



# Building a Training Program

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*A Workshop presented to [Insert audience's name here]*

- 
- [Insert trainer's name here]
  - [Insert date/year of training here]
  - [Insert location of training here]

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# Learning Goals

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*At the end of this workshop, you will be able to:*

- Assess the needs of your learners.
- Design a training plan that meets the needs of your learners.
- Develop a training program based on a training plan.
- Implement a training program that you develop.
- Evaluate the training program based on whether the needs of your learners have been met.

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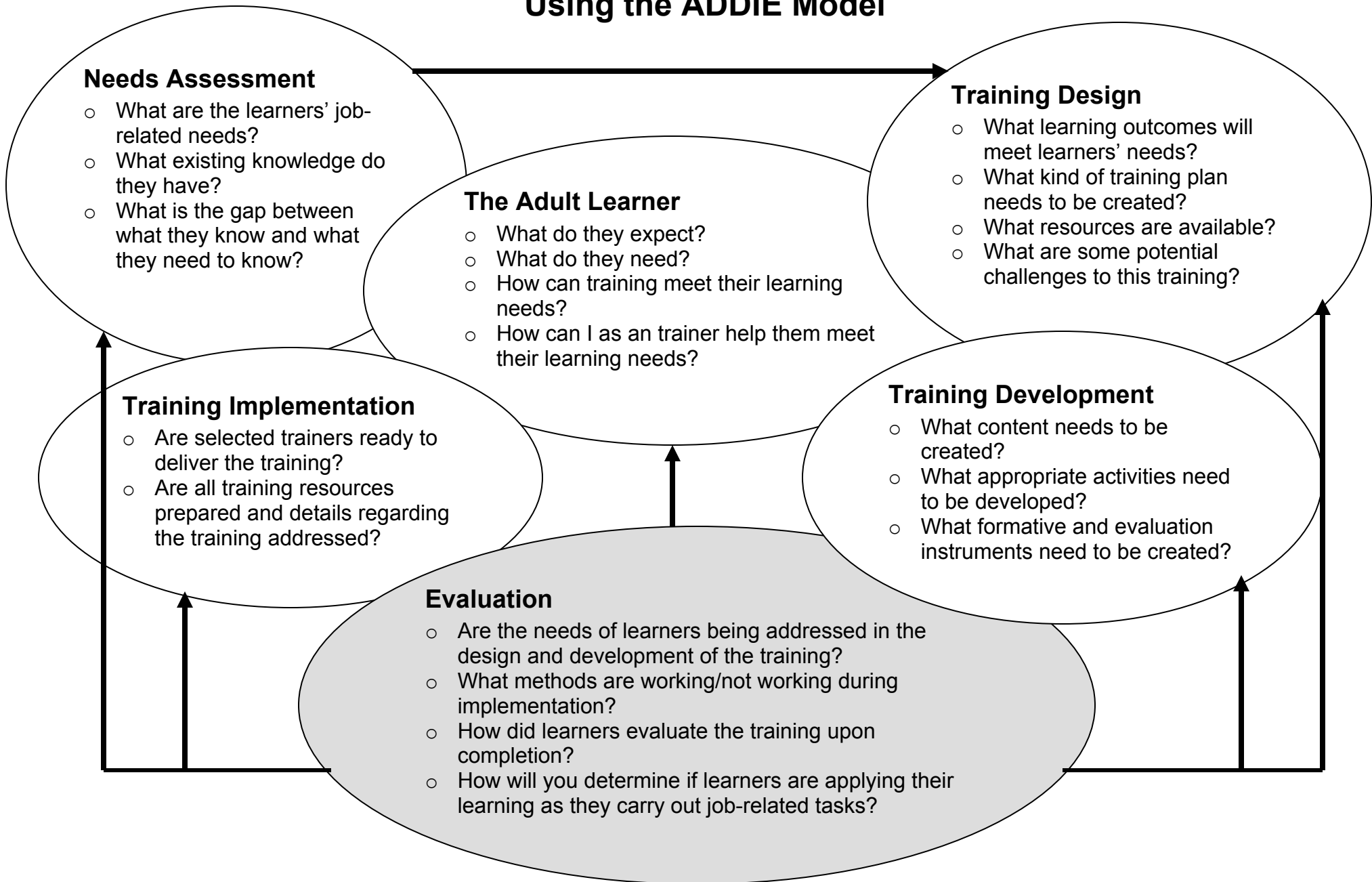
# Training Development Model

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*This workshop was designed using a common instructional systems design (ISD) model known as ADDIE:*

- Assessment: What do your learners need to know to accomplish job-related tasks?
- Design: What will your training program look like?
- Development: What content, learning methods, and resources will you need?
- Implementation: Can you deliver the training program effectively?
- Evaluation: How will you know if the training program is meeting/has met the needs of your learners?

# Creating a Training Program Using the ADDIE Model





## Workshop Outline

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*Each section of the workshop will include the following four components:*

- Introduction to the ADDIE component
- Explanation and discussion of the component
- Short exercises
- Summary Quiz

*Your questions are welcome throughout the workshop.*



# Building a Training Program

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*Assess: What do your learners need to know to accomplish job-related tasks?*

*Design*

*Develop*

*Implement*

*Evaluate*

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## Needs Assessment

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*Primary questions to answer when conducting a training needs assessment:*

- Who are adult learners?
- What kinds of learning experiences do learners need? What styles of learning do they bring to the training program?
- What HIV+-related and job training experience do they have?
- What do they need to know to carry out job-related tasks?
- What gap exists between what they know and what they need to know?

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# Assessing the Adult Learner

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## *Major characteristics of adult learners as related to training:*

- Need to Know: Want training delivered when they need it, when ready to progress to a new task or next stage.
- Self Concept: Desire to be recognized by instructor as independent and self-directed.
- Life Experience: Expect instructor to recognize their prior accomplishments and knowledge.
- Task-centered and Practical: Training should help them meet job-related needs.
- Internally Motivated: Largely (but not exclusively) driven by internal rewards and not, for example, grades or parental approval.

Knowles, M., *The Adult Learner* (5<sup>th</sup> ed), 1998, Houston, TX: Gulf Publishing





# Assessing Learning Styles\*

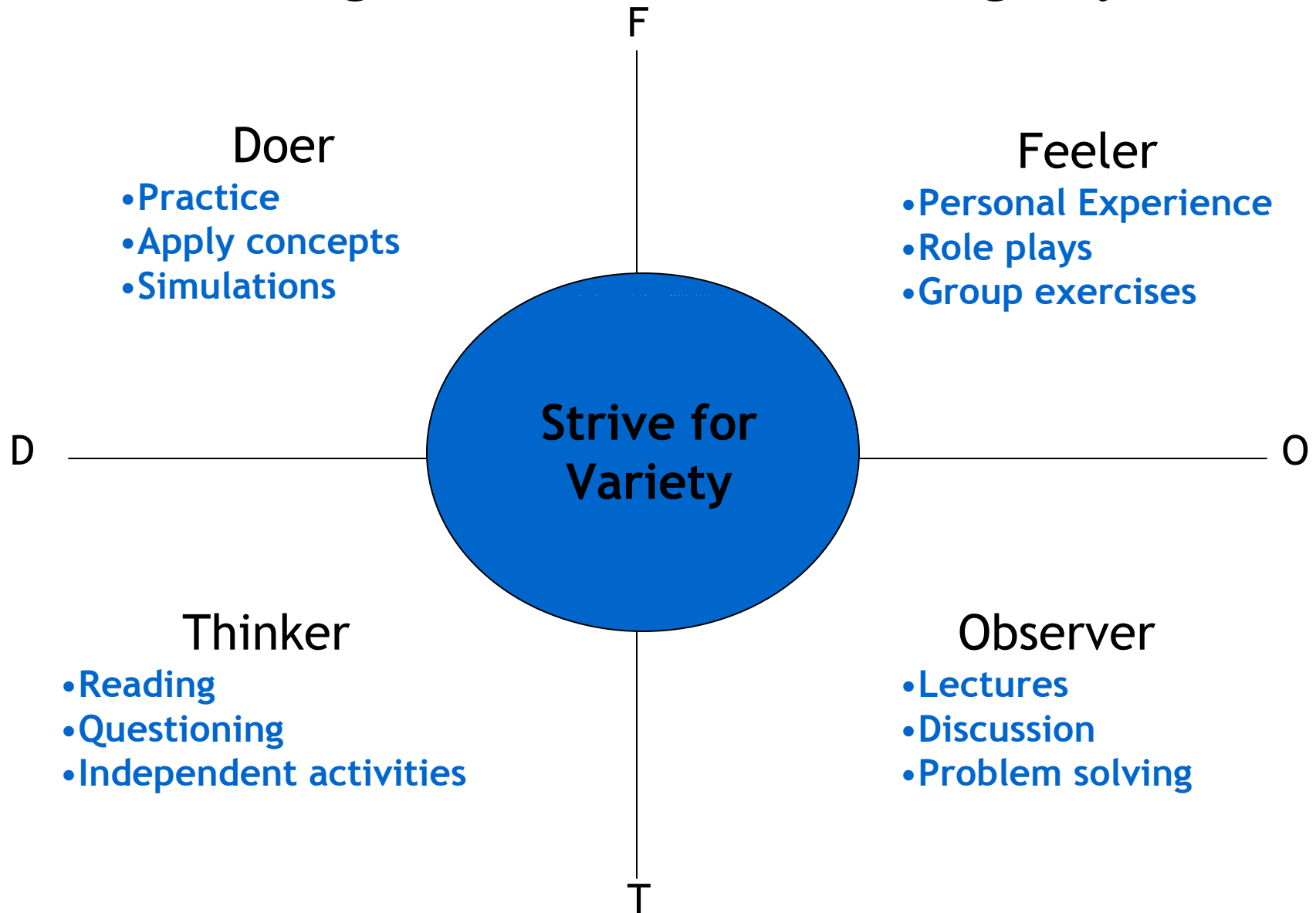
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## *Four categories of learning experiences or styles:*

- Doer: Like to be actively involved in learning process, want to know how they will apply learning in real world, like information presented clearly and concisely.
- Feeler: People-oriented, expressive, focus on feelings and emotions, thrive in open, unstructured learning environment.
- Thinker: Rely on logic and reason, like to share ideas and concepts, analyze and evaluate, enjoy independent work.
- Observer: Like to watch and listen, tend to be reserved, will take their time before participating, thrive on learning through discovery.

Lawson, K., *The Trainer's Handbook*, 1998, San Francisco, CA: Jossey-Bass.

# Training Methods & Learning Styles





## Exercise

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*Assess your own learning style by taking the [Learning Style Inventory](#).*

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# Personal Learning Styles Inventory

**Instructions:** For each of the numbered items below, rank alternatives a through d by assigning 4 to the phrase that is **most** like you, 3 to the one that next describes you, 2 to the next, and finally, 1 to the response that is **least** like you.

Add up your scores for each response at the bottom of this sheet.

## Ranking

**1. When solving a problem, I prefer to**

- a.) take a step-by-step approach
- b.) take immediate action
- c.) consider the impact on others
- d.) make sure I have all the facts


**2. As a learner, I prefer to**

- a.) listen to a lecture
- b.) work in small groups
- c.) read articles and case studies
- d.) participate in role plays


**3. When the trainer asks a question to which I know the answer, I**

- a.) let others answer first
- b.) offer an immediate response
- c.) consider whether my answer will be received favorably
- d.) think carefully about my answer before responding


**4. In group discussions, I**

- a.) encourage others to offer their opinions
- b.) question others' opinions
- c.) readily offer my opinion
- d.) listen to others before offering my opinion


**5. I learn best from activities in which I**

- a.) can interact with others
- b.) remain uninvolved
- c.) take a leadership role
- d.) can take my time


**6. During a lecture, I listen for**

- a.) practical how-to's
- b.) logical points
- c.) the main idea
- d.) stories and anecdotes


**7. I am impressed by a trainer's**

- a.) knowledge and expertise
- b.) personality and style
- c.) use of methods and activities
- d.) organization and control


**Learning Styles Inventory (cont.)**

**8. I prefer information to be presented in the following way**

- a.) model such as a flow chart
- b.) bullet points
- c.) detailed explanation
- d.) accompanied by examples


**9. I learn best when I**

- a.) see relationships between ideas, events, and situations
- b.) interact with others
- c.) receive practical tips
- d.) observe a demonstration or video


**10. Before attending a training program, I ask myself, "Will I ...?"**

- a.) get practical tips to help me in my job
- b.) receive lots of information
- c.) have to participate
- d.) learn something new


**11. After attending a training session, I**

- a.) tend to think about what I learned
- b.) am anxious to put my learning into action
- c.) reflect on the experience as a whole
- d.) tell others about my experience


**12. The training method I dislike the most is**

- a.) participating in small groups
- b.) listening to a lecture
- c.) reading and analyzing case studies
- d.) participating in role plays


	<b>Feelers</b>	<b>Observers</b>	<b>Thinkers</b>	<b>Doers</b>
1 c		1 a	1 d	1 b
2 b		2 a	2 c	2 d
3 c		3 a	3 d	3 b
4 a		4 d	4 b	4 c
5 a		5 b	5 d	5 c
6 d		6 c	6 b	6 a
7 b		7 d	7 a	7 c
8 d		8 a	8 c	8 b
9 b		9 d	9 a	9 c
10 d		10 c	10 b	10 a
11 d		11 c	11 a	11 b
12 c		12 a	12 d	12 b
<b>TOTALS</b>				
	<b>Feelers</b>	<b>Observers</b>	<b>Thinkers</b>	<b>Doers</b>

From Lawson, K., *The Trainer's Handbook*, 1998, San Francisco, CA: Jossey-Bass.

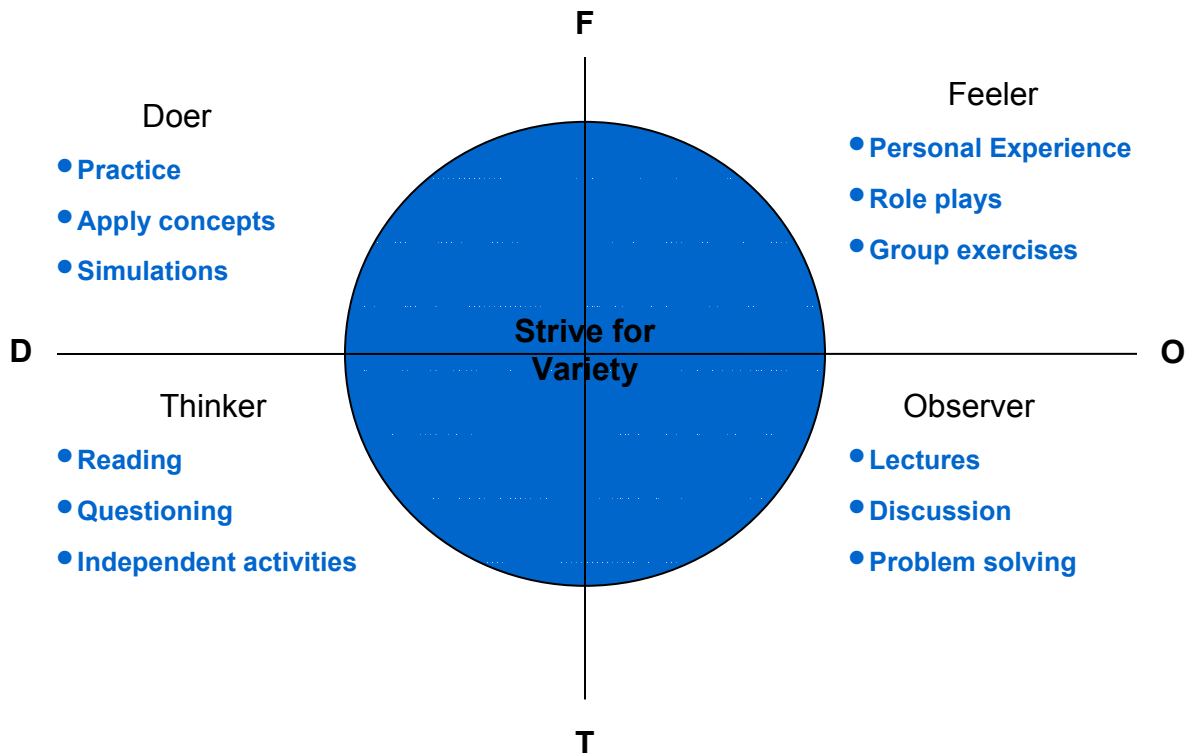
## Learning Styles

*From Lawson, K., The Trainer's Handbook, 1998, San Francisco, CA: Jossey-Bass.*

### Four Categories of Learning Experiences or Styles

- **Doer:** Like to be actively involved in learning process, want to know how they will apply learning in real world, like information presented clearly and concisely.
- **Feeler:** People-oriented, expressive, focus on feelings and emotions, thrive in open, unstructured learning environment.
- **Thinker:** Rely on logic and reason, like to share ideas and concepts, analyze and evaluate, enjoy independent work.
- **Observer:** Like to watch and listen, tend to be reserved, will take their time before participating, thrive on learning through discovery.

### Training Methods & Learning Styles





## Questions to Consider

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*Considering who adult learners are and their different learning styles:*

- What do you need to consider when developing training for people who have considerable life experience?
- How would a *need to know* approach to learning influence the development of a training program?
- What is your own learning style and how might it influence your approach to developing training?

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## Steps for Conducting a Training Needs Assessment

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*A training needs assessment consists of gathering at least six different types of data:*

1. Determine Desired Performance: At the end of training, what do you want learners to be able to do?
2. Participant Analysis: How many, what is their expertise and experience, what do they need to learn to be able to do desired performance, what might be their response to training, etc.?
3. Learning Context: Who will support the training, how will the training be organized, where, when, what are the values and beliefs of the participants, etc.?





## Conducting a Needs Assessment (cont.)

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4. Content Expertise: Who are the relevant experts to supply the content?
5. Training Expertise: Who is available to skillfully deliver the training?
6. Logistical Requirements: Will training be mandatory, what financial resources to develop materials, will it be held on-site, is travel a problem, is there a suitable space, how much time is available, what are potential roadblocks to address, etc.?

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Milano, M., & Ullius, D., *Designing Powerful Training*, 1998, San Francisco: Jossey-Bass.



## Training and HIV+ Experience

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*Gather information on the prior training and HIV-related experience that learners in your training program have.*

- What is their professional role? (e.g., physician, nurse, community health care worker, lay homecare provider, counselor, etc.)
- What is their experience working with HIV+ clients? (e.g., How many HIV+ patients have they cared for in the past month? Year?)
- What is their current level of HIV knowledge?
- What is their prior experience with in-service training?
- What types of training have been most useful to them?



## Exercise

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*Identify a training program that you have determined needs to be developed.*

- Consider each step of the needs assessment process.
- What data from the six categories do you have now?
- What data do you still need to gather?

# Training Needs Assessment

Identify a training program that you would like to develop. To help you begin building this program, complete the table below.

Type of Data	What Data do You Presently Have?	What Data do You Need to Gather?
<i>Determine Desired Performance</i>		
<i>Analysis of Participants</i>		
<i>Learning Context</i>		
<i>Content Expertise</i>		
<i>Training Expertise</i>		
<i>Logistical Requirements</i>		



# Methods for Collecting Data

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*Consider using the following methods to conduct a training needs assessment:*

- Interview target learners about their knowledge, experience, and expectations.
- Interview trainers who have developed similar training programs under similar circumstances.
- Interview content experts.
- Interview stakeholders in training (e.g., organization directors, clients, etc.).
- Gather documents related to desired outcomes of training.
- Analyze previous training materials in a similar subject area.



## Summary Quiz

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*Review this module on training needs assessment by discussing these questions as a large class:*

- What are the characteristics of an adult learner?
- How can these characteristics influence training design?
- What are the various approaches to learning to consider when developing training?
- What information about the HIV+ and training experience do you need to gather from learners?
- What are the six kinds of data needed to do a training needs assessment?



# Building a Training Program

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*Assess*

*Design: What will your training program look like?*

*Develop*

*Implement*

*Evaluate*

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## Design

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*Primary questions to answer when designing a training program:*

- What do I want learners to be able to do as a result of this training program?
- What methods will I use to assist them to reach this level of performance and knowledge?
- What resources will be used to deliver this training program?
- How will this training be structured overall?

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## Learning Outcomes (LOs)

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*Identify what students will be able to do as a result of participating in the training program. For example:*

- Students in this workshop will be able to write explicit, concisely worded and precisely defined statements that clearly identify a behavior that is expected to be performed by learners at the end of the training.

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*Learning outcomes comprise the framework of a training plan*

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## Guidelines for Developing LOs

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*Learning outcomes should include the following components:*

- Results/outcome oriented
- Measurable
- Focused on only major job-related tasks
- Behavioral statements (e.g., not just knowing or understanding something but demonstrating that they know it and understand it)
- Specific and precise about what they are to be able to do
- Clearly stated, no clutter

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As a result of participating in this workshop, learners will be able to explain to community members in a clear and comfortable manner the importance of using condoms to prevent HIV transmission.



## Types of Learning Outcomes

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*Learning outcomes can be placed into three major domains of learning:*

- Attitudinal Learning: Outcomes that aim to change or enhance a learner's attitude or motivation about a subject. *Changing a learner's attitude about condom use to prevent HIV+.*
- Cognitive Learning: Outcomes that aim to contribute to a learner's body of knowledge about a topic. *Providing statistics about how HIV transmission is significantly reduced through condom use.*
- Skill Learning: Outcomes that aim to help a learner perform a job-related, behavioral task. *Training a learner to talk easily about condom use to community members.*



## Exercise

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*Identify an outcome for a training program you are considering developing.*

- Write a statement for this learning outcome.
- Identify what learning domain it is in.
- Share your outcome statement with a person next to you.
- Does it have the necessary components for a complete learning outcome?
- What is missing?
- How could it be improved?

# Designing Training: Learning Outcomes

Identify an outcome for a training program you are considering developing. Complete the following tasks related to this outcome:

I. Write a statement for this learning outcome.

II. Identify what learning domain it is in (attitudinal, cognitive, behavioral).

III. Analyze the learning outcome statement according to the guidelines for a well-stated learning outcome. Does it have the necessary components for a complete learning outcome?

A. Is it results oriented?

B. Can you measure it in some way to determine if learners have successfully demonstrated the outcome?

C. Is it focused on only one major job-related task?

D. Is it worded as a behavioral statement, something they actually have to do?

E. Is the statement specific and precise about what they are supposed to be able to do.

F. Is it clearly stated, with no clutter.

IV. Is something missing?

V. Ask your neighbor to analyze your learning outcome statement. How can it be improved?



# Selecting Learning Experiences

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*Determine what learning experiences (strategies) are most effective and practical given a particular training context:*

- Interactive Lecturette: Detailed explanations with questions from students and trainer.
- Class Discussion: Conversation with questions posed to elicit thoughtful responses from learners.
- Small Group Exercises: 4-6 people answering questions or solving problems together.
- Two & Three-person Exercises: Smaller groups designed for more intense discussion and problem-solving.
- Case Studies: Learners analyze a written account of a realistic situation and how it was solved.



## Selecting Learning Experiences (cont.)

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*Determine what learning experiences (strategies) are most effective and practical given a particular training context :*

- Role-playing: Realistic situation played out by learners.
- Simulations: Lengthy scenarios similar to problems in a job-related environment.
- Games: Competitive activity that allows learners to test their knowledge of and skill in a subject.
- Surveys, Quizzes, and Short Writing Exercises: Answer questions or write one or two paragraphs.
- Observations and Hands-on Work in Field: Students watching others accomplish a job-related task or practice skills they learned in training.





# Identifying Training Resources

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*Several kinds of training resources need to be identified:*

- Content Experts: Available/willing to assist in development of training?
- Trainer(s): Available? Relevant experience? Cost?
- Location(s): Where? Multiple sites?
- Building: Suitable rooms available? Adequate seating and media available (if applicable)?
- Travel: How will participants travel to learning site(s)? What funds are available?
- Materials: Books, pens, manuals, equipment, name cards, food, etc.
- Time: How long? Training delivered across several months or concentrated in a few days? Multi-part training? When are learners available?





# Developing an Instructional Plan

*An instructional plan is a map that outlines the design of your training program and includes the following:*

- Training Program Title
- Overall Description of Training
- Learning Outcomes
- Length of Training
- Target Learners
- Overall Format for Training
- Participant Requirements /Participation

- Instructional Materials and Aids Needed
- Logistical Issues
- Content Outline, including:
  - Major topics to be addressed
  - Brief description for each topic
  - Identification of learning methods to be used



## Exercise

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*Take the outline for an instructional plan provided and co-construct a class training design:*

- As a class, choose a training topic relevant to most class members
- Get into four groups of three or four.
- The first group will complete the first two or three items in the instructional plan within approximately 3-5 minutes and then pass their results to the next group (or display the results on a chalkboard).
- Each group in turn will complete two or three components of the training plan within 3 to 5 minutes and then pass their results on to the next group.
- The fourth group will be responsible for the content outline (or you can develop that as a



## Summary Quiz

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*In groups of three, quiz your group members on the following questions.*

- What are learning outcomes?
- Why is it important that these be specifically and precisely stated?
- What domains of learning are applicable to training?
- What instructional strategies are available to use during a training program?
- What instructional resources must you identify to design a training program?
- What resources may be especially difficult to obtain as you design your own training program?
- What is an instructional plan and what purpose does it serve in the overall development of a training program?



# Building a Training Program

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*Assess*

*Design*

*Develop: What content, learning experiences, and resources will you include?*

*Implement*

*Evaluate*

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## Develop

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*Primary questions to answer when developing content, learning experiences, and materials for a training program:*

- What content do I want to teach learners that will enable them to accomplish the stated learning outcomes?
- What learning experiences do I want to use to teach this content to the target learners?
- What materials will I develop to supplement this learning?

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## Developing Content

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*When developing the content of a training plan (i. e., filling in the content outline), what should you consider?*

- Have I consulted primary content experts?
- Have I provided enough information and learning experiences for students to accomplish the stated learning outcomes?
- Is there a balance of interactive, independent, and instructor-lead learning experiences?
- Is there enough detail to allow a trainer to use the content outline to teach the training program?
- Have I included logistical detail such as allotted time, instructions, and resource use?



# Developing Learning Experiences

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*A training program is built on a series of carefully designed learning experiences. When developing learning experiences, consider the following guidelines:*

- Develop learning experiences based on a specific learning outcome.
- The learning experience should be appropriate for accomplishing the learning outcome.
- The learning experience should be appropriate to the learning domain.
- Use a variety of learning experiences.
- Allow for questions and student-to-student interaction in each learning experience.
- Consider constraints in facilitating each learning experience.





## Exercise

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*Take one clearly stated learning outcome and develop one interactive learning experience to help learners accomplish it.*

- Join a group of three to four people.
- Identify one clearly stated learning outcome.
- Determine what kind of domain of learning the outcome represents (attitude, cognitive, skill).
- Develop an interactive learning strategy that learners can participate in to help them accomplish the learning outcome.
- You have approximately 10 minutes to develop your learning experience.



## **Developing Training**

In a group of four to five people, develop an interactive learning experience using the worksheet below.

I Identify one clearly stated learning outcome. This could be an outcome that a member of your group has already written or one that your group develops together.

II. Determine what kind of domain of learning the outcome represents (attitude, cognitive, skill).

III. Develop an interactive learning strategy that learners can participate in to help them accomplish the learning outcome. Consider the choices discussed in class. Provide a brief description of this strategy below.

IV. Explain how this learning experience will assist learners to meet the learning outcome you provided in I. above.



# Developing Materials

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## *Training materials should be:*

- Easy to understand.
- Economically produced.
- Relevant to one or more learning outcomes.
- Contribute as a secondary source of information and not act as the primary source.
- Complement the learning experiences in which learners are engaging.
- Include as much practical, direct job-based information as possible.
- Describe process-oriented tasks in a step-by-step format, free of extraneous detail.
- Include illustrative examples that support text-based information.
- Minimal -- students will use them primarily as a reference.

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## Exercise

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*Using the learning experience you developed in the previous exercise:*

- Develop a handout that supplements the experience and aids in understanding.
- The handout can be a worksheet, instruction sheet, or purely informational.
- You have 15 minutes to develop the handout.



## Summary Quiz

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*Write brief answers to the following questions:*

- Who should be your primary resources when developing training content?
- What logistical detail should you include in an instructional plan? Why?
- What kind of constraints might there be in facilitating a learning experience. Why consider the constraints in facilitating a learning experience?
- What do you need to consider when developing training materials?



# Building a Training Program

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*Assess*

*Design*

*Develop*

*Implement: Can you deliver the training program effectively?*

*Evaluate*

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## Implement

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### *Primary questions to answer when delivering training:*

- Is the trainer prepared to facilitate the learning experiences in an engaging manner?
- Have the appropriate training materials been developed?
- Have questions been developed to challenge learners and debrief the learning experience?

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# Engaging Learners

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## *Ten Steps to being positively engaging:*

- Ask learners what they want to learn from the training, and then list them.
- *Probe learners with questions* frequently; interactivity should be an primary characteristic of the training.
- *Encourage application of material* by providing examples, posing job-based problems, and asking learners to consider how they might apply what they are learning.
- *Quiz and give feedback* in a nonthreatening way.
- Start with *questions* instead of with providing information (talking 'at' students).



# Engaging Learners

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## *Ten Steps to being positively engaging (cont.):*

- Pose *alternative, thought-provoking questions* and scenarios to get students to critique and question and get beyond the obvious.
- Start with what *learners know* to empower them and identify what to build on.
- Use both *visual and aural* (hearing) modes of learning.
- Use *organizing techniques* (e.g., ‘Okay, we’ve just addressed...now that let’s move to...’) that help learners keep track of where they are and what they’ve learned.
- Use *humor and stories* to enhance content and maintain learner motivation.

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Deming, B., Ten Steps to being Positively Engaging, *Training and Development*, January 2001, pp. 18-19.





# Questioning

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*Questions compel students to consider the information they are learning. They serve several learning purposes*

- Explaining: Asks students to explain their responses or poses a question that asks for elaboration.
- Problem solving: Poses problems for students to answer.
- Debriefing: After a class exercise or field study event, allows students to consider what they have experienced.
- Predicting: Presents job-related, realistic hypothetical situations for students to consider.

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Hyman, R., 'Discussing Strategies and Tactics,' Questions, Questioning Techniques, and Effective Teaching (ed. W. Wilen), 1987, Washington, DC: national Education Association pp. 138-139



## Exercise

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*As a group, implement the learning experience you developed in the previous section.*

- Assume that the class is your target group of learners.
- Try to involve all members of your group.
- Include questions in your learning experience.
- Consider the extent to which the learning experience is interactive and meets the learning outcome on which it is based.
- You have ten minutes to practice and ten minutes to facilitate this mini lesson. Edit your learning experience accordingly.

# Implementing Training

In the same group of four to five people you worked with in the previous exercise, implement the learning experience you developed.

- Assume that the class is your target group of learners.
- Try to involve all members of your group.
- Include questions in your learning experience.
- Consider the extent to which the learning experience is interactive and meets the learning outcome on which it is based.
- You have ten minutes to practice and ten minutes to facilitate this mini lesson. Edit your learning experience accordingly.

I. What questions will you ask your target group of learners?

II. What interactive learning methods will you use?

III. Post-Implementation: Evaluate the success of the implementation. Do you think the learning outcome was achieved? Why or why not?



## Feedback

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*Provide feedback on the learning experiences in which you just participated.*

- Was the learning experience engaging?
- Was it appropriately interactive?
- Was there a balance of instructor and student-provided information?
- Were questions posed that challenged students?
- Did it help students meet the stated outcome?
- Was it completed in a timely manner?

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## Summary Quiz

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*Debate the following statement with two or three people sitting near you.*

- Trainers are not entertainers. They are professionals who are tasked with providing accurate, quality information so that learners can perform their jobs effectively once they leave a training program. It is the learners' responsibility to pay attention and not expect the trainer to motivate them to listen.



# Building a Training Program

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*Assess*

*Design*

*Develop*

*Implement*

*Evaluate: How will you know if the training program is meeting/has met the needs of your learners?*

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## Evaluate

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### *Primary questions to answer when evaluating training:*

- How can you assess if the learning outcomes are being addressed adequately *during* the development and delivery of training?
- How can you evaluate the effectiveness of a training program *immediately after* the delivery of training?
- How can you evaluate whether the learning from the training is being applied in a *work setting* after students complete a training program?



# When to Evaluate

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*Evaluation of training can be separated into two primary categories:*

- Formative: Occurs while the training is being designed, developed, and delivered. Allows trainers to determine what needs to change in their training plans and delivery.
- Summative: Usually completed immediately after training is conducted to evaluate the extent to which learners enjoyed and believed they received valuable learning. Can also be conducted over the course of weeks or months after training.





## Evaluation Methods: Formative

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*There are several ways to evaluate the effectiveness of training during design, development, and delivery. \**

- Needs Assessment Analysis
- Content Expert Evaluation
- Beta Test of Training
- Pre and Post Training Questionnaire
- Trainer Assessment
- Student Questionnaire
- Class Interview

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\*See handout entitled “Instructional Evaluation Methods: Formative vs. Summative Evaluation”



## Evaluation Methods: Summative

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*There are several ways to evaluate the effectiveness of training after a training has been conducted.\**

- In-class Questionnaires
- Post Training Questionnaires
- Post Training Debrief
- Interviews
- Journals
- Observations

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\*See handout entitled “Instructional Evaluation Methods: Formative vs. Summative Evaluation”



## Questions to Consider

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*When considering formative and summative evaluation methods for your own training program:*

- What kinds of evaluation are likely to be easiest to implement? Most difficult?
- What kind of evaluation are learners most likely to respond to? Least likely?
- What logistical issues do the various forms of evaluation pose for trainers and learners?

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\*See handout entitled “Instructional Evaluation Methods: Formative vs. Summative Evaluation”



## Levels of Evaluation

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*Training should be assessed at different levels of evaluation in order to determine its overall effectiveness:\**

- Level 1: Did the participants enjoy the training?
  - Level 2: Did the participants believe they learned something from the training?
  - Level 3: Did the training influence how learners perform in their jobs?
  - Level 4: Did did the training impact the larger organization?
  - Level 5: Was the training cost-effective?
- \*See handout "Instructional Evaluation Methods: Levels of Evaluation," based on Kirkpatrick, D., *Evaluating Training Programs: The Four Levels*, 1994, San Francisco: Berrett-Koehler.



## Exercise

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*Consider the training you have been involved in today. In groups of four, accomplish the following three tasks:*

- Develop three questions (numerical and open-ended) to evaluate the training at Levels 1 and 2 (6 questions total). You have ten minutes to complete this task.
- Give your questions to another group and ask them to provide answers. Each group will have 7 minutes to complete this task. Share your responses with the class.
- Consider how the trainers could evaluate the training at Levels 3 and 4. What is feasible? What are you as learners willing to do?

# Evaluating Training

Today you have been involved in a workshop on building a training program. Consider your experience as a learner and answer the following questions with members of the group with whom you have been working.

I. Develop three questions each at Levels 1 and 2 that will serve to evaluate this workshop.

## Level 1

1.

2.

3.

## Level 2

1.

2.

3.

II. Answer the questions developed by another group.

## Level 1

1.

2.

3.

## Level 2

1.

2.

3.

III. What do you think of this group's questions? Do they each get at the appropriate level?

IV. How could the trainers evaluate this workshop at Levels 3 and 4? What are you as a learner willing to do? Not willing to do?



## Summary Quiz

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*Respond to the following questions by stating whether each is “true” or “false” :*

- Formative evaluation can be conducted at the needs assessment stage.
- Summative evaluation only measures whether students liked or believed they learned from the training.
- It is possible to evaluate training at Level 3 immediately after a training has been conducted.
- Evaluating a training at Level 1 is not useful for determining whether the learning outcomes have been met.
- Evaluation at Level 4 is impossible to conduct.



## Workshop Summary

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*Now that you have completed this workshop, you should be able to:*

- Assess the needs of your learners.
- Design a training plan that meets the needs of your learners.
- Develop a training program based on a training plan.
- Implement a training program that you develop.
- Evaluate the training program based on whether the needs of your learners have been met.

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people living with  
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## Workshop Follow-up: Immediate Application

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*To begin using the learning from this workshop immediately, consider doing one or more of the following in the next two days:*

- Conduct a mini needs assessment of your target learners using immediately available resources.
- Sketch out a rough outline of a training program that meets these needs.
- Brainstorm with those in your work environment the resources needed to implement the training.
- Determine roadblocks you will need to address in order to obtain these resources and carry out the training program you have outlined.



## Workshop Follow-up: Critique

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*To receive feedback on your training program as you develop it, consider doing one or more of the following in the next two weeks:*

- Give the mini needs assessment you conducted to a fellow content expert or co-worker and ask them to evaluate it.
- Send your training program outline to the facilitator of this workshop or other training professional for feedback.
- Ask members of your target learner group to assess your outline and plans for the training program to determine if they meet their needs.



## Workshop Follow-up: Feedback on this Workshop

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*To help us evaluate the extent to which you believe this workshop provided you with information that will assist you in developing a training program, please complete the workshop evaluation.*

*Thank you.*

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HIV/AIDS*



# “Building A Training Program”

## Training Evaluation and Learning Self Assessment

1. Please rate this training in terms of **Trainer’s Expertise, Clarity, Cultural Appropriateness, Time Management, and Responsiveness** to your educational needs. Provide any additional feedback in the **Comments** section.

**RATING SCALE:      1 = LOW                      3 = MEDIUM                      5 = HIGH**

Trainer Name(s)	Expertise					Clarity					Culturally Appropriate					Time Management					Responsiveness									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Comments:	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

2. Please review the following list of knowledge and skills statements and give some thought to what you knew and what you learned here today. Circle the number that best represents your knowledge and skills **before then after** this training.

**RATING SCALE:      1 = LOW                      3 = MEDIUM                      5 = HIGH**

BEFORE TRAINING					SELF-ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO:	AFTER TRAINING				
1	2	3	4	5	Assessing students as learners.	1	2	3	4	5
1	2	3	4	5	Assessing student training needs.	1	2	3	4	5
1	2	3	4	5	Designing learning outcomes.	1	2	3	4	5
1	2	3	4	5	Designing an instructional plan for a training program.	1	2	3	4	5
1	2	3	4	5	Developing learning experiences for a training program.	1	2	3	4	5
1	2	3	4	5	Implementing (delivering) learning experiences in a training program.	1	2	3	4	5
1	2	3	4	5	Evaluating training using formative methods of evaluation.	1	2	3	4	5
1	2	3	4	5	Evaluating training using summative methods of evaluation.	1	2	3	4	5
1	2	3	4	5	Evaluating training at different levels of evaluation.	1	2	3	4	5
1	2	3	4	5	Building a training program.	1	2	3	4	5

*Please go to next page.*

## OVERALL EVALUATION OF PRESENTATION

3. Please take a moment to answer the following questions. Your comments are an **important contribution** to our designing learning experiences that meet your professional needs.

What **will you do differently** in your practice/service setting as a result of this training?



What do you feel were the **strengths** of this presentation?



What do you feel were the **weaknesses** of this presentation?



How can we **improve** this presentation?



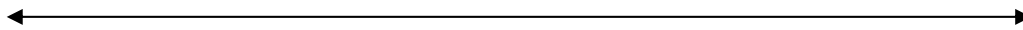
What **additional training-development education** do you require?



4. Please rate the following statements using a 1 through 5 scale where:

1 = Disagree Strongly

5 = Agree Strongly



- \_\_\_\_\_ The **difficulty level** was about right.
- \_\_\_\_\_ I can **apply the information** in my practice/service setting.
- \_\_\_\_\_ The presentation met my professional **educational needs**.
- \_\_\_\_\_ The trainer **actively involved** me in the learning process.
- \_\_\_\_\_ As a result of this training, I feel **more confident** in my capacity to develop training programs.