

From Content to Creation

**Designing
Transformational
Learning
Experiences**



*Enhance the Knowledge and Skill Set for
Those Who Design Presentations or Trainings*

Training Goals

How do you create transformational learning experiences where participants leave with knowledge they can use or a new skill that they can immediately apply?

Welcome to “*From Content to Connection: Designing Transformational Learning Experiences*”.

Most training is forgotten the moment it ends. People don’t remember slides—they remember the breakthroughs that shaped their thinking and the skills that changed how they work.

This course shifts your focus from saturation to building genuine competence.

During this practical, hands-on workshop, trainers, presenters, and facilitators will learn how to build transformational learning experiences that move beyond information overload to active application.

Discover an essential blueprint to help your participants learn, understand, and apply—ensuring your training delivers transferable skills they truly use.

By the end of this training, you will walk away with a finished, professional training package ready to transform your audience.

Upon completion of this experiential training participants will be able to:

1. *Distinguish Training Modalities*: Articulate the key differences between presentations, keynotes, and workshops to select the format best suited to their learning goals.
2. *Apply Bloom’s Taxonomy*: Write clear, measurable learning objectives using appropriate action verbs to target specific cognitive levels.
3. *Implement Learner-Centered Design*: Transition from instructor-centered lecturing to interactive, learner-centered experiences by designing participant activities that promote active discovery.
4. *Structure the Learning Arc*: Design a cohesive narrative using the “Anchor, Add, Apply, Away” framework to guide participants from prior knowledge to real-world behavior change.
5. *Utilize Multimodal Strategies*: Create instructional materials and visual aids that effectively accommodate diverse learning styles—visual, auditory, and kinesthetic.
6. *Develop Performance Evaluations*: Craft pre- and post-test assessments and evaluation tools mapped to the four levels of the Kirkpatrick Model.
7. *Produce a Transformational Product*: Design and assemble a complete, professional training package—including title, description, objectives, outline, activities, and evaluation tools—ready for immediate implementation.
- 8.



Practical application and tangible product from this training:

Participants will design a professional presentation or training complete with title, description, objectives, outline, activities, references, pre/ post questions, handouts and evaluation.

Learn - Design - Transform

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My Expectations

I would like to learn how to



I want to be better at

This training will be successful if

Presentations, Keynotes & Workshops

Q. What's the difference between a presentation, keynote and workshop?

- **Presentation:** A general term for a talk or address, often used to convey information, ideas, or insights to an audience. Presentations can vary in format, length, and level of interactivity.

Presentations typically involve a single speaker delivering information to an audience.

- **Keynote:** A specific type of presentation that sets the tone and establishes the main theme for an event or conference. Keynotes are often shorter (30-60 minutes) and aim to drive home the main idea or theme of an event.

Keynotes are designed to be informative, motivational, and memorable, leaving a lasting impression on the audience.

- **Workshop/ Training:** A hands-on, interactive experience where participants engage with the content and each other. Workshops are often smaller, more intimate settings and may involve activities, discussions, or exercises. They focus on learning and skill-building and can be used to introduce new products or services.

Workshop/ training sessions can be structured around a particular topic or objective and may involve a combination of presentation, discussion, and hands-on activities.

Workshops/ trainings aim to provide a deeper understanding of the topic, allowing participants to apply what they've learned to their own situations.

Summary

1. Presentations convey information, ideas, or insights to an audience
2. Keynotes are formal, inspirational talks focusing on main ideas or themes.
3. Workshops are interactive, hands-on experiences focused on teaching specific skills or knowledge.

Trainer, Teacher, Instructor, Presenter

Q. What's the difference between a trainer, teacher, instructor, and presenter?"

- A **trainer** is a professional who teaches specific skills or techniques, typically outside of the traditional academic environment. They typically have more knowledge than the audience on the given topic.

Trainers focus on preparing people for a job or activity, emphasizing practical skills over theoretical knowledge. They assess the participants' needs and tailor training accordingly.

They also evaluate the results of training to ensure they meet the needs of participants.

They may conduct seminars, workshops, or individual training sessions, often catering to individual or group needs.

- A **teacher** is someone who instructs students in a particular subject, often in schools, colleges, or universities. They generally follow a curriculum and aim to instill a broad understanding of a subject matter.
- An **instructor** is similar to a teacher, but their focus is on instructing people on developing a particular set of skills. They may not necessarily follow a traditional curriculum, and their goal is to equip students with practical skills. They typically work with groups of people learning the same material at the same pace. They may develop curriculum, create lesson plans, and deliver lectures.
- A **presenter** is typically responsible for delivering information or demonstrating skills in a specific context, such as a conference, seminar, or workshop. Presenters may not necessarily be experts in the subject matter, but rather skilled communicators. Their primary goal is to convey information effectively to the audience.

➡ Trainers and instructors often work with a specific audience or group, whereas presenters may address a broader audience.

A Transformational Learning Experience

A transformational learning experience is characterized by its ability to induce a profound shift in an individual's perspective, leading to changes in their behavior, mindset, and beliefs.

To design such an experience, consider the following principles and strategies:

1. **Create a safe environment:** Establish a space where learners feel comfortable sharing their perspectives and engaging in open discussions.
2. **Engage learners actively:** Use methods like role-plays, simulations, and case studies to encourage learners to construct their own meaning and take an active role in the learning process.
3. **Foster reflection:** Provide opportunities for learners to reflect on their experiences, including space to explore any changes to their original perspectives
4. **Encourage critical reflection:** Help learners challenge and refine their implicit perspectives through conscious and critical reflection.
5. **Design for resonance:** Use storytelling, metaphors, and analogies to create connections between new information and learners' existing knowledge and experiences.
6. **Emphasize personal relevance:** Connect the learning experience to learners' personal goals, values, and aspirations.
7. **Use technology strategically:** Leverage digital tools to facilitate collaboration, reflection, and feedback, but avoid overwhelming learners with too much technology.
8. **Incorporate diverse perspectives:** Include diverse voices and experiences to broaden learners' understanding.
9. **Encourage co-creation:** Involve learners in the design and facilitation of the learning experience to increase ownership and engagement.
10. **Monitor and adjust:** Continuously assess the learning experience and make adjustments to ensure it remains effective and transformative.

*Before I can DO,
I need to understand.
Before I understand,
I need to KNOW.*

Learn - Design - Transform

Learn, Understand, Apply

The concept of Learn, Understand and Apply is rooted in Bloom's Taxonomy, a framework for categorizing educational objectives. It emphasizes the importance of moving beyond mere memorization and comprehension to application and analysis.

In the context of information gathering and processing, **Learn** refers to the initial **acquisition of knowledge or skills**. This stage involves absorbing and internalizing new information, concepts, or procedures.

Understand involves **making sense of** the learned information by identifying relationships, patterns, and connections. It requires critical thinking, analysis, and synthesis to develop a deeper understanding of the material.

Apply involves **using** the learned and understood information to perform a specific task, solve a problem, or achieve a goal. This stage requires the ability to transfer knowledge and skills to new contexts, situations, or environments.

By integrating Learn, Understand, and Apply, individuals can develop a deeper and more meaningful understanding of information, leading to improved performance, problem-solving, and decision-making.

What effect will the presentation or training have on the participants?

What is actually achievable for the participant? (Learn, Understand and/or Apply the information)

During your time with the participant do you want them to:

- learn? (acquire and remember the information)
- understand? (make sense of the information)
- apply? (use the information)
- analyze? (break down the information)
- evaluate? (make judgements about the information)



Worksheet

Determine:

Presentation, keynote or workshop?

Topic, Audience

The objective of **this** training is for you to design a professional presentation or training complete with title, description, objectives, outline, activities, references, pre/ post questions, handouts and evaluation.

Bloom's Taxonomy

Bloom's Taxonomy categorizes cognitive learning objectives into six levels of increasing complexity and abstraction:

1. **Remember:** Recall previously learned information, such as facts, dates, and terminology.
2. **Understand:** Demonstrate an understanding of the material by summarizing, paraphrasing, or interpreting it.
3. **Apply:** Use learned information to solve problems, complete tasks, or apply concepts to new situations.
4. **Analyze:** Break down information into its component parts, identify patterns, and relationships, and examine the structure and organization of the material.
5. **Evaluate:** Make judgments about the value or quality of information, arguments, or methods, and support opinions with evidence.
6. **Create:** Generate new ideas, products, or solutions by combining existing knowledge and concepts in novel ways.

The taxonomy is hierarchical, with each level building upon the previous one, and is often used to guide the development of learning objectives and assessments.

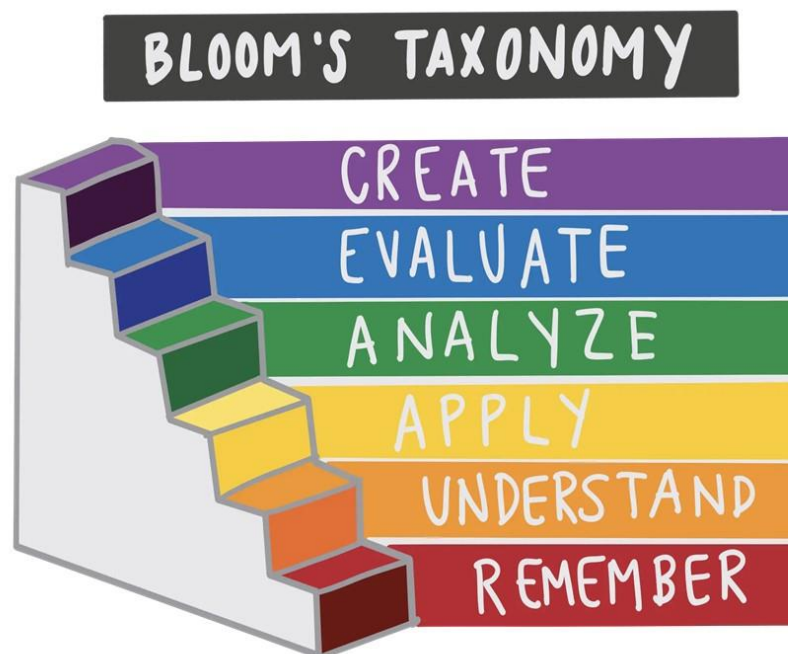


Image Source: Brigham Young University

Learn - Design - Transform

Learning Objectives

Learning objectives are brief statements that describe what students will be able to know, do, or demonstrate upon completion of an educational activity. They outline the significant and essential learning that learners have achieved and are reliably able to demonstrate.

Characteristics of Effective Learning Objectives

- Clear and concise language
- Focus on specific, measurable, and achievable outcomes
- Emphasize what students will be able to do, rather than what they will know
- Relevant to the learning activity or course
- Based on the knowledge, skills, and attitudes learners will gain

Purpose of Learning Objectives

- Communicate the purpose of instruction to the participants
- Form the basis for developing high-quality assessments for formative and summative purposes
- Provide clear criteria for instructors to assess whether students are meeting desired learning goals

SMART learning objectives are a framework for crafting clear, actionable and achievable learning goals.

The acronym SMART stands for:

- **Specific:** Clearly define what students will learn or achieve.
- **Measurable:** Quantify the learning outcome, allowing for assessment and evaluation.
- **Achievable:** Ensure the objective is realistic and attainable for students.
- **Relevant:** Align the objective with the overall educational targets and curriculum.
- **Time-bound:** Establish a specific deadline or timeframe for achieving the objective.

By incorporating these five characteristics, SMART learning objectives provide a comprehensive and practical approach to setting learning goals.

This framework helps educators and instructors:

- Clarify expectations for students
- Focus instruction and assessment
- Monitor student progress and achievement
- Adjust instruction to meet student needs

By using the SMART framework, educators can create learning objectives that are well-defined, achievable, and aligned with educational goals, ultimately leading to improved student outcomes and learning experiences.

Writing Objectives with Bloom's Taxonomy

Bloom's Taxonomy is a framework for categorizing learning objectives based on cognitive levels, ranging from simple recall to complex thinking. By using Bloom's Taxonomy, educators can create clear, measurable, and achievable objectives that promote deeper understanding and application of knowledge.

Here's a breakdown of each cognitive level and its corresponding verbs:

Remembering

Key verbs: list, recite, outline, define, name, match, quote, recall, identify, label, recognize
Example: Upon completion of this training, participants will be able to list ____.

Understanding

Key verbs: describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss
Example: Upon completion of this training, participants will be able describe ____ in their own words.

Applying

Key verbs: calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present
Example: Upon completion of this training, participants will be able to calculate ____.

Analyzing

Key verbs: classify, break down, categorize, analyze, diagram, illustrate, criticize, associate
Example: Upon completion of this training, participants will be able classify ____.

Evaluating

Key verbs: choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate
Example: Upon completion of this training, participants will be able choose whether ____ or ____ would be more appropriate for solving a problem.

Creating

Key verbs: design, formulate, build, invent, create, compose, generate, derive, modify, develop
Example: Upon completion of this training, participants will be able to design a ____.

By applying these guidelines and Bloom's Taxonomy, educators can craft effective learning objectives that promote deep understanding, critical thinking, and application of knowledge.

Bloom's Taxonomy consists of six cognitive levels:

1. **Remembering** (Knowledge): Recall previously learned information.
2. **Understanding** (Comprehension): Interpret and explain information.
3. **Applying** (Application): Use knowledge to solve problems or complete tasks.
4. **Analyzing** (Analysis): Break down information into components and identify patterns.
5. **Evaluating** (Evaluation): Make judgments about the value or quality of information.
6. **Creating** (Synthesis): Generate new ideas or products.

Verb Tables

To help identify the correct verb for each cognitive level, use verb tables that match Bloom's Taxonomy levels with corresponding action verbs. For example:

Cognitive Level Verb Examples

Remembering	Recall, List, Identify, Define
Understanding	Explain, Interpret, Summarize, Describe
Applying	Use, Demonstrate, Implement, Apply
Analyzing	Break down, Identify patterns, Compare, Contrast
Evaluating	Assess, Judge, Critique, Rate
Creating	Design, Develop, Generate, Invent

Remembering: Students will recall the main events of the American Revolution (Knowledge).

Understanding: Students will explain the concept of supply and demand in economics (Comprehension).

Applying: Students will use the scientific method to design an experiment to test the effects of pH on plant growth (Application).

Analyzing: Students will identify and describe the main components of a cell membrane (Analysis).

Evaluating: Students will assess the effectiveness of a marketing campaign based on its target audience and budget (Evaluation).

Creating: Students will design and develop a prototype for a sustainable energy source (Synthesis).

Learning goal: "I want participants to understand how to use evidenced-based strategies.

Learning objective: “Participants will be able to explain how a coalition can use evidence-based environmental strategies to address specific local conditions on their logic model.”

A learning objective includes five key components:

- **Audience (A):** Identify the target group or individuals who will be learning, including their characteristics, skills, and knowledge.
- **Behavior (B):** Describe the specific action or behavior that the learner should be able to demonstrate after completing the learning experience, such as a skill, task, or attitude.
- **Condition (C):** Specify the context, circumstances, or conditions under which the learner will apply the behavior, including any necessary resources, tools, or support.
- **Degree of Mastery (D):** Define the level of proficiency or mastery that the learner should achieve, including measurable criteria, such as percentage correct or number of correct responses.
- **Time Bound (T):** When the participants will be able to accomplish the learning objective.

“Upon successful completion of this 6-hour training coalition coordinators will be able to describe how the Strategic Prevention Framework is used to guide coalition efforts to achieve community-level changes in youth substance misuse.”

Step 1: Audience (Who is the specific audience?) *coalition coordinators*

Step 2: Behavior (Observable verb - what will they be able to do?) *describe*

Step 3: Condition (Do what?) *how the Strategic Prevention Framework is used to guide coalition efforts.*

[audience] [behavior] [condition] [degree] [time bound]

Upon [time frame] of this [presentation/ training] [the audience] will be able to [verb] [describe the ability] to what [Degree]

Step 4: Degree of Mastery (How well can they do it?) *90% accuracy*

Step 5: Time Bound (When will they be able to do it?) *upon successful completion*

- *How well will the objective be accomplished?*
- *How will you know?*

Upon successful completion of this section on Blooms' Taxonomy participants will be able to list the six cognitive levels with 90% accuracy.

Let's take a quiz to measure your recall

Upon successful completion of this session on Blooms' Taxonomy participants will be able to **list** the six cognitive levels with 90% accuracy.

Please list the six cognitive levels of Bloom's Taxonomy in order.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Upon successful completion of this lesson on Blooms' Taxonomy participants will be able to **explain** each of the six cognitive levels with 80% accuracy.

Please briefly explain each of the six cognitive levels of Bloom's Taxonomy.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Upon successful completion of this lesson on Blooms' Taxonomy participants will be able to **demonstrate** how to use one of the six cognitive levels.

Please use one of the six cognitive levels of Bloom's Taxonomy to write an effective learning objective.

These following examples demonstrate a clear description of what learners should be able to do by the end of the learning experience, using specific verbs and measurable criteria.

In each example identify the **Audience**, **Behavior**, **Condition**, **Degree of Mastery** & **Time**,

Communication Skills- “By the end of the communication skills course, learners should be able to deliver a five-minute persuasive speech on a topic of their choice, using clear language and effective body language.”

(audience)	learners
(behavior)	deliver
(condition)	a five-minute persuasive speech on a topic of their choice,
(degree of mastery)	using clear language and effective body language
(time)	by the end of the communication skills course

Chemistry - “Upon completion of the chemical bonding module, chemistry undergraduates will correctly interpret Lewis structure diagrams for 10 common molecules.”

Psychology - “By the end of the course, behavioral science students should be able to apply the principles of cognitive behavioral therapy to three case studies and predict the likely outcomes of such therapies.”

Mathematics - “On completion of the statistics unit, Algebraist will be able to compute standard deviation for a given data set with at least 95% accuracy.”

Computer Programming - “After eight weeks of the intermediate Python program, senior coding students will design and implement a fully functioning game using Pygame library.”

History - “After studying the Civil War unit, junior students will write a 1500-word essay comparing the major causes of conflict between the North and South, using at least five primary sources.”

Foreign Language - “By the end of level one French, students will correctly conjugate 20 common regular and irregular verbs in present tense in a written quiz.”

Marketing - “At the end of the course, Market research analyst will develop a complete marketing plan for a new product, incorporating market research, SWOT analysis, and a marketing strategy.”

Nursing - “Upon completing the pediatric coursework, nursing students will demonstrate proper techniques for measuring vital signs in infants and toddlers during simulation labs.”

Art - “By the end of the introductory drawing course, first year students will present a portfolio containing at least five different still life drawings, showcasing mastery of shading techniques.”

Nutrition - “First year nutrition students will identify five key differences between plant-based and animal-based proteins by the end of the session.”

Education Policy - “Policy developers will evaluate the impact of No Child Left Behind policy on student performance in a final course essay.”

Literature - “**Literary inquirers** will analyze symbolic elements in George Orwell’s 1984, submitting a 2000-word essay.”

Biology - “Upon completion of the genetics module, pupils will describe the process of DNA replication in a written test.”

Music - “By the end of the semester, orchestra members will perform a chosen piece from the Romantic period on their main instrument for the class.”

Physics - “Upon completion of the Quantum Physics course, students will explain the two-slit experiment using wave-particle duality theory.”

Economics - “Economist will compare Keynesian and Classical economic theories, articulating the main disagreements between the two in a PowerPoint presentation.”

Fitness Coaching - “Coaches will construct personalized long-term workout plans, considering their fitness level and goals, by the end of the course.”

Criminal Justice - “Students will identify key components of an effective rehabilitation program for juvenile offenders in a group presentation.”

Philosophy - “Philosophy majors will debate ethical issues using principles from three philosophical movements studied during the course.”

Geography - “By course-completion, students will chart and explain the impact of climate change on five major global cities.”

Environmental Science - “Climate biologist will conduct an experiment to measure air pollution levels in different areas of the city, presenting their findings in a lab report.”

Sociology - “After studying social stratification, learners should be able to classify various social behaviors and phenomena into different social classes.”

Dance - “Dancers will choreograph a three-minute dance routine incorporating at least five different dance moves learned during the course.”

Culinary Arts - “Culinary art students will prepare a five-course French meal, showcasing the cooking techniques and recipes studied throughout the program.”



Worksheet

Write 1- 3 clear, measurable, and achievable objective(s).
Are the learning objectives S.M.A.R.T.?

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Cite Your Source: Citation Guidelines

General Principles

1. Acknowledge the original author: Even when summarizing or paraphrasing information, credit the original source.
2. Differentiate between common knowledge and unfamiliar knowledge: Only cite information that is not widely accepted or well-known.
3. Include citations for all sources: Books, articles, websites, films, music, graphs, tables, and other materials require proper citation.

Citation Styles

1. MLA (Modern Language Association):
 - Use parenthetical citations (author's last name, page number) and a Works Cited page.
 - Include author's name, title, publication date, and URL (if applicable).
2. APA (American Psychological Association):
 - Use author-date citations (author's last name, publication year) and a References list.
 - Include author's name, publication date, and DOI or URL (if applicable).
3. Chicago/Turabian:
 - Use footnotes or endnotes with corresponding bibliography.
 - Include author's name, title, publication date, and URL (if applicable).

In-Text Citations

1. MLA: (Smith 24) or (Smith, 24)
2. APA: (Smith, 2020, p. 24) or (Smith, 2020)
3. Chicago/Turabian: 1 or 2 (Smith 24)

Works Cited/Bibliography

1. MLA: List sources in alphabetical order by author's last name, including title, publication date, and URL (if applicable).
2. APA: List sources in alphabetical order by author's last name, including publication date, DOI, and URL (if applicable).
3. Chicago/Turabian: List sources in alphabetical order by author's last name, including title, publication date, and URL (if applicable).

https://owl.purdue.edu/owl/research_and_citation/resources.html

General Guidelines for Artificial Intelligence Source Citation:

Author of AI model used. (Year of AI model used). Name of AI model used (Version of AI model used) [Type or description of AI model used]. Web address of AI model used.

<https://guides.lib.purdue.edu/c.php?g=1371380&p=10135074>

Content Resources:

Federal Agencies:

<https://nida.nih.gov/>

NIDA is a leading federal agency supporting scientific research on drug use and addiction.

<https://www.dea.gov/>

The DEA's education and prevention efforts aim to reduce the availability of illicit controlled substances on the domestic and international markets.

<https://www.samhsa.gov/find-help/prevention>

The Substance Abuse and Mental Health Services Administration (SAMHSA) provides resources and information on prevention of substance use and mental disorders.

<https://pttcnetwork.org/>

The Prevention Technology Transfer Center (PTTC) Network is a network of 10 regional centers and a coordinating office established in 2018 by the Substance Abuse and Mental Health Services Administration (SAMHSA).

<https://www.cdc.gov/>

The mission of the CDC is to protect Americans' health and safety by preventing and controlling diseases, promoting environmental health, and conducting research.

Organizations:

<https://ctb.ku.edu/en> The Community Tool Box is a comprehensive online resource for building healthier communities and promoting social change. It offers 46 Chapters of practical, step-by-step guidance on community-building skills, as well as Toolkits for key tasks.

<https://preventiontrainingservices.org/>

Prevention Training Services is an organization that aims to develop a more competent workforce in the substance use disorder prevention profession.



Worksheet

List content to match learning objective one (two & three):

"I cannot teach anyone anything, I can only make them think".

- Socrates

Learn - Design - Transform

Three Primary Approaches

Upon successful completion of this section on “Primary Approaches to Teaching and Learning” participants will be able to:

- **List** the three primary approaches with 100% accuracy.
- **Explain** an instructor-centered and a learner-centered approach in their own words.
- **Determine** when to use each approach.

In education, there are three primary approaches to teaching and learning:

1. Instructor-centered
2. Content-centered
3. Learner-centered.

1. Instructor-Centered Approach

- Focus is on the instructor, with the instructor being the sole leader and expert
- Instructor talks, while learners passively listen
- Learners receive information transmitted from the instructor, without active involvement
- Emphasis is on what the instructor knows about the content
- Culture is competitive, and learners work alone
- Assessment is used to monitor learning, with an emphasis on right answers
- Instructor makes the rules, and rewards are mostly extrinsic

2. Content-Centered Approach

- Focus is on the content itself, without prioritizing either the instructor or learner
- The subject matter is the primary focus
- A neutral, objective focus on the subject matter, without emphasizing either the instructor’s expertise or the learner’s needs.

3. Learner-Centered Approach

- Focus is on the learner, with learners being active participants in the learning process
- Learners construct knowledge through gathering and analyzing information, rather than receiving it from the instructor
- Emphasis is on how learners will use the content, rather than what the instructor knows about it
- Culture is cooperative, collaborative, and supportive, with learners working in pairs or groups
- Assessment is used to promote and diagnose learning, with an emphasis on generating better questions and learning from errors
- Learners answer each other’s questions, and rewards are mostly intrinsic
- Learners are included in determining topics and have ownership of the learning process

An **Instructor-Centered** approach is a traditional teaching method where the instructor is the primary source of knowledge, and learners are passive recipients of information.

- **Focus on the instructor:** The instructor is the central figure, and learners are expected to follow their guidance.
- **Lecturing:** The instructor talks extensively, while learners listen and take notes.
- **Limited learner participation:** Learners are discouraged from asking questions or engaging in discussions, and instructor-student collaboration is minimal.
- **Top-down knowledge transmission:** The instructor transmits knowledge to learners, who are expected to absorb it without questioning or critiquing.
- **Emphasis on right answers:** The focus is on learners providing correct answers, rather than encouraging critical thinking or problem-solving.
- **Instructor-led activities:** Learners typically work alone, and activities are designed and controlled by the instructor..

A **Learner-Centered** approach shifts the focus from the teacher or instructor to the learner, acknowledging that each individual has unique needs, interests, and learning styles.

Key characteristics of a learner-centered approach include:

- **Focus on the learner:** The approach centers on the individual learner's needs, interests, and goals, rather than the curriculum or teacher's expertise.
- **Active involvement:** Learners are encouraged to take an active role in the learning process, making choices about what, how, and when they learn.
- **Personalization:** Instruction is tailored to meet the diverse needs and abilities of each learner, rather than following a one-size-fits-all approach.
- **Flexibility:** Learners have the freedom to explore and learn at their own pace, and to revisit or revisit concepts as needed.
- **Collaboration:** Learners work together, share ideas, and learn from one another, promoting social and emotional development.
- **Reflection and self-assessment:** Learners are encouraged to reflect on their own learning, set goals, and evaluate their progress, developing metacognitive skills.
- **Emphasis on problem-solving and critical thinking:** Learners are challenged to apply what they've learned to real-world problems, developing critical thinking and problem-solving skills.

Each approach has its own strengths and weaknesses, and they differ in their focus, methods, and outcomes.

Instructor-Centered Approach

Focus: The instructor is the primary focus of the learning process.

Methods: The instructor lectures, presents information, and directs the learning process.

Outcomes: Students are expected to absorb and retain the information presented by the instructor.

Characteristics:

- Instructor is the authority figure.
- Students are passive recipients of information.
- Learning is often one-way, from instructor to student.

Content-Centered Approach

Focus: The content or subject matter is the primary focus of the learning process.

Methods: The instructor presents the content in a structured and organized manner.

Outcomes: Students are expected to master the content and demonstrate their understanding.

Characteristics:

- Content is the central focus.
- Instructor is responsible for presenting the content.
- Students are expected to learn and retain the content.

Learner-Centered Approach

Focus: The learner is the primary focus of the learning process.

Methods: The instructor facilitates and guides the learning process, and students are actively engaged in learning.

Outcomes: Students take ownership of their learning, develop critical thinking and problem-solving skills, and apply what they learn.

Characteristics:

- Learner is the central focus.
- Instructor is a facilitator or guide.
- Students are actively engaged in learning and take ownership of their learning process.



Worksheet

Determine if you will be developing an Instructor centered, Content centered or Learner centered approach.

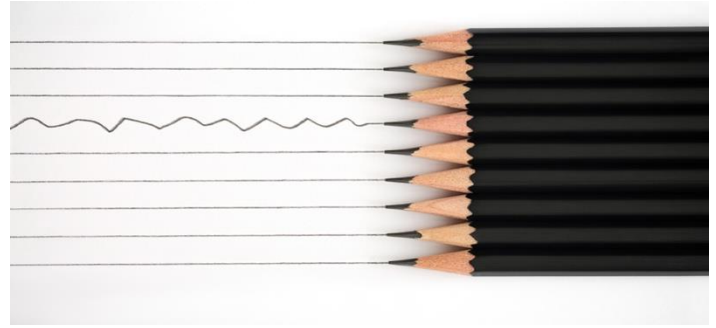
Key Differences

Role of instructor:

Instructor-centered- authority
Content-centered- facilitator
Learner-centered- coach

Role of Student:

Instructor-centered- passive
Content-centered- absorber
Learner-centered- active participant



Implications:

Instructor-centered approach can lead to a lack of engagement and motivation among students.

Content-centered approach can result in a focus on coverage rather than depth of understanding.

Learner-centered approach can lead to increased student autonomy, motivation and engagement, as well as deeper understanding, application of knowledge.

Outcomes:

Instructor-centered outcomes focus on retention of information, rote memorization.

Content-centered outcomes focus on mastery of content, understanding and application.

Learner-centered outcomes focus on application, critical thinking and problem-solving.

A Learner-Centered Approach promotes learner autonomy, critical thinking, problem-solving, and recognizes the uniqueness of each student.

Benefits of a Learner-Centered Approach

- Increased engagement: Learners are more engaged and motivated when they are actively involved in the learning process.
- Improved critical thinking: Learners develop critical thinking and problem-solving skills when they are encouraged to think for themselves.
- Better retention: Learners are more likely to retain information when they are actively engaged in the learning process.
- Increased autonomy: Learners take ownership of their learning and develop a sense of autonomy and self-directed learning.

Focus on learning, not content!

Learn - Design - Transform

Let's take a quiz to measure your recall

Upon successful completion of this session on primary approaches to teaching and learning participants will be able to **list** the three primary approaches with 100% accuracy. Please list the primary approaches to teaching and learning.

- 1.
- 2.
- 3.

Upon successful completion of this lesson on primary approaches to teaching and learning participants will be able to **explain** an instructor-centered approach and a learner-centered approach in their own words.

Please briefly explain:
Instructor-centered approach

Content-centered approach

Learner-centered approach

Upon successful completion of this lesson on primary approaches to teaching and learning participants will be able to determine when to use each approach.

When would you use:

An Instructor-centered approach

A Content-centered approach

A Learner-centered approach

Instructor Led - Learner Centered

Instructor-led, learner-centered training combines the traditional instructor-led training approach with a learner-centered philosophy.

- **Instructor-led:** A trained instructor or facilitator delivers the training, either in-person or virtually, using various methods such as lectures, discussions, group activities, role-playing, and hands-on exercises.
- **Learner-centered:** The focus shifts from the instructor's expertise to the learners' needs, preferences, and goals.

***The instructor acts as a guide, facilitator, or coach,
rather than a lecturer or authority figure,
focusing on learning, not content!***

Learner-centered training emphasizes:

- **Personalization:** Instructors tailor content to meet learners' specific needs and interests.
- **Active involvement:** Learners are encouraged to take an active role in the learning process, asking questions, sharing experiences, and contributing to discussions.
- **Self-direction:** Learners are given autonomy to explore topics, set their own learning objectives, and pace their learning.
- **Relevance:** Content is designed to be relevant and applicable to learners' real-life situations and goals.

In an Instructor-led, learner-centered training setting:

- Instructors facilitate discussions, provide guidance, and offer feedback, rather than simply presenting information.
- Learners engage in collaborative activities, such as group projects, peer reviews, and problem-solving exercises.
- The instructor adapts the training to address learners' questions, concerns, and misconceptions.
- The learning environment is designed to promote learner autonomy, motivation, and engagement.

By combining the strengths of instructor led training with a learner-centered approach, An Instructor-led, learner-centered training can lead to:

- Improved knowledge retention and application
- Enhanced learner engagement and motivation
- Increased learner autonomy and self-directed learning skills
- Better alignment with learners' needs and goals
- More effective transfer of learning to the workplace

Instructor-Led Learner-Centered Approach

Instructor-led training combines the benefits of traditional classroom instruction with a learner-centered approach, focusing on the needs and autonomy of the learners.

This approach acknowledges that learners are **active participants in the learning process**, requiring guidance and facilitation from instructors rather than mere transmission of information.

Key Characteristics:

- **Instructor facilitation:** Trained instructors facilitate the learning process, providing guidance, feedback, and support to learners.
- **Learner autonomy:** Learners are encouraged to take ownership of their learning, making choices about what, how, and when they learn.
- **Interactive and engaging:** The training incorporates various activities, such as discussions, role-playing, group work, and hands-on exercises, to promote learner engagement and interaction.
- **Real-time feedback:** Instructors provide immediate feedback and guidance, allowing learners to adjust their learning and address misconceptions.

Benefits:

- **Improved learner engagement:** Learners are more invested in the learning process, as they have a sense of control and agency.
- **Increased knowledge retention:** Learners are more likely to retain information and skills when they are actively involved in the learning process.
- **Better adaptation to diverse learning needs:** Instructors can tailor their facilitation to meet the unique needs and learning styles of individual learners.
- **Enhanced collaboration:** Learners work together, sharing experiences and insights, and developing teamwork and communication skills.
- **Increased instructor effectiveness:** Instructors focus on facilitating learning rather than simply delivering information, leading to more effective instruction.

Examples of Instructor-Led, Learner-Centered Training:

- **Workshops:** Hands-on, interactive sessions where learners work on projects or exercises, with instructors providing guidance and feedback.
- **Coaching:** One-on-one or small-group coaching sessions where learners receive personalized guidance and support from instructors.
- **Flipped classrooms:** Instructors provide pre-recorded lectures or readings, and learners engage in interactive activities and discussions during the ILT session.
- **Project-based learning:** Learners work on real-world projects, with instructors providing guidance and feedback as needed.

By combining the benefits of instructor-led training with a learner-centered approach, organizations can create a more effective and engaging learning experience that meets the diverse needs of their learners.

Balancing Facilitation and Autonomy

Instructor-led, learner-centered training requires a delicate balance between facilitation and guidance, on one hand, and learner autonomy and freedom, on the other. Here are some strategies to achieve this balance:



- 1. Establish Clear Expectations:** Set clear learning objectives and expectations, while also providing learners with the freedom to explore and discover concepts.
- 2. Structured yet Flexible Learning Paths:** Offer structured learning paths with choices and options, allowing learners to navigate at their own pace and make decisions about their learning.
- 3. Guided Discovery:** Provide guidance through scaffolding, modeling, and feedback, while still allowing learners to discover concepts and principles through self-directed exploration.
- 4. Learner-Centered Activities:** Design activities that promote learner autonomy, such as problem-based learning, case studies, or project-based learning, which encourage learners to take ownership of their learning.
- 5. Facilitative Teaching:** Adopt a facilitative teaching approach, focusing on asking questions, providing resources, and guiding learners rather than lecturing or dictating.
- 6. Technology Integration:** Leverage Learning Management Systems (LMS) and other digital tools to provide learners with anytime, anywhere access to course materials, enabling them to work independently and at their own pace.
- 7. Reflection and Feedback:** Encourage learners to reflect on their learning and provide regular feedback, helping them to identify areas for improvement and adjust their learning strategies.
- 8. Emphasize Metacognition:** Teach learners to think metacognitively, developing their ability to set goals, plan, monitor, and evaluate their own learning.
- 9. Monitor Progress and Adjust:** Regularly monitor learner progress and adjust instruction to ensure that learners are on track to meet learning objectives while still maintaining autonomy and freedom.
- 10. Model Autonomous Behavior:** Demonstrate autonomous behavior yourself, as an instructor, to model the behaviors you expect from learners and promote a culture of autonomy and self-directed learning.

By implementing these strategies, instructors can strike a balance between facilitation and guidance, on one hand, and learner autonomy and freedom, on the other, creating a learner-centered training environment that fosters engagement, motivation, and effective learning.

Moving from Lecture to Activities

Examples of lecture-based to activity-based strategies:

- **Think-Pair-Share:** Students listen to a lecture, then pair up to discuss and share their thoughts on a specific question or concept.
- **Jigsaw:** Students are divided into small groups to discuss and learn about a specific topic, then share their findings with the larger class.
- **Minute Papers:** Students write brief reflections on a lecture topic or question, providing immediate feedback and encouraging active engagement.
- **In-Class Quizzes:** Students participate in short, in-class quizzes to assess their understanding of the material, promoting active learning and feedback.
- **Reader's Theatre:** Students act out a scenario or case study related to the lecture topic, encouraging active participation and application of knowledge.
- **Four Questions:** Students stand near a flipchart with different questions related to the lecture topic, then answer and discuss the questions in small groups.
- **Cross-Listing:** Students list ways they will apply the material to their own work or lives, promoting active reflection and connection to the content.
- **Role-Playing:** Students engage in role-playing exercises to apply theoretical concepts to real-world scenarios, promoting active learning and problem-solving.
- **Peer Teaching:** Students teach each other about specific topics or concepts, promoting active learning and peer-to-peer instruction.
- **Case Studies:** Students analyze and discuss real-world scenarios or case studies related to the lecture topic, encouraging active application of knowledge.
- **Interactive Lectures:** Instructors incorporate interactive elements, such as polls, quizzes, or games, into traditional lectures to increase student engagement and participation.

These examples illustrate the shift from traditional lecture-based instruction to more activity-based approaches, which prioritize student engagement, participation, and application of knowledge.

Interactive Elements for a Training Assessment

1. **Quizzes:** Multiple-choice questions, true/false, fill-in-the-blank, or short-answer questions that provide immediate feedback and reinforce learning.
2. **Drag-and-drop exercises:** Learners drag and drop options to complete a task, demonstrating understanding and application of knowledge.
3. **Simulations:** Realistic scenarios that mimic real-world situations, requiring learners to make decisions and apply skills.
4. **Scenario-based questions:** Learners respond to hypothetical scenarios, demonstrating problem-solving and critical thinking skills.
5. **Games:** Engaging activities that incorporate learning objectives, such as trivia, puzzles, or role-playing games.
6. **Branching narratives:** Interactive stories that adapt to learners' choices, providing a personalized learning experience.
7. **Case studies:** Real-life scenarios that require learners to analyze and apply knowledge to solve problems.
8. **Role-playing scenarios:** Learners engage in simulated role-playing exercises to practice communication and problem-solving skills.
9. **Virtual labs:** Interactive simulations that mimic real-world laboratory settings, allowing learners to experiment and apply scientific principles.
10. **Assessment-based games:** Games that incorporate assessment questions, providing a fun and engaging way to evaluate learner knowledge and skills.
11. **Interactive Workbooks:** Design participant workbooks with interactive features like note-taking sections, key message summarization, question-and-answer spaces, thought recording and summarization and identification of key points and important phrases

Remember to choose interactive elements that align with your learning objectives and target audience, and ensure they are accessible and usable for all learners.



Worksheet

Write at least two interactive elements you will use to measure participant engagement, understanding and comprehension.

Designing Multimodal Participant Workbooks

Visual Learners:

- Incorporate:
 - High-quality images, diagrams, charts, and infographics
 - Color-coding and highlighting to emphasize key information
 - Mind maps and concept diagrams to visually organize ideas
 - Illustrations and icons to break up text and make it more engaging
- Use visual aids to support written content, such as:
 - Photographs or videos to illustrate concepts
 - Infographics to summarize key statistics or data
 - Flowcharts or decision trees to guide participants through processes

Auditory Learners:

- Incorporate:
 - Audio recordings or podcasts to supplement written content
 - Verbal explanations and summaries to accompany written text
 - Quotations or testimonials from experts or peers to add auditory depth
 - Audio-based exercises, such as listening comprehension or role-playing
- Use auditory cues to support written content, such as:
 - Audio clips to illustrate key concepts or scenarios
 - Podcast-style discussions or interviews with experts
 - Audio-based reflections or journaling exercises

Kinesthetic Learners:

- Incorporate:
 - Hands-on activities, such as simulations, role-playing, or case studies
 - Interactive exercises, such as puzzles, games, or quizzes
 - Real-world examples or scenarios that require participants to apply concepts
 - Opportunities for participants to create their own materials, such as concept maps or diagrams
- Use kinesthetic approaches to support written content, such as:
 - Group discussions or debates to encourage active participation
 - Collaborative problem-solving or brainstorming exercises
 - Role-playing or scenario-based exercises to apply concepts
 - Hands-on activities to illustrate key concepts or processes

Universal Design Principles:

- Use clear and concise language throughout the workbook
- Organize content in a logical and consistent manner
- Provide ample white space and headings to facilitate navigation
- Use a variety of font sizes, styles, and colors to create visual hierarchy
- Make sure the workbook is accessible and usable for participants with disabilities

Opening, Working and Closing

- Beginning, Middle, and End
- Opening, Working, Closing
- Uncover, Discover, Recover
- Tell them what you're going to tell them, Tell them, Tell them what you told them

Opening - "Uncover"

This sets the tone for the presentation or workshop.

1. **Grab their attention:** Start with a bold statement, a thought-provoking question, or a surprising fact to engage the audience.
2. **Set the tone:** Establish the tone for the presentation or workshop by clearly stating the objectives, agenda, and expected outcomes.
3. **Introduce yourself:** Briefly introduce yourself, establish your expertise and credibility.
4. **Set the Context:** Provide a brief overview of the topic, its relevance, why it's important, and the objectives of the presentation or training.
5. **Answer the question:** W.I.I.F.M.?

Some effective opening techniques include:

- Creating a sense of anticipation or curiosity
- Sharing a surprising fact or statistic
- Asking a rhetorical question
- Using humor



Worksheet

Write how you will introduce yourself.

Answer W.I.I.F.M?

(How is the information relevant and why the audience should participate.)

Write your opening statement.

Anchor, Add, Apply, Away

“Anchor, Add, Apply, Away” is a learning design framework that consists of four steps

1. **Anchor:** This step connects the learner to the task or content by relating it to their prior knowledge, experience, or real-life situations. It helps learners understand the relevance and importance of the new information.

The anchor question invites learners to share ways that the content is relevant or connected to their experience.

2. **Add:** In this step, new information or content is introduced, and learners are invited to engage with it. The emphasis is on adding new and vital information, and inviting learners to make it their own.

This step provides learners with new knowledge, concepts, or skills.

3. **Apply:** This step provides learners with opportunities to immediately apply what they have learned to a task or activity. It helps learners cement their understanding by doing something with the new information.

Application activities include providing solutions to case study problems, sharing ideas with peers, or completing worksheets that incorporates the new information.

4. **Away:** This step sets learners up to be more successful at practicing their learning when they return to their daily work or life. It involves asking learners to decide what they will take away from the task and use in the future.

This step helps learners integrate new learning into their daily routines and makes it more likely that they will retain and apply the knowledge.

More information is available at <https://www.globallearningpartners.com/blog/4-steps-for-learning-that-lasts/>

The 4-A sequence is designed to create a continuous learning cycle, where learners are anchored to their prior knowledge, added to new information, applied to real-world scenarios, and then take away new skills and knowledge to use in the future.



Worksheet

Develop and write an Anchor for the content you are about to convey.

Working - “Discover”

This is where the information is conveyed.

1. **Engage the audience:** Use interactive elements, such as discussions, group activities, and polls, to keep the audience engaged and involved.
2. **Focus on key messages:** Clearly convey the main ideas and takeaways, using visual aids, stories, and examples to illustrate complex concepts.
3. **Use visual aids effectively:** Use slides, videos, and other visual aids to support your message, Balance text and images, and avoid overwhelming the audience with too much information.
4. **Encourage participation:** Encourage audience participation through questions, break out groups, think-pair-share activities and open discussions.
5. **Provide Examples and Analogies:** Use concrete examples and analogies to illustrate complex concepts and make them more accessible.
6. **Use Storytelling:** Share a personal anecdote or a relevant case study to illustrate the importance of the topic and make it more relatable.
7. **Visual Aids:** Utilize images, videos, or animations to support your message and keep the audience interested.

Some effective working techniques include:

- Simple to complex
- Using props or demonstrations
- Encouraging audience participation
- Providing opportunities for discussion, Q&A and feedback
- Using workbooks and worksheets
- Using case studies and real world scenarios
- Using storytelling and anecdotes to illustrate key points



Worksheet

Write three ways you can “transfer” the information to the audience.

Outline the information from Simple to Complex.

Write activities will you use for the audience to “Apply” the information.

Closing - “Recover”

This is where you restate the main points and offer a call to action

1. **Summarize key points:** Recap the main ideas and takeaways, highlighting the most important information.
2. **Provide next steps:** Outline what the audience should do next, including any action items, resources, or follow-up activities.
3. **Encourage feedback:** Invite the audience to provide feedback, ask questions, or share their thoughts on the presentation or workshop.
4. **Assessment:** Provide posttest, self-reflection time, evaluation links, etc
5. **End with a strong impression:** Close with a thought-provoking question, a call to action, or a memorable quote to leave a lasting impression on the audience.

Some effective closing techniques include:

- Thanking the audience and acknowledging their time
- Leaving the audience with something to think about
- Using a memorable quote or story
- Providing a clear call to action
- Using a final visual aid (e.g., a slide with key takeaways)



Worksheet

Write a summary of the key point(s)

Write a “call to action”, memorable quote or story

Write how you will ask the audience to commit to doing something in the future with the information. (“Away”)

What is your final visual?

Pre Test- Post Test Questionnaire

A pre-test post-test questionnaire is a survey tool used to evaluate the effectiveness of a presentation or training program. It consists of two parts: a pre-test and a post-test. The purpose of this questionnaire is to measure the knowledge, attitudes, and behaviors of participants before and after the training, allowing trainers to assess the impact of the presentation or training on participants.

Pre-test:

The pre-test typically includes questions that:

1. Assess participants' **existing** knowledge and understanding of the topic.
2. Identify their attitudes, beliefs, and expectations about the topic.
3. Gather demographic information, such as job title, role, and experience.
4. Establish a baseline for future comparison.

Example pre-test questions:

- What do you currently know about [topic]?
- How would you rate your current level of understanding of [specific concept]?

Post-test:

The post-test typically includes questions that:

1. Evaluate participants' **new** knowledge and understanding gained from the training.
2. Assess changes in their attitudes, beliefs, and intentions related to the topic.
3. Measure the application of new skills or behaviors.
4. Compare the results to the pre-test baseline.

Example post-test questions:

- How has your understanding of [topic] changed since the training?
- Do you agree or disagree with the following statements about [specific concept]?
- Have you applied any new skills or behaviors from the training in your work? If so, describe.

Benefits:

1. Evaluates the effectiveness of the training program.
2. Identifies areas for improvement.
3. Provides feedback to trainers and instructors.
4. Helps to refine future training programs.
5. Demonstrates accountability and commitment to continuous improvement.

Best practices:

1. Keep the questionnaire concise and focused on the training objectives.
2. Use clear and unbiased language.
3. Ensure the questionnaire is accessible and easy to complete.
4. Use a mix of multiple-choice, rating scale, and open-ended questions.
5. Pilot-test the questionnaire before administering it to a larger group.
6. Analyze and report the results in a timely and actionable manner.

By using a pre-test post-test questionnaire, trainers and presenters can gain valuable insights into the impact of their training programs and make data-driven decisions to improve future presentations or training sessions.

Pre/Post Questionnaire Best Practices

- **Identical Questions:** Use the same questions in both the pre-test and post-test to ensure accurate measurement of knowledge gain or change.
- **Clear and Concise Language:** Use simple and unambiguous language to avoid confusion and ensure participants understand the questions.
- **Multiple-Choice Format:** Use multiple-choice questions with clear answer options to facilitate grading and reduce bias.
- **Single Correct Answer:** Ensure each question has only one correct answer to prevent guessing and promote accurate assessment.
- **Diverse Question Types:** Include a mix of question types, such as:
 - Factual recall
 - Conceptual understanding
 - Application-based questions
 - Open-ended questions (for qualitative analysis)
- **Avoid Leading Questions:** Phrase questions neutrally to avoid influencing participants' responses.
- **Pre-Test Administration:** Administer the pre-test immediately before the presentation or training intervention to establish a baseline.
- **Post-Test Administration:** Administer the post-test immediately after the presentation or training, or at a later time to assess retention.
- **Consistent Scoring:** Establish a consistent scoring system for both pre-test and post-test questions to enable accurate comparison.
- **Pilot Testing:** Pilot test the questionnaire with a small sample to ensure clarity, accuracy, and feasibility before administering it to the larger population.
- **Questionnaire Length:** Keep the questionnaire concise and focused on the key objectives, avoiding unnecessary questions or complexity.

Worksheet

Develop and write 5- 25 pre/ post questions

Evaluation Data Points

Evaluation Data Points refer to specific indicators used to assess the effectiveness or quality of a program. These data points are collected and analyzed to evaluate whether a goal or objective has been met and to inform decisions about future improvements or adjustments.

Key pieces of information that can be collected from a presentation or training evaluation:

1. Clarity and effectiveness of presentation:
 - How clear was the presenter's message?
 - Were the goals and objectives of the workshop clearly stated?
 - Did the presenter engage the audience effectively?
2. Relevance and usefulness:
 - Was the content relevant to the audience's needs and interests?
 - Were the topics and activities useful for achieving the workshop's objectives?
 - Did the participants gain new knowledge, skills, or insights?
3. Facilitator and instructor performance:
 - How well did the facilitator or instructor manage the workshop?
 - Were they knowledgeable and experienced in the subject matter?
 - Did they encourage participation and interaction?
4. Content and materials:
 - Were the presentation slides, handouts, and other materials clear and easy to understand?
 - Were they well-organized and easy to follow?
 - Were any additional resources or references provided?
5. Timing and duration:
 - Was the workshop too long or too short?
 - Were there any unnecessary delays or interruptions?
 - Did the schedule allow for sufficient breaks and transitions?
6. Participant engagement and interaction:
 - How actively did participants engage with the workshop content?
 - Were there opportunities for questions, discussions, and feedback?
 - Did the workshop encourage collaboration and networking among participants?
7. Technical and logistical aspects:
 - Were the audiovisual equipment and technology functioning properly?
 - Were the room and seating arrangements conducive to learning?
 - Were any technical issues or disruptions addressed promptly?
8. Overall satisfaction and recommendations:
 - How satisfied were participants with the workshop overall?
 - Would they recommend the workshop to others?
 - Are there any suggestions for improving future workshops?

Presentation Evaluation

- What specific topic or section of the presentation did you find most useful or interesting?
- Were there any points during the presentation where you felt lost or confused? If so, please explain.
- How effective was the presenter at addressing questions and comments from the audience?
- Was the content of the presentation clear and easy to understand?
- Was the presentation well-organized and logically structured?

Presentation Evaluation Questions

General Evaluation

- Overall Impression: How would you rate the presentation's overall effectiveness in conveying the message?
- Engagement: How engaging was the presenter's style and delivery?
- Content: How well did the presentation cover the topic, and was the information accurate and relevant?

Speaker-Related Evaluation

- Speaker's Confidence: How confident did the presenter appear during the presentation?
- Speaker's Clarity: How clearly did the presenter articulate their thoughts and ideas?
- Speaker's Body Language: How effective was the presenter's use of body language and nonverbal cues?

Content-Related Evaluation

- Organization: How well was the presentation organized, and did the presenter effectively transition between topics?
- Visual Aids: How effective were the visual aids (e.g., slides, graphs, videos) in supporting the presentation?
- Relevance: How relevant was the presentation's content to the audience's interests and needs?

Audience Feedback

- Takeaways: What did you learn from the presentation, and how will you apply it?
- Recommendations: Would you recommend this presentation to others, and why or why not?
- Suggestions: What suggestions do you have for improving future presentations on this topic?

Open-Ended Questions

- What did you find most impressive or memorable about the presentation?
- Were there any areas where the presenter could improve, and if so, what specifically?
- How did the presentation align with your expectations, and were your expectations met?

Training Evaluation

- What did you learn from this training program that you can use?
- How would you rate the trainer's delivery and instruction style?
- Were the training materials helpful and relevant?
- Was the training well-organized and logically structured?
- How satisfied were you with the overall training experience?

Questions for Training Evaluation

Course Content

- How relevant were the course materials to you, your job or role?
- Were the topics covered in the course aligned with your needs and expectations?
- Did the course provide sufficient information on [specific topic]?

Instructional Methods

- How effective were the instructor's delivery methods (e.g., lectures, discussions, hands-on activities)?
- Were the instructional materials (e.g., slides, handouts, videos) clear and easy to understand?
- Did the instructor provide adequate opportunities for questions and feedback?

Learning Environment

- Was the training facility comfortable and conducive to learning?
- Did the instructor ensure a safe and inclusive learning environment?

Course Duration and Structure

- Was the course duration appropriate for the content covered?
- Were the breaks and timing of the course well-planned and effective?
- Did the course flow smoothly, or were there any disruptions?

Accessibility and Accommodations

- Were there any accessibility issues (e.g., seating, audio, visual) that impacted your learning experience?
- Were there any language or cultural barriers that affected your understanding of the course content?

Overall Satisfaction

- Did the training meet your expectations?
- How satisfied are you with the overall quality of the training?
- Would you recommend this course to colleagues or peers?

Actionable Feedback

- What changes would you suggest to improve the course content or delivery?
- How can we improve the learning experience for future delegates?

Technical Aspects

- Were there any equipment or technology issues that impacted your learning?
- Were the course materials and resources easily accessible and usable?

Evaluation Form Rating Types

Numeric Rating Scale: A scale with numbers (e.g., 1-5, 1-10) where respondents rate a statement or question.

Likert Scale: A 5-point or 7-point scale with verbal anchors (e.g., Strongly Disagree to Strongly Agree) to measure attitudes or opinions.

Graphic Rating Scale: A visual scale with a line or a bar where respondents mark their rating (e.g., 1-3, 1-5).

Rating Scales with Anchors: Scales with descriptive anchors (e.g., Poor, Fair, Good, Excellent) to help respondents rate items or criteria.

Open-Ended Ratings: Text fields where respondents can provide qualitative feedback or ratings without being limited to a specific scale or options.

A 5-point Likert scale with verbal anchors:

Strongly Disagree: Disagree: Neutral: Agree: Strongly Agree:

A 7-point Likert scale with verbal anchors:

Strongly Disagree: Disagree: Slightly Disagree: Neutral: Slightly Agree: Agree: Strongly Agree:

A 6-point Likert scale with verbal anchors:

Strongly Disagree: Disagree: Slightly Disagree: Slightly Agree: Agree: Strongly Agree:

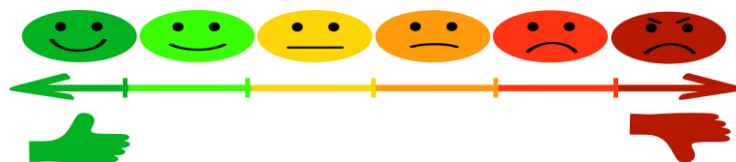
A 4-point Likert scale with verbal anchors:

Excellent, Good, Average, Poor

A 4 or 6-point Likert scale doesn't accommodate a neutral or "undecided" option forcing the respondent to choose between the two extremes

Excellent, Good (acceptable)

Average, Poor (not acceptable)



Additional resources for Likert Scales can be found at
<https://www.marquette.edu/student-affairs/assessment-likert-scales.php>

Kirkpatrick Model of Evaluation

The Kirkpatrick Model is a widely recognized and globally accepted framework for evaluating the effectiveness of training programs. Developed by Donald Kirkpatrick in the 1950s, it assesses the impact of training on learners and the organization, providing a structured approach to evaluate training programs at four distinct levels.

Level 1: Reaction

- Measures participants' initial reaction to the training experience
- Evaluates satisfaction, engagement, and relevance of the training
- Typically assessed through surveys, questionnaires, or "smile sheets"
- Focuses on learner perceptions, providing insights into training quality and potential areas for improvement

Level 2: Learning

- Assesses the degree to which participants acquired intended knowledge, skills, and attitudes
- Evaluates learning outcomes, such as increased knowledge or improved skills
- Typically assessed through pre- and post-training assessments, quizzes, or exams
- Focuses on learning acquisition, enabling organizations to determine if training objectives are being met

Level 3: Behavior

- Measures the extent to which participants apply learned skills and knowledge on the job
- Evaluates behavioral changes, such as improved job performance or changed work habits
- Typically assessed through observations, performance reviews, or job competency assessments
- Focuses on behavioral transfer, ensuring that training leads to tangible changes in job performance

Level 4: Results

- Evaluates the impact of training on business outcomes, such as:
 - Reduced costs
 - Improved quality and efficiency
 - Increased productivity
 - Employee retention
 - Increased sales
 - Higher morale
- Typically assessed through metrics, such as ROI (Return on Investment) or ROE (Return on Expectations)
- Focuses on business outcomes, enabling organizations to demonstrate the value and ROI of their training investments

Kirkpatrick Model Evaluation Questions

Level 1: Reaction

- **How satisfied were you with the training program?**
- Did you find the training engaging and relevant to your job?
- Were the training materials and resources helpful?
- How would you rate the trainer's effectiveness?
- What did you like most/least about the training?

Level 2: Learning

- **Did you gain new knowledge or skills from the training?**
- Can you apply what you learned to your job?
- Have you noticed any changes in your behavior or attitudes as a result of the training?
- Can you demonstrate your understanding of the training content through a quiz or test?
- How confident do you feel in your ability to apply what you learned?

Level 3: Behavior

- **Have you observed any changes in your coworkers' behavior or attitudes since the training?**
- Have you implemented any new procedures or practices as a result of the training?
- Can you provide specific examples of how you've applied what you learned on the job?
- Have you received feedback from supervisors or colleagues indicating improved performance?
- Are there any challenges or barriers you've encountered in applying what you learned?

Level 4: Results

- **Have there been any measurable improvements in productivity, quality, or efficiency as a result of the training?**
- Have there been any reductions in errors, accidents, or costs as a result of the training?
- Can you quantify the impact of the training on business outcomes, such as increased sales or customer satisfaction?
- Have there been any changes in organizational metrics, such as employee retention or turnover rates, as a result of the training?
- Can you describe any other tangible benefits or outcomes resulting from the training?

Some additional tips for writing evaluation questions using the Kirkpatrick Model:

- Make sure questions are specific, clear, and concise
- Use a mix of quantitative and qualitative questions to gather both numerical and descriptive data
- Ensure questions align with the training objectives and goals



Worksheet

Determine which question types, questions and scale you will use for an evaluation. Write at least 4 evaluation questions, one from each level of the Kirkpatrick Model: Reaction, Learning, Behavior, and Results.

Learn - Design - Transform

Developing a Well-Crafted Description

A well-crafted presentation or training description is essential for effectively communicating the purpose, content, and objectives of your session.

Here are some key takeaways to help you write a clear and concise description:

1. **Define the purpose:** Identify the main goal of your presentation or training. Is it to inform, educate, persuade, or entertain? This will help you tailor your language and focus your message.
2. **Target audience:** Consider who your audience is and what they need to know. Use language and terminology that resonates with them.
3. **Keep it concise:** Aim for a brief summary (1-2 paragraphs) that captures the essence of your presentation or training.
4. **Use clear headings:** Organize your description with headings that reflect the structure of your presentation or training.
5. **Focus on key takeaways:** Highlight the most important points or skills your audience will gain from your session.
6. **Avoid jargon and technical terms:** Use simple language and avoid overly complex concepts or terminology.
7. **Include relevant details:** Mention any specific topics, formats (e.g., lecture, discussion, hands-on), or multimedia elements (e.g., videos, slides) that will be covered.

Example:

Title: [Presentation/Training Name]

Objective: [Briefly state the main objective of your presentation or training]

Target Audience: [Identify the intended audience]

Description:

- [Heading 1: Main Topic] - [Briefly describe the main topic or theme]
- [Heading 2: Key Takeaways] - [List the most important points or skills your audience will gain]
- [Heading 3: Format and Content] - [Describe the format and content of your presentation or training, including any multimedia elements]

Example:

Title: Effective Public Speaking Training

Objective: Identify communication skills to increase confidence in presenting ideas to audiences.

Target Audience: Professionals seeking to enhance their public speaking abilities.

Description:

- **Foundational Skills:** Understand the principles of effective public speaking, including audience analysis, message crafting, and delivery techniques.
- **Key Takeaways:** Learn how to structure a compelling presentation, manage nervousness, and engage your audience.
- **Format and Content:** Interactive lecture, group exercises, and video analysis of successful presentations.



Worksheet

Craft and write a description for the presentation or training.

Writing Clear and Concise Titles

1. **Be clear and descriptive:** Your title should clearly convey what the course is about and the benefits it offers to learners. Avoid vague or generic titles that may leave visitors unsure about what they'll gain from the course.

Example: "Photography Essentials: Mastering Composition, Lighting, and Editing" instead of "Photography Foundations"

2. **Keep it concise:** Lengthy, complex titles can overwhelm and fail to convey your course's essence effectively. Aim for brevity while maintaining impact. Try to stay under 10 words.

Example: "Mandarin Mastery in 60 Days: Fluent Expression Journey" instead of "Foundations of Mandarin: A Beginner's Comprehensive Guide to Learning Chinese Language, Culture, and Basic Communication Skills"

3. **Use power words:** Incorporate language elements that evoke strong emotional responses in readers, such as excitement, curiosity, inspiration, or urgency. This can add depth and impact to your title.

Example: "Lose 20 Pounds in 12 Weeks: Body Transformation course" instead of a generic "Weight Loss Program"

4. **Focus on outcomes:** Highlight the results or benefits learners can expect from your course. This can motivate potential learners and make your title more compelling.

Example: "Write the Perfect Course Title: Practical Strategies & Examples" instead of "Course Naming 101"

5. **Use attention-grabbing phrases:** Incorporate phrases that create a sense of intrigue, such as "Quick Tricks," "What's In a Name?," or "A Sense of Entitlement." This can make your title more engaging and memorable.

Example: "Quick Tricks to Pick Up Clicks: Writing Compelling Post Titles" instead of a straightforward "Writing Compelling Post Titles"

Some effective presentation title formulas to consider:

- Question-based titles: "What [specific topic] Can Do for You?"
- Benefit-focused titles: "How to [achieve a specific outcome]?"
- Storytelling titles: "The [surprising] Truth About [topic]?"
- Number-based titles: "10 Ways to [improve a specific area]?"
- Action-oriented titles: "Take Control of [specific area] with [solution]?"
- Curiosity-driven titles: "Why [specific topic] Matters to [audience]?"
- Emotional trigger titles: "Unlock [desirable outcome] with [solution]?"
- Problem-solution titles: "Solving [common problem] with [effective solution]?"



Worksheet

Write the title for your presentation or training.

Who, What, When, Where, How & Why

Who are the participants?

What will the participant be able to do after the presentation or training?

When will this occur?

Where will it occur?

How will you convey the information?

Why are you doing this?



Who

Age: 0-12, 13-15, 16-18, 19-25, 26-40, 41- 55, 56-up
Children, Youth, Young Adults, Older Adults
Elementary, Middle School, High School, College

Beginner, Intermediate, Advanced, Expert
Are they new to the field or veterans?
What do they know about the topic/ subject?
What do they bring to the training?

Do they know each other?
How do they know each other?
School classmates, Staff, Team

Do they want to be in the presentation/ training?
What is their motivation to learn the material?

How many days have they already been training?
Where are they coming from? Where are they going to after this?
How do they feel?
What's their energy level?
What's their attitude?
How many participants will there be?

Who else is in the room?

Administrator, Teacher, Funder, Security, Coach, Principal, Supervisor, Director
Other subject matter experts
Co-trainer(s)

Self

How do you feel?
Are you ready?
What's your energy level?
What's your attitude?

Co-trainer

How do they feel?
Are they ready?
What's their energy level?
What's their attitude?

Learn - Design - Transform

What

What is the subject/ topic/ information/ content you will convey?

Purpose of the presentation/ training

What do you want them to know after the training?

What do you want them to do after the training?

Content

Where will you acquire the content?

How reputable is the content source?

How will you cite your sources?

What content is necessary?

What content is extra?

Relevance:

Is the content relevant to the participants? Yes - No

How or why is the content relevant to the participants?

When

When will the presentation/ training occur?

Date(s):

What time of day?

(early morning, mid-morning, lunch, afternoon, evening)

Is this at the beginning, middle or end of the conference?

How much time will you have?

(30- 50 minutes, 3, 6, 8 hrs., 1-5 days)

Learn - Design - Transform

Where

Where will the presentation/ training occur?

Indoors- Outdoors

School Classroom, Gym, Field, Auditorium, Stadium, Conference room,

Onsite- Off site

Travel distance

Easy/ difficult to get to?

Ambiance

How is the room set up?

Size: Too small, Small, Medium, Large, Too big

Tables & Chairs: Fixed or Moveable?

Temperature: Cold, Cool, Warm, Hot -- Adjustable?

Lighting: Dim, Bright, Natural, -- Adjustable?

Noise levels: Inside & outside

A/V: Sound, microphone, projector, screen (size), internet/ Wi-Fi

A/V compatibility with your device? Cables, adapters, etc.

How does the space feel?

Five Senses: sight, sound, smell, taste, and touch

How

How will you convey the information?

Presentation, Instruction, Training
Face to face, virtual, hybrid?

How will you achieve the objectives?

How will this be a Transformational Learning Experience?

What activities will you use?
What media will you use?
What real world case studies or scenarios will you use?
Workbook or worksheet?
How can/will you use the participant's experience?

How will you know you achieved the objectives?

Assessment
Pre- Post Test
Evaluation
Self- reflection

Schedule/ Agenda

Precise (15 minute increments) or Loose (AM, PM)

Contingency plans

(A/V failure, room/ location disruption, co-trainer absent, late start, other)

Why

Why are you doing this?

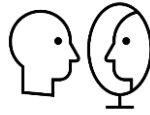


Worksheet

Write why you are doing this presentation or training.

Learn - Design - Transform

Self-reflection



Today I

Look back at page 4 (My Expectations)
What expectations were met?

What did you receive that you did not expect?

Describe **how** you have been transformed as a result of this training experience.

Presentation/Training Worksheet

This will be a Presentation, Keynote or Workshop.

I will be developing an Instructor centered, Content centered or Learner centered approach.

Audience:

Topic:

Title:

Description:

Learning objective(s):

- 1)
- 2)
- 3)

Are the learning objectives Specific, Measurable, Achievable, Relevant and Time-bound?

Content:

Content to match learning objective one:

Content to match learning objective two:

Content to match learning objective three:

Activities:

- 1)
- 2)

Visuals/ Media:

Workbooks/ Worksheets:

Pretest (5-25)

Introduction:

WIIFM:

Opening:

Anchor:

Working:

Add: (Simple to Complex)

Apply:

Closing:

Away:

Visual:

Posttest:

Evaluation:
Reaction
Learning
Behavior
Results

References:
Citations

Who

What

When

Where

How

Why are you doing this?

Evaluation Links

Prevention Training Services evaluation link:

<https://preventiontrainingservices.org/evaluation/>



PTTC NCO GRPA link:

<https://ttc-gpra.org/P?s=345477>

