**Transformational Training Design**

**Elaboration Worksheet**

# When we think about learning, we typically focus on getting information *into* participants’ heads.

# What if, instead, we focus on getting information *out* of participants’ heads?

***“****Elaboration is the process of giving new material meaning by expressing it in your own words and connecting it with what you already know.*

*The more you can explain about the way your new learning relates to your prior knowledge, the stronger your grasp of the new learning will be, and the more connections you create that will help you remember it later.”*

Brown, P. C., Roediger, H. L., & McDaniel, M. A. (2014). *Make it stick: The science of successful learning*. Page 5 The Belknap Press of Harvard University Press.

Memory retrieval practice (elaboration) is a powerful learning strategy that involves actively recalling information from memory without the aid of external cues or notes.

It boosts learning by pulling information ***out*** of participants’ heads, rather than cramming information ***into*** participants’ heads.

When our neural networks connect new knowledge to old networks research shows there is a distinct learning advantage. Information is retained more quickly, and for longer.

This is because if our brains are able to synthesize information, drawing new connections between ideas, we’ll be better positioned to recall that information and make new connections in the future.

This technique has been extensively researched and shown to significantly improve long-term retention and understanding of learned material.

Please use this elaboration worksheet to help your brain process the training information and cement it in your memory.

**Welcome to Transformational Training Design**

A professional development project for Trainers, Instructors and Presenters.

The goal of this training is to enhance the knowledge and skill set for participants who are designing a presentation or training.

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

In your own words define or describe a:

Presentation

Keynote

Training/ workshop

What’s the difference between a trainer, teacher, instructor, and presenter?

Will you be training, instructing or presenting?

Name the principles and strategies you should consider when designing a transformational learning experience-

In your own words define or describe:

Learn

Understand

Apply

What do we want the participants to be able to do after the presentation or training?

Name the six categories of Bloom's Taxonomy

1)

2)

3)

4)

5)

6)

## Name characteristics of effective learning objectives

## List the purposes of learning objectives?

The acronym SMART stands for…

List verbs for each of the Bloom’s Taxonomy cognitive levels:

**Remembering**

List key verbs:

**Understanding**

List key verbs:

**Applying**

List key verbs:

**Analyzing**

List key verbs:

**Evaluating**

List key verbs:

**Creating**

List key verbs:

Name the five key components of a learning objective:

1)

2)

3)

4)

5)

What is the difference between a training goal and learner objective?

Name three citation styles

1)

2)

3)

## Describe an Instructor-Centered Approach

## Describe a Content-Centered Approach

## Describe a Learner-Centered Approach

What are the key differences between the three approaches?

In an Instructor Led- Learner Centered approach the instructor acts as a \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_, rather than a lecturer or authority figure.

# An Instructor-led, learner-centered training can lead to…

Name examples activity-based strategies:

What is included in the Opening or “Uncover” section of the presentation or training?

In the opening section it is important to answer what audience question?

List the 4 “A’s”

1)

2)

3)

4)

What is the purpose of the “anchor”?

What is included in the working or “Discover” section of the presentation or training?

What is included in the closing or “Recover” section of the presentation or training?

In the closing section it is important to ask the audience what question.

A pre-test post-test questionnaire is a survey tool used to evaluate the effectiveness of a presentation or training program.

Name the two parts:

1)

2)

The purpose of a pre-test post-test questionnaire is to measure what?

Name some Pre/ Post questionnaire best practices…

# List items you would want in an effective presentation evaluation…

Name some rating types for evaluation forms…

A 4 or 6-point Likert scale doesn’t accommodate a …

Name the four levels of the Kirkpatrick Model of Evaluation

1)

2)

3)

4)

The second level of the Kirkpatrick Model of Evaluation focuses on…

Write a few “Level 2” evaluation questions from the Kirkpatrick Model …

Craft and write a description for the presentation or training.

When writing a presentation or training description you should include…

When writing a clear and concise title you should…

**Who** are the participants? List additional things you would like to know about the audience…..

**What** will the participant to be able to do after the presentation or training? List specifically what you would like the participants to be able to do from Bloom’s Taxonomy…

**When** will this occur? What additional information do you want to know about when the presentation or training will occur?

**Where** will it occur? What specifics do you want to know about where the presentation or training will occur?

**How** will you achieve the objectives?

**How** will you convey the information?

**How** will this be a Transformational Learning Experience?

**How** do you create and manage a positive learning environment where participants leave with knowledge they can use or a new skill that they can immediately apply?

**Why** are you doing this?