery/exploration phase, as well as, in the design phase. While each organization is different with their approach to ROI, we work with the client's established methods of ROI to achieve the greatest metrics and measurement results.

WE ALSO USE THE TRIED AND TRUE INSTRUCTIONAL DESIGN **ADDIE** MODEL:

## WHY USE ADDIE MODEL?

- Aims a learner-centered rather than the traditional teacher-centered approach
- Progression from face-to-face learning to distance or self-paced learning; a big leap in attention to design detail
- Every component governed by the learning outcomes - determined after an analysis of the learners' needs
- More carefully designed material to nurture online learning style

## ANALYSIS PHASE

This is a crucial step in the course design and development process. At this stage, you set the scope of the content to be covered in terms of time required, number of lessons and topic areas through answering these types of questions:

- Who are your learners?
- What they already know; what are their learning characteristics; what they need or want to learn; why they need it; and in what environment will they apply the learning?

# INSTRUCTIONAL DESIGN ENGAGING AND ENERGIZING LEARNERS IN TRAINING AND EDUCATION

- What are you trying to achieve with your instruction?
- Define the need for, and the general aim or purpose of, the course/subject/lecture. This is the overall goal or rationale for the course.
- What knowledge, skills and attitudes need to be taught?
- How much content do you need in your instruction?

## DESIGN PHASE

The design step tries to answer these questions:

- What are your objectives? -> General learning areas found through analysis phase defined in terms of specific measurable objectives or learning outcomes.
- What skills, knowledge and attitudes are you trying to develop? -> Higher level skills and knowledge identified to develop understanding and problem-solving abilities in learners.
- What resources and strategies will you use in your instruction? -> Teaching resources and activities chosen to complement the learning outcomes.
- How will you structure the content of your learning material? -> Grouping of related objectives and activities; sequencing, presentation, and reinforcement of the content.
- How will you assess the learners' understanding and whether or not they have met the objectives of the instruction? -> Agreement between what the intended outcomes are and what is being measured by the assessment.

## DEVELOPMENT PHASE

This phase is for the preparation of participant (Participant Guide, online course), instructor (Facilitator's Guide) and support materials (handouts, job aids), as well as the programming of any computer-based materials. These development efforts are based on the production specifications created in the design phase.

## IMPLEMENTATION PHASE

This stage is where the product is put on the test by actual users. There are two stages of the implementation:

- Alpha-testing is the in-house testing of the product; for example you select a group of former students and/or co-workers and ask them to review the course for you.
- Beta-testing is the first real implementation of the course with real users. The feedback from these users is essential for the improvement of the course.

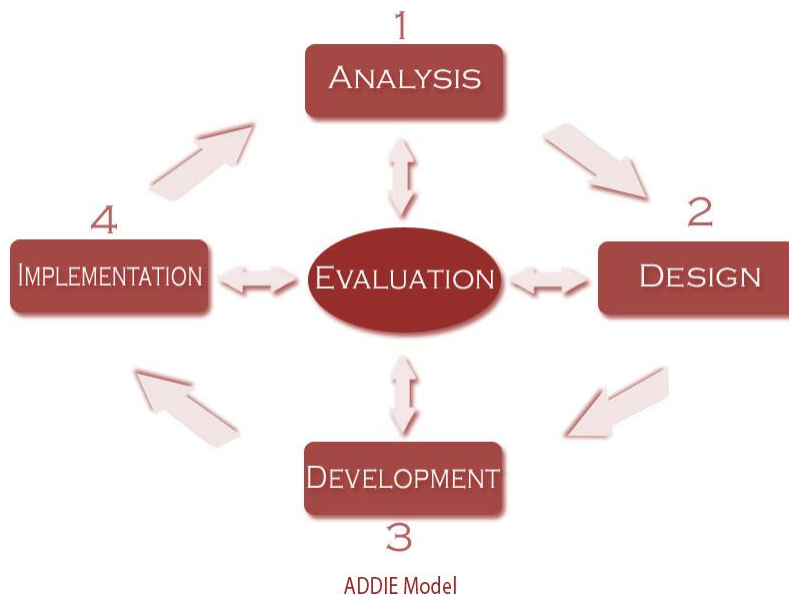
### EVALUATION PHASE

This is the quality management component for the program. The effectiveness of the instructional process and materials is evaluated at this stage. The input from the alpha- and beta-evaluation is collected and the course is revised based on this feedback.

This feedback is collected by two means: formative and summative evaluation.

- Formative evaluation occurs throughout the entire ID process, particularly at the completion of each phase of ADDIE.
- Summative evaluations occur at the end of alpha/beta testing and at the completion of each offering of the course. Summative evaluations provide feedback on needed improvements in the program.

Determining how training impacts job performance is a value-added service of this stage.



## **TYPICAL COMPONENTS OF OUR TRAINING PROGRAMS**

### **INCLUDE:**

1. Pre-Work – to invite accountability and stimulate readiness/preparedness for attending the training session
2. Interactive Training Session – a training program, varying in length, that includes a wide variety of adult-learning principles and delivered in a highly interactive, engaging style
3. Action Planning and Accountability – All training sessions have action planning and identification of immediate application to transfer the learning to real and relevant experiences. We include an accountability factor to support long-term learning and responsibility for self-directed growth.
4. Reinforcement – Learning is more than an in-class experience. We design and encourage learning and development after the primary learning experience. Through a variety of techniques (one-on-one coaching, virtual sessions, assignments, etc.) we believe in providing opportunity for deeper knowledge and application of skill development.
5. Coaching Guide – Typically, we suggest the design include a reference source to be used as a guide for leaders or coaches to encourage the pull-through from the primary learning experience. This guide includes information about the core objectives of the training and how that leader can support continual growth and development.
6. Continual Improvement – We are committed to lifelong learning and supporting cultures of a learning organization. We encourage and provide guidance to create learning communities when participants can share best practices, learn from each other and take responsibility for on-going development. We work within an organization's resources to suggest or create access to this type of opportunity through internal social networks, websites, or community bulletin boards.

## **THE ROI: THE EVALUATION OF TRAINING**

Why evaluate training?

While not always easy to do, there are great benefits to the evaluation of training:

1. To validate training as a business tool (how it relates to business objectives and productivity)
2. To justify the costs incurred in training
3. To help improve the design of training
4. To help in selecting the right training methods



## INSTRUCTIONAL DESIGN ENGAGING AND ENERGIZING LEARNERS IN TRAINING AND EDUCATION

There are many ways to evaluate training success. A few criteria indicators include:

- Direct and / or indirect cost
- Efficiency – the amount of learning achieved
- Resulting Income received or Cost Savings Realized
- The extent to which trainees mix (observation, group dynamics, team collaboration deadlines)
- Reactions (Smile sheets)
- Learning ( New or improved skills, knowledge and attitudes through objective measures, such as a test or exam, applied case study, or some other form of assessed exercise)
- Behavior change (Behavior can be measured through observation or, in some cases, through some automated means. To assess behavior change requires that the measurements are taken before and after the training.)
- Performance change (identifying and monitoring the impact on performance, such as numbers of complaints, sales made, and output per hour).
- Productivity change (identifying and monitoring the impact on productivity) such as:
  - improved methodologies reducing the effort required
  - higher levels of skill leading to faster work
  - higher levels of motivation leading to increased effort
- Other cost savings- Measuring cost savings can be achieved in a variety of ways, including dollars saved from better marketing programs, or reduction of external resources required.