FET 2: Training Design

Training Design

Professional Development Framework

Training outcome

Participants will recall and identify the basic purpose of the 7 Components of the Professional Development Framework, and participants will cite several ways in which the components of the PDF contribute to providing quality programs to young children.

Roadmap

- Briefly review the history of the PDF
- Explore a definition of high-quality childcare
- Review the 7 Components of the PDF

No handouts provided in this document for Professional Development Framework. All information and links to the PDF are included in the online course.

Needs Assessment

Training Outcome
Participants will design a needs assessment for one training session that addresses the major steps in quality assessment.

Roadmap

- Define 'Needs Assessment' and rationale for Needs Assessment
- Identify 3 key areas of inquiry for developing a Needs Assessment
- Identify methods of gathering information for a Needs Assessment
- Identify types of Needs Assessments
- Practice developing a Needs Assessment

Seven Steps of Planning… (Charles & Clarke-Epstein (1998); Vella (1995)

Needs Assessment

Step #1   **Who?**   **Who will you be training, and why?**
- Demographics
- Profile of participants
- Number of participants
- How much do the participants already know about the content material?

Step #2   **Why?**   **Why the training will benefit participants?**
- Why is the training required?
- What is the situation that demands the training?
- What are the training needs?
- What are the expected benefits?
- What will the negative consequences be if the training is not delivered or is ineffective?

Step #3   **When?**   **When will the training be offered?**
- How soon does the training need to be offered?
- How long of a session is needed?

Step #4   **Where?**   **Where will the training be held?**
- Will the director have a location that can be used?
- Does the trainer need to locate a location?

Step #5   **What For?**   **What are the desired results?**
- What will the participants be able to do with the information?
- What do you expect to happen as a result of the training?
- What does the director or administrative representative want to happen as a result of the training?
- What is the Workplace Outcome?

Step #6   **What?**   **- What skills and knowledge will be addressed?**
- What is the Training Outcome?

Step #7   **How?**   **How will the content be presented?**
- Structure of the training
- What materials will be used
- Preparation for the training
- What is your training plan?

Needs Assessment

What is the rationale for creating and conducting a Needs Assessment?

Step 1: Who needs the training?

Step 2: Why is the training needed?

Step 3: When should the training be offered?

Methods to collect Needs Assessment:

Request based:

Advisory group:

Interview:

Focus groups:

Questionnaire/survey:

Job analysis:

Assessment tool:

Which would be your preferred method?

Three Types of Needs Assessments:

Annual Needs Assessments:

On-the-Spot Needs Assessments:

Individual Training Session Needs Assessments:

Needs Assessment

Completing a Needs Assessment is an important part of the training process. This will enable you to find exactly what the training need is to ensure that the training you offer meets the needs of the program. A needs assessment can be done via phone, e-mail, or mail.

Program Name: _____

Contact With: _____

Topic Needed: _____

Who Needs the Training: _____

Number of Participants: _____

Why do they need the training/what is the situation that demands the training?

_____

_____

How much do the participants know about the content materials?

_____

_____

What are the training needs/what would you most like to get out of this workshop?

_____

_____

Are there any particular questions or concerns, dealing with the topic, which you would like addressed in the training?

_____

_____

What are the expected benefits/what particular skills would you like to gain and/or improve upon after taking the training?

_____

_____

When - time and approximate dates/time frame. _____

Where – location. _____

Needs Assessment

7 Steps of the Training Plan Form

After watching the video, answer these questions to the best of your ability.

Who needs the training?

Why do they need the training?

When do they need the training?

Where will the training be offered?

What are the desired results from the training?

What skills and knowledge will be addressed?

After watching Video 2, go back and add additional details and information you learned.

Needs Assessment

Completing a Needs Assessment is an important part of the training process. This will enable you to find exactly what the training need is to ensure that the training you offer meets the needs of the program. A needs assessment can be done via phone, e-mail, or mail.

Program Name: ___ABC Preschool_____

Contact With: _____Director_____

Topic Needed: __Choosing materials and activities that are non-biased and expand children's awareness of diversity. _____

Who Needs the Training: ____Preschool lead and assistant teachers_____

Number of Participants: ____22_____

Why do they need the training/what is the situation that demands the training? Classroom observations have indicated that some materials categories are limited in diversity. Often, books, materials and display don't reflect 1-2 of the children and families in the group. Additionally, some materials and activities could be considered to promote stereotyping and possible bias. Many teachers can't explain why it is important to offer non-biased, diverse materials. Teachers don't always know how to recognize materials and activities that could be biased, and how to select age-appropriate materials and activities reflecting greater diversity.

How much do the participants know about the content materials? Participants are generally experienced teachers and have a basic understanding of the types of materials that should go in each learning center for the age they teach. However, most are not confident in their knowledge about why it is important to choose materials and activities that are non-biased, reflect children's own life experiences and also expand their understanding of diversity, and how to do this. The teachers have taken an introductory equity class that defined basic terms and encouraged them to undergo some self-reflection.

What are the training needs/what would you most like to get out of this workshop. I would like all of the teachers to consistently choose non-biased, age-appropriate materials and activities that reflect each child's experiences and support children in expanding their awareness and understanding of diversity.

Are there any particular questions or concerns, dealing with the topic, which you would like addressed in the training? I would like staff to understand why diverse materials that allow children to see themselves but also grow their understanding of differences are important in supporting their development. Teachers must also know how to differentiate between materials and activities that promote bias or possible stereotyping and age-appropriate alternatives. A review of equity terms would be helpful.

What are the expected benefits/what particular skills would you like to gain and/or improve upon after taking the training? __The benefits are that the teachers will be motivated/able to independently incorporate non-biased classroom materials and activities for their age group that will more fully reflect the lives of the children and families, while also allowing the children to expand their awareness of diversity. We have the materials and planning resources in our central materials library, but I don't always have time to pick them out for each classroom.

When - time and approximate dates/time frame. On our next Saturday PD day, ideally in the morning from 10-12. _____

Where – location. __ABC Preschool's training room_____

Kentucky Early Childhood Core Content

Training Outcome

Participants will recognize and utilize the Kentucky Early Childhood Core Content Document including locating specific competencies, the levels and subject areas.

Roadmap

- Recognize and utilize the Kentucky Early Childhood Core Content Document
- Locate specific competencies in the Early Childhood Core Content
- Understand the 5 Levels of Core Content
- Understand the 7 Core Content Subject Areas

What is the Kentucky Early Childhood Core Content?

Core Content has:

_____ Competency Levels and _____ Subject Areas

Core Content Levels:

This verb chart is a helpful visual showing the overlap that occurs as one gains knowledge and skills. Each higher level builds on the past level with an upward progression of knowledge and skills required at each successive level. Note the overlaps, as well as the verbs that distinguish each level from the next one.

LEVEL I	LEVEL II	LEVEL III	LEVEL IV	LEVEL V
				Analyze, Integrate
			Collaborate, Evaluate, Ensure, Articulate	
		Design, Create, Plan, Develop		
	Implement, Provide, Facilitate			
	Arrange, Organize, Identify			
Assist, Demonstrate				
Follow, Support				

7 Core Content Subject Areas (CCSA)

_____ Experiences for any child, regardless of age, must be planned around the child's developmental abilities. Development has several interrelated areas; each influences the others and all develop simultaneously. It is essential for Early Childhood educators to recognize that development proceeds in predictable steps and learning occurs in recognized sequences. At the same time, they must consider individual, age-level, and cultural/ethnic characteristics when assessing children's rates and styles of development.

_____ These are basic needs of all human beings, and Early Childhood environments must ensure them. Programs must adhere to relevant laws and regulations; furthermore, they 3 must consider the health, growth, and developmental requirements for each child within the context of cultural and developmental diversity and any special needs.

_____ Adults providing early care and education must take advantage of opportunities to grow professionally, follow ethical standards of behavior, and demonstrate knowledge of and involvement in advocacy for Early Childhood learning environments.

_____ Developmentally appropriate environments and curricula have a positive impact on a child's emotional, physical, cognitive, communicative, creative, and social care. Adults who provide early care and education must know how to offer an organized, inviting, and accessible environment that has many diverse and appropriate materials, activities, and experiences.

_____ Ongoing assessment helps Early Childhood educators evaluate all areas of a child's growth and development. Educators must be able to observe, assess, interpret, and document children's skills and behavior and systematically report on them to appropriate staff and family members.

Kentucky Early Childhood Core Content

_____ Understanding the roles that family members and others play in children's lives is vital for Early Childhood educators. They must be able to integrate the following concepts:

- Children develop within the context of their families, which may take many forms. Families are the primary influence on children's development and have primary responsibility for child rearing. In turn, each child has influence on the members of his or her family and on the family as a system.
- A responsive early education environment respects and celebrates the diversity of values, customs, and traditions in the family of each child. It nurtures the primary relationships between children and those who parent them. It also offers a variety of meaningful opportunities to families to participate in Early Childhood programs.
- Early Childhood professionals help connect children and their families with community resources. This can be accomplished through curriculum, interpersonal relationships and knowledgeable referrals.

_____ Adults providing early care and education must use all available resources for a quality program. They must also be effective communicators, planners, record-keepers, and evaluators. Evaluation of the program should include input from staff, families, and the community.

***Tip: When choosing CCSA: Please keep in mind that the CCSA you use will be based on the content of the training.**

For example: A training about Outside Play could fall under Child Growth and Development if the training is about gross motor developmental milestones. Or it could fall under Health, Safety and Nutrition if it is about the importance of being active. Or it could also fall under Program Management and Evaluation if it is about planning for appropriate outside time.

Identifying Outcomes

Training Outcomes

Participants will distinguish between Workplace Outcomes and Training Outcomes and will select outcomes that meet SMART criteria and develop/revise outcomes for their training session.

Roadmap

- Define 'single level training'
- Define 'Training Outcome' and 'Workplace Outcome'
- Define a SMART outcome
- Explain the rationale for establishing outcomes
- Identify appropriate 'outcome' terminology

Benefits to Identifying Outcomes

_____ Establishes a focus or a direction for the training and determines the best route for working through the content.

_____ Informs the learner as to what to expect from the training and informs the learner as to what is expected of the learner.

SMART Outcomes

S: _____ What exactly do you want participants to do?

M: _____ How will you know an outcome is achieved?

A: _____ Can the outcome be realistically achieved?

R: _____ Is the outcome pertinent to the participants?

T: _____ Can the training outcomes be achieved in the time available?

Identifying Outcomes

Appropriate Terms for Outcomes:
These terms are objective, specific, observable, and measurable.

Write, classify, calculate, prepare, operate, define, describe, demonstrate, explain, list, select, apply, choose, construct, complete

Inappropriate Terms for Outcomes:
These terms are subjective, general, based on opinion, and not measurable.

Accept, be aware of, recall, remember, be familiar with, consider, grasp, value, appreciate, believe, comprehend, know, understand

Training Outcomes:
- What participants will better understand and know how to do at the end of a training session. Training Outcomes give the participant a guide as to what is expected of them during training and they give the trainer a way to determine how well the participants are grasping the knowledge and skills being discussed and practiced during the training session.
- The Training Outcome will be directly related to the knowledge (what they will learn) and skills (what they will do) that are addressed during the training session.

Workplace Outcome:
- The actual change of behavior participants make when they return to their workplace and begin the practice and implementation. The work during training and the continued practice back in the workplace lead to achievement of the Workplace Outcome.
- The Workplace Outcome will be directly related to the Core Competency that was selected.
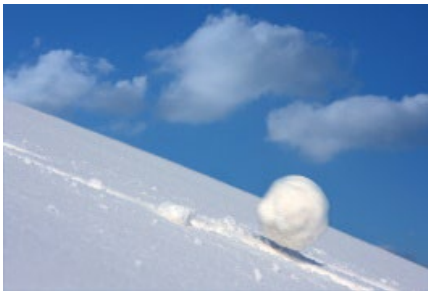
Identifying Outcomes

Step 5: What For?

In the new training is it appropriate to address all of the outcomes on the list?

In the new training, how would you determine the core content competency level to target?

How would you determine what content and practice can be realistically covered in the requested 2 hour time frame?

Training content is a lot like a snowball rolling downhill – it tends to get larger and larger. (Milano & Ullius, 1998)

Knowledge and Skills

Ask yourself:

What do participants need to **KNOW** to achieve the Workplace Outcome.

What **SKILLS** do participants need in order to achieve the Workplace Outcome?

Using this approach to outlining content:

- Helps distinguish "need to know" information from "nice to know" information.
- Reduces amount of content allowing time for processing, practice, and application.
- Helps you develop your initial training outline.

Identifying Outcomes

Workplace Outcome: When participants return to their workplace they will assist in arranging materials to allow and encourage appropriate independence for 3-5 year olds in a preschool classroom or home child care setting.	
Knowledge **What participants must learn**	**Skills** **What participants must do**
• The behavioral characteristics of the pre-operational child • Amount and variety of materials that are appropriate for 3-5 year olds • How behavioral characteristics connect to materials appropriate for 3-5 year-olds • Which learning centers/areas the materials should be placed into and why • Types of labels and rationale for using a variety of labels	• Identify and locate materials listed on lesson plans • Sort materials according to learning centers/areas in the classroom or home environment • Assist in placing materials and corresponding labels on shelving in correct centers/areas • Describe how materials support specific behavioral characteristics of the pre-operational child

To summarize, you should now understand the value of using an 'Inch wide, mile deep' approach where the trainer…

- Covers less content at one time!
- Covers existing content more deeply!
- Meets participant's needs better!
- Contributes to a higher level of implementation!
- Has adequate time to process new knowledge through discussion with other participants, asking questions, etc.
- Has adequate time to practice specific skills and receive feedback, thus ensuring skills can be used in the work setting.

Training Plan Worksheet		
Training Topic (based on Needs Assessment)	Level of Training	Length of Training
Core Content Area	Core Content Competency	
Workplace Outcome		
Knowledge What will participants have to learn about in order to learn to do the skill.	Skills What will participants have to learn to do.	
Training Outcomes		
Training Title		
Target Audience		
Training Description		

PACES™

Training Outcome

Participants will identify what PACES™ stands for and be able to describe training strategies that support PACES™.

Roadmap

- Introduce the PACES™ strategies for writing a training plan.
- Describe and provide a rationale for each PACES™ strategy in regard to the training session.
- Provide examples of experiences that support each PACES™ strategy.

	Stands for	**What it includes**
P		
A		
C		
E		
S		

Training Methods

Training Outcomes

Participants will describe basic training methods that utilize principles of adult learning theory to present training content to diverse groups of adult learners.

Participants will select training methods that utilize principles of adult learning theory to effectively present training content to diverse groups of adult learners.

Roadmap

- Provide the definition and rationale for 'training methods.'
- Discuss four criteria to consider when selecting training methods.
- Identify training methods that support specific principles of adult learning theory.

Selecting Training Methods

Selection Criteria[8]
There are four general criteria that you must take into consideration when you are selecting methods.

1. **Training Outcomes** – Will the method most effectively lead the learners toward the accomplishment of the training outcomes?
2. **Learners** – Does the method take into account the group size, experience levels, and other special characteristics of the group?
3. **Practical Requirements** – Is the method feasible given the physical environment, time (both preparation and classroom time), materials, and any cost limitations?
4. **Advantages/Cautions to consider** – Consider the advantages and cautions of each method

What is your favorite training method to participate in as a learner?

If you are an experienced trainer, what are your preferred training methods as a facilitator?

_____
[8] Ittner & Douds (1997)

Training Methods

Training Methods[9]

This list contains a variety of training methods, a brief description of each, and our suggestion where it would fit into PACES. This is not meant to be a definitive list, only a helpful menu of options. Try a new technique. There are plenty to choose from!

PACES	Method	Description
PAC**E**S	**Action Maze**	A programmed type case study that is conducted manually. Learners choose from alternatives at decision points. A case description provides the information needed to reach the first decision point, and provides options from which to select. After a decision, the group is provided the new "frame." It explains the consequences of their actions, and contains more information.
PAC**E**S	**Anecdote**	Short story told to emphasize a point.
PACES	**Brainstorming Structure**	A method in which every member of the group must contribute in turn or pass until asked again in turn.
PA**CE**S	**Breakout session**	Conference sessions related to general session. Breakout sessions may be concurrent sessions but all will address the same topic or a variation of it.
PAC**ES**	**Buzz Sessions**	Small groups discuss an assigned topic. At the end of a specified period they report back to the whole group.
PAC**ES**	**Case Studies**	Presents real or fictional situations or problems for learners to analyze, discuss, and to recommend actions to be taken. Emphasis is on decision making.
PA**CES**	**Colloquy**	A discussion, usually in front of an audience, between teams representing different points of view. Many times, one group consists of resource persons or experts and the other represents the audience. Resembles a panel in that all members take an active role. In some cases, the audience may participate depending on the rules established for that colloquy. Provides better audience participation than a panel.

[9] Tong & Rathbun (1997)

Training Methods

PACES	Method	Description
PA**CES**	**Conferences**	A large meeting of individuals from different organizations for the purpose of gaining information on a specific topic of common interest.
PA**CE**s	**Debate Session**	A highly structured or formal presentation by several individuals or teams. Each offers a different point of view about an identified issue. Debates differ from colloquy in that each presenter speaks in turn with no direct response or discussion. The audience does not interact. It is not a form of communication or an exchange of ideas. It is a win lose form of intellectual combat.
PA**C**E**S**	**Demonstration**	A presenter shows how to perform an act, how something works, or how to use a procedure.
PACES	**Dialog**	A conversation between presenters in front of a large group. Dialog presenters talk extemporaneously. Learners listen, but do not take part until the dialog is completed.
PA**CES**	**Discussions**	Informal exchange of ideas among members of a group.
PA**CES**	**Dramatizations**	Acting out a situation to prove a point.
PAC**E**s	**Evaluations**	Learners analyze a situation or materials to determine appropriateness or worth.
PA**CE**s	**Fishbowl**	A discussion group in which a few members of the group sit in the middle of the room while the others ring their chairs around the group. The center group (the fishbowl) has a meeting or discussion and the outer group (observers) observes. After a certain time, some learners may exchange places or the discussion may be opened up for observations or questions from the observers.

Training Methods

PACES	Method	Description
PA**C**ES	**Forum**	A period of open discussion by audience learners following a panel, debate, colloquy or speech. In a forum, learners interact with the presenters under the direction of a moderator.
PACE**S**	**Four Corners**	An approach allowing participants to make a decision about a problem or question. Once presented with the problem or question, participants pick their response from one of four options and go to that number/corner. Once there, participants break into small groups and can discuss that topic in further detail.
PA**CES**	**Games**	A rule governed learning activity.
PA**C**ES	**Guest Speakers**	An outside expert who presents on a special topic.
PACES	**Headbanz**	A game that is easy to play; question game of "What am I?" One player wears a headband with a picture and their partner has to answer questions they pose to find out if they are a person, place, or things fighting against a clock.
PACES	**Ice Breaker**	A climate setting activity designed specifically to facilitate people getting to know each other and to place a group at ease for instructions. Can also be used to determine attitudes toward topic.
PACE**S**	**Interactive Lecture**	A presentation that encourages and facilitates communication between the instructor and learner or learners. Most interactive lectures incorporate game-like elements.
PA**CE**S	**Jigsaws**	A technique designed to increase learners' sense of responsibility for their learning by making each one an "expert" on one part of a topic, and then having each learner teach the part on which she/he is an "expert" to the others in his/her group.

Training Methods

PACES	Method	Description
PA**CES**	**Learning Stations**	Individual or small group stations throughout the room which contain self-directed learning activities.
PA**CE**s	**Lecture**	A structured oral presentation for instruction. A lecture is distinguished from a speech in that it has instructional rather than an informative or persuasive intent. Loosely, any oral presentations.
PA**C**E**S**	**Lecturette**	Any short lecture.
PACES	**Modeling**	A demonstration of the exact behaviors wanted in the learner. Used in behavior modeling to change behavior. Usually done with video, but can be done live.
PA**CES**	**Pair and Share Quotes**	A collection of quotes that are shared with participants. These quotes can complement the content and/or give participants a chance to have meaningful reflection. Participants then partner up to discuss their quotes and what it means to them.
PA**CES**	**Panels**	Small group presentation based on a purposeful discussion of an assigned topic and conducted in front of a larger group or audience. Usually a panel discussion is controlled by a moderator and there is little or no audience participation
PA**C**E**s**	**Polling**	Individuals can use an app to respond to polls in a PowerPoint in real time using their phone or computer.
PA**CE**s	**Problem Solving Sessions**	Small groups develop a set of proposals to solve the problem(s) outlined in a scenario. In the large group, each proposal is critically discussed as it is presented.

Training Methods

PACES	Method	Description
PAC**ES**	**Question/Answer Session**	At any meeting/training the time set aside for audience questions. In formal presentations, question-answer sessions are typically scheduled at the end. Many presenters prefer to take the questions as they occur to the learner.
PA**C**ES	**Reading Assignment**	Written material is used to present new material to the learners.
PAC**E**S	**Role Playing**	An instructional technique based on learning assuming and acting out characters other than their own. Often the players are provided with scripts of background information on which to base their participation. Learners can examine previous behaviors, try out new behaviors, or experiment with behaviors that might be potentially useful. Role play is often open ended and both the players and audience process the completed performance. Players self-critique the role play with support from the facilitator.
PAC**E**S	**Round Robin**	A multi-question, interactive version of brainstorming. Small groups move to various brainstorming sessions and record their responses. In the end, every group has been to every session so the recorded information includes input from everyone.
PAC**E**S	**Simulation**	Any exercise that includes a simplified form of real life situations.
PAC**E**S	**Structured Exercise**	Acting out a situation to prove a point.
PACES	**Team Teaching**	An activity that takes all pieces of the information and brings them together in an activity that lets the learner apply new information, practice new skills, and/or simulate experiences.
PACES	**Video**	Showing short clips of video to help support the training aids in presentation.

Training Methods

Demonstration

Learners are shown the correct steps for completing a task.

Method

Advantages

- o   Aids understanding and retention
- o   Gives learner a model
- o   Provides hands-on learning
- o   Stimulates interest

Cautions to Consider

- o   Requires special materials
- o   Requires set-up
- o   Trainer must ensure all can see and hear demonstration
- o   Trainer must demonstrate correctly!

The Trainer Should…

- o   Make sure everyone can see and hear
- o   Explain what he/she will be doing
- o   Explain each step (how and why)
- o   Ask questions to ascertain understanding

Icebreaker

Fun, game-like activity that facilitates introductions and establishment of psychologically comfortable environment.

Advantages

- o   Acquaints participants and facilitates networking
- o   Puts participants at ease (reduce tension)
- o   Sets the stage and/or introduce specific topics
- o   Establishes a NON-THREATENING environment for discussion
- o   Involves participants in their own learning

Cautions to Consider

- o   Takes time
- o   May possibly create anxiety in some participants

Tips for Success…

- o   Prepare written instructions (handout, flip chart, PowerPoint).
- o   Your training purpose should guide the selection of icebreaker.

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[10] Tong & Rathbun (1997)

Training Methods

Lecture/Presentation

Trainer orally presents information

Method

Advantages
o   Easy to prepare
o   Trainer can present a lot of information in a short amount of time

Cautions to Consider
o   Allows primarily one-way communication
o   Cannot tell if learners understand information
o   Dull, boring!
o   Loses visual learners unless visual aids are used

The Trainer Should…
o   Use visuals
o   Involve group with questions, exercises, etc.

Round Robin

An interactive version of brainstorming

Instructions

1.   Choose a group leader who will record responses on flip chart paper.
2.   Begin with one person and ask for his or her response to the question written on the flip chart paper.
3.   Write that response verbatim on the pad.
4.   Ask a second person for an idea and write that on the pad.
5.   Continue around the group until each person has given ONE response (tape additional posters on the wall as needed).
6.   Do not allow discussion of ideas at this step. As group leader, do not make evaluative remarks (e.g., "That won't work because…or "That's a good idea…)
7.   You will have approximately 5-7 minutes to complete this.
8.   When instructed, move to the next poster (which has a new question) and repeat this process.
9.   When instructed, return to your original poster which will now have a lot of ideas from different groups. Now discuss these ideas and as a group, choose the 5 responses that you want to share with everyone.

Training Methods

Method

Case Study

Learners are given information about a situation and directed to come to a decision or solve a problem concerning the situation.

Advantages
- Improves communication skills
- Promotes open minded rather than narrow thinking
- Explores complex, real world issues
- Actively involves people in learning

Cautions to Consider
- No risk - learning environment reduces realism
- Possible resistance because there is no one right answer
- No way to test effectiveness of proposed solution

Role Play

A strategy that allows learners to enact a situation.

2 formats include:

- Prescribed roles (extension of case study): participants are given specific role descriptions
- Spontaneous: participants play "self" and try out new behaviors

Advantages
- Fun, flexible
- Actively involves learners
- Allows learner to practice behavior rather than just talk about it

Cautions to Consider
- May cause anxiety among participants
- Participants may not take it seriously

The Trainer Should…
- Identify the problem and set the stage
- Determine the roles
- Prepare observers
- Enact role play
- Discuss
- Reenact for possible alternate solutions

Training Aids

Training Outcomes

Participants will describe five types of training aids.

Participants will identify ways to effectively use training aids (PowerPoint, props, handouts, video clips, etc.) that support training methods.

Roadmap

- Provide the definition and rationale for 'training aids'
- Identify commonly used training aids
- Learn about ways to use training aids
- Participate in the Discussion Board activity

Training Aids[11]

Definition - Multi-sensory (print, visual, auditory) materials that support selected training methods.

Purpose
- Focus attention on what is being discussed by having the learners visually review the material.
- Increase interest in the topic by presenting material that is visually appealing.
- Improve learner retention by engaging more than one sense (e.g., hearing and seeing) in the presentation of material.

Training Aids Include (but are not limited to):
- Computers/PowerPoint
- Video clips
- E-charts/Graphs
- Paper Handouts/Electronic handouts
- Props/Demonstrations
- Flipcharts/Posters
- Audio Clips
- Dry Erase Boards
- Charts/graphs
- Job Aids/Posters
- Models/Mockups
- Photographs/Pictures

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[11] Tong & Rathbun (1997)

Training Aids

Powerpoints

Description: an electronic presentation consisting of a series of slides. PowerPoint can be a highly effective tool if used properly.

Benefits:
- Content is easy to modify
- Can easily embed multimedia
- Easy to share the presentation electronically

Trainer Tips:
- Be sure that your slides are not too text heavy.
- No more than 6-8 words per line.
- Use fonts size 24 or larger
- Use fonts that are single sans serif such as Ariel or Helvetica
- Use different colors for impact
- Use images
- You will need to have access to an LCD projector and screen.

Video Clips

Description: Motion pictures with sound

Benefits:
- Stimulates learner's interest
- Motivates learners to try new things
- Illustrates behavior including subtle expressions
- Can evoke a strong emotional connection to content

Trainer Tips:
- Short video clips can be effective
- Lengthy clips may impact attention
- Many options available through social media and YouTube
- Test your video and audio before your presentation
- If you need assistance imbedding video into your PowerPoint reach out to your Training Coach

Training Aids

Handouts

Description: Written materials prepared in advance and distributed during training.

Benefits:
- Learners can refer to the information later.
- Learners can take additional notes on the handout.

Types of Handouts (16):
- **Table of Contents**- send non-verbal message, "this is organized"
- **Agenda-** Orients participants and gives them an idea of what to expect
- **Partial Handout**- provides sufficient information to structure note-taking without taking copious notes yet it does not provide every single detail
- **Complete Handout-** provides all the information. No note taking needed.
- **Note Page-** Provides space to take extra notes
- **Guided Discussion Page-** Used to facilitate group discussions and ensures the discussion stays on track
- **Supplemental Information Page-** Provides "nice to know" information that supports content but may not have been discussed (i.e. articles)
- **Blank Form-** Provides a "clean" copy of a form that a participant used in the session, but may want to refer to in the future
- **Reference Page-** Makes it easy for participants to take follow up action
- **Bibliography-** Identifies source of training content and facilitates further exploration of the topic.

Trainer Tips:
- Remember to include the date and title of your presentation.
- Add references or additional resources for further exploration.

15 Ittner & Douds (1997)
16 Pike, B (1994)

Training Aids

Flipcharts/Easels

Description: Easel with blank pages written on with marker. Flip charts are used to record ideas, possible solutions, comparisons and decisions.

Benefits:
- They can be moved easily
- The pages serve as group notes
- Encourages involvement and creativity
- Ideal for brainstorming

Trainer Tips:
- Flip Chart paper with the sticky adhesive on the back can be expensive so use sparingly
- Use the special markers made for Flip Chart pads
- Check your markers to make sure they are not dried out.
- Be sure that all participants have full view of the Flip Charts
- Use the exact words of the participants when recording responses
- Practice tearing pages cleanly before trying it on front of a group
- Do not sure too many colors on a page as it can be distracting.
- Prepare flip charts in advance if possible
- Refer to your flip charts to reinforce learning
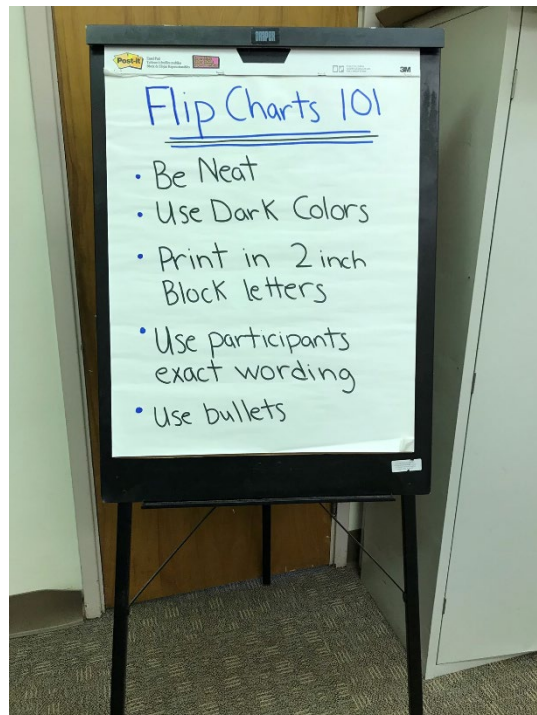
Training Aids

Props

Description: A type of training aid that involves using physical objects to facilitate understanding and increase retention.

Benefits:
- Captures attention as they may not be expected
- Usually easy to transport
- Provides an opportunity for humor
- Can add a little dramatic flair
- Will create a memory aiding in retention
- Can enhance your message if chosen properly

Trainer Tips:
- **Demonstrate specific steps/actions and check for understanding.** An example of this could be demonstrating the sequence of steps for diapering.
- **Emphasizing an idea.** An example might be putting on a hat and saying "Your job as a caregiver is difficult because you wear many different hats."

Timer/Clock

Description: A time keeping device that is visible to all participants so they can pace themselves during an activity or throughout the day.

Benefits:
- Having a designated clock in the room that is the official timekeeper so everyone knows when break times will begin and end is helpful.
- A countdown timer for a 10 minutes activity built into a PowerPoint helps learners stay on task.

Trainer Tips:

- Be sure to bring a clock with you in case there is not one in the room.
- Make sure it is big enough to see from the back of the room.
- Always remember to be respectful of everyone's time by starting and ending right on time.

Training Aids

Dry Erase Boards

Description: Dry Erase Boards are available in many sizes and colors. They may be mounted on a full wall in a classroom, available on an easel, or in a handheld size. Most are white but they are available in various other colors including black.

Benefits:
- Multiple students can answer simultaneously with smaller, handheld boards or paddles.
- Increased participation
- Can use as an "on the spot" evaluation tool to check on retention
- Good for polling activities
- Reusable

Trainer Tips:
- Low odor markers are suggested for childcare programs and schools however they tend to "ghost" more than regular "high odor" markers.
- Do not clean with an abrasive sponge. It will damage the surface.
- Do not use a chalkboard eraser even though it may look similar. They are not.
- Do not tape anything to your board as the sticky residue is hard to remove.
- A white polymer eraser may take off permanent marker.
- There are a number of commercially available items to use in training. A quick search online will allow you to explore the different types and how you can use them.


How and Why to use Answer Boards to Promote Learning

Interested in viewing a way to use dry erase boards? Check out this YouTube video from Trainers Warehouse demonstrating their dry erase Answer Boards.

https://www.youtube.com/embed/B9i9xysx-FY

Training Aids

Images, Icons, and Graphics
- ❖ Can be computer generated, being sure to follow copyright rules.
- ❖ If you're artistic draw it yourself!
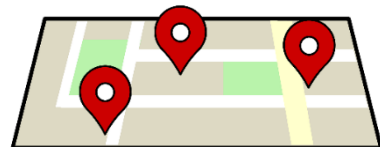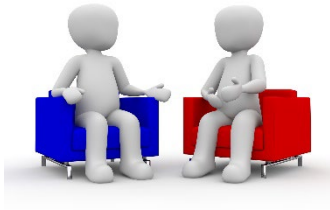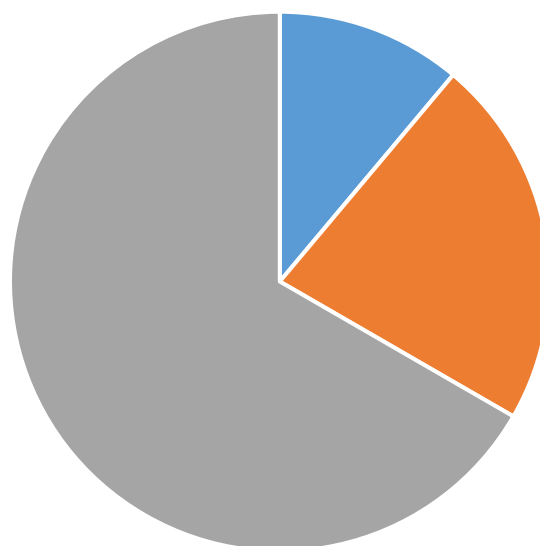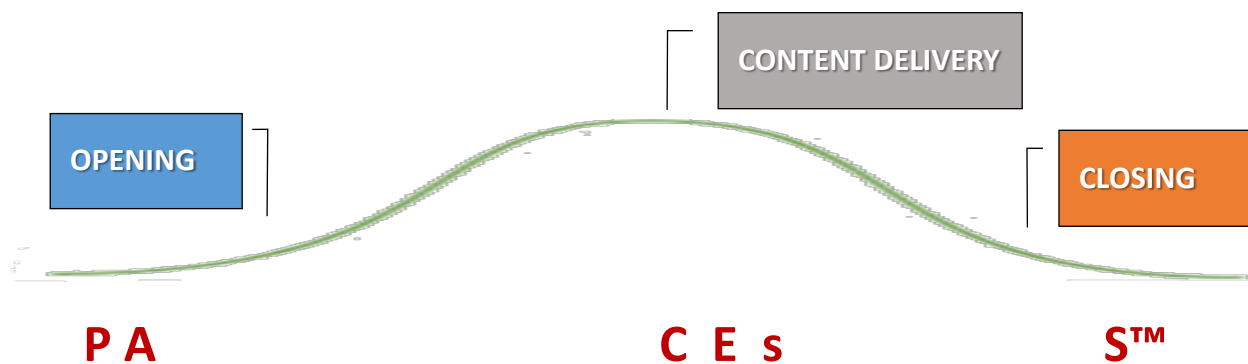
Training Plan Components

Training Outcome

Participants will identify and define the three components of the Training Plan.
Participants will calculate appropriate time frames for each component.
Participants will describe what training tasks occur within each component.

Roadmap

- Introduce the three components of a Training Plan.
- Identify the percentage 'range of time' for each component.
- Introduce the tasks that comprise each component of the Training Plan.

OPENING

CONTENT DELIVERY

CLOSING

P A   **C E s**   **S™**

Opening   Closing   Content Delivery

The **OPENING** component of the Training Plan includes the following tasks:
- Welcome (Title of Training)
- Introductions;
    - o Trainer(s) and Participants
- Overview;
    - o Agenda, Preview, and Activate Prior Knowledge activity
- Housekeeping Items;
    - o Establish Ground Rules, Explanation of Resources, and Miscellaneous

The **CONTENT DELIVERY** component of the Training Plan includes the following tasks (the order is minimally flexible):
- Content
- Exercise
- Summary (small 's' – mini-summaries may happen in this component in longer trainings)

The **CLOSING** component of the Training Plan includes the following tasks.
- Questions and Comments
- Summary
- Review of content, Application Activity, and Implementation Plan
    - o Follow-Up Strategy;
- Transfer of Learning strategy for participants &Trainer's plan for post-training Follow-up w/participants
    - o Evaluation
    - o Housekeeping Items
- Final tasks/Announcements, Next Steps, and handout Certificates

To figure out what percentage your minutes are from the total training time use the following formula:

x (minutes you have)/divided by y (total minutes of training) = z%

Application Exercise

Review the first example, then complete the remaining questions

1. What percentage is 30 minutes of a 120 minute training?
   30 / (divided by) 120 = 25%

2. What percentage is 60 minutes of a 120 minute training?

3. What percentage is 78 of a 180 minute training?

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To figure out how many minutes are in a percentage of your total training time is, use the following formula.

a (percentage) X (multiplied by) b (total minutes of training) = c minutes

Application Exercise

Review the first example, then complete the remaining questions.

1. How many minutes is 25% of a 120 minute training?
   .25 X 120 = 30 minutes

2. How many minutes is 45% of a 120 minute training?

3. How many minutes is 30% of a 120 minute training.

Mind Map of Training Plan

Training Plan

Opening
- 10-15% of training time
- Welcome
- Introductions
- PREVIEW
  - Housekeeping
    - Restroom
    - Signin
    - Breaks
  - Overview
- ACTIVATE PRIOR KNOWLEDGE

Content Delivery
- 60-70% of training time
- Training Outcome
  - **CONTENT** Present Knowledge
  - **EXERCISE:** Practice Skills
  - **summary :** Recap Knowledge and Skills for this outcome
- Training Outcome 2
  - **CONTENT** Present Knowledge
  - **EXERCISE:** Practice Skills
  - **summary :** Recap Knowledge and Skills for this outcome

Closing
- 20-25% of training time
- SUMMARY
  - Review Training Content
  - Final Q & A
  - Share Evaluation & Followup Plans
  - Final Housekeeping