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The development of a curriculum for an advanced officer course in instructor development

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THE DEVELOPMENT OF A CURRICULUM FOR AN ADVANCED OFFICER

COURSE IN INSTRUCTOR DEVELOPMENT

_____

A Project

Presented to the

Faculty of

California State University,

San Bernardino

_____

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

in

Education: Vocational

_____

by

Colleen Patricia Baker
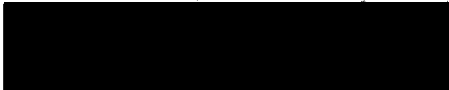
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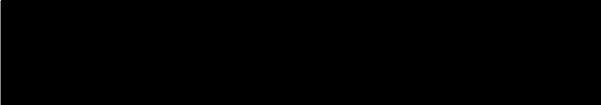Faculty of

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San Bernardino

_____

by

Colleen Patricia Baker

June 1999

Approved by:

_____   5/22/99
Joe Scarcella, Ph.D., First Reader   Date

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ABSTRACT

Police officers have the expertise to teach other officers in police related subjects. However, the need for an instructor development course has risen because these same officers do not have the expertise to be effective instructors. According to a review of the literature, research suggests that instruction is more effective if the students have the opportunity to apply what they learn through experiential learning rather than the lecture format. For example, students learn more from actually lifting fingerprints than they do from hearing someone tell them the steps on how-to lift a fingerprint.

This study found that current police instructor development courses focus on public speaking and presentation skills, rather than adult learning theory and its application to classroom instruction. The study recommends that a new instructor development course be developed with the primary focus in making training learner-centered rather than instructor centered.

ACKNOWLEDGEMENTS

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CHAPTER ONE

Background

Introduction

The contents of Chapter One present an overview of the project. The context of the problem is discussed, followed by the problem statement and purpose of the project. Next, the assumptions, limitations, and delimitations that apply to this project are reviewed. Finally, definitions, significance and organization of the project are presented.

The Objective

The purpose of the project was to develop a standard instructor development curriculum for advanced police training officers. Specifically, the curriculum was designed to serve the instructor development needs of law enforcement training officers in the San Bernardino County Sheriff's Department and other surrounding law enforcement agencies. The following paragraphs describe the need for such a curriculum.

Context of the Problem

Police officers have the expertise to teach other officers in gang awareness, hostage situations, recognizing narcotics traffickers, homicide investigations, interview and interrogation, and other topics. However, the need for an instructor development course has risen because these same officers do not have the expertise to be effective instructors. Instead of facilitating learning through experiential learning methods, most instructors lecture for the entire length of the class. In addition, most, if not all, of the Peace Officer Standards and Training (POST) Instructor Development courses do not

teach students how to utilize techniques other than lecture. The current courses talk about involving students at all possible opportunities, but do not model it.

Designing an instructor development course that teaches students to use a variety of training methods is essential because student evaluations show that interactive training is more interesting and more often students state they will be able to use the skills learned on-the-job. When an instructor only lectures, the students report that the class was boring and not helpful to them. In addition to student evaluation forms, the attendance for courses that use many forms of instruction is significantly higher than lecture based courses. For example, Traffic Collision Investigation and Bicycle Patrol courses are always filled to capacity.

Problem Statement

Police officers have the skills, knowledge, and expertise to conduct police work. However, they did not have the experience, knowledge, and expertise in instructing others. Because of this lack of instructor training, the majority of police training officers usually create a brief outline and present their class in pure lecture format. This was a problem because overall, according to the Rigg study (as cited in Kroehnert, 1995), most learners remember only 20% of what they hear and 10% of what they read. Since most police training is conducted in the lecture mode, officers were not retaining a majority of essential information.

Purpose of the Project

The purpose of the project was to design an instructor development curriculum that included advanced types of instructor methods on how to make training interactive

instead of lecture based. The curriculum focused on types of instructor techniques and how to develop and implement these techniques into courses the instructors currently teach.

Assumptions

The following assumptions were made regarding this project:

1. Instructors need advanced skills to increase their performance.

2. Students will be more likely to attend courses where the instruction is interactive and interesting.

3. Students will retain more information if they are not passive participants, Rigg study (as cited in Kroehnert, 1995).

Limitations and Delimitations

During the development of this project, a number of limitations and delimitations are noted. These limitations and delimitations are presented in the next section.

Limitations. The following limitations apply to this project:

1. The scope of this project is limited to the resources available to police training facilities.

2. The course curriculum is limited by the amount of days a police training officer would likely be allowed to attend.

Delimitations. The following delimitations apply to this project:

1. The project is designed specifically for California police training officers.

2. The project is delimited to the most frequently used training methods. The least used training methods were not included in this course curriculum.

Definition of Terms

For the purpose of this project, the following terms are defined:

Course – "Refers to a group of people who are attending some form of training. It may also refer to the whole of the instruction" (Kroehnert, 1995, p. 216).

Experiential Learning – Learners learn by doing (role play, discussion, simulations, case studies), rather than relying heavily on the instructor (Kroehnert, 1995).

Facilitator – A trainer who lets the group become responsible for the learning outcome by leading the group process (discussions, activities, games) rather than just teaching (Kroehnert, 1995).

Instructor – "One that instructs, teaches, or trains" (Merriam-Webster's Collegiate Dictionary, 1996, p. 606).

Lecture – A discourse given before an audience or class especially for instruction which does not allow for experiential learning (Merriam-Webster's Collegiate Dictionary, 1996.

Student – "Scholar, learner, especially one who attends school" (Merriam-Webster's Collegiate Dictionary, 1996, p. 1186).

Trainer – The person who instructs, teaches or informs an individual or group of people (Kroehnert, 1995).

Significance of the Project

The current instructor development course was outdated and not sufficient to adequately prepare students for the challenging job of instructing courses using methods other than lecture. This curriculum would provide students with alternative instruction

methods and techniques to develop these methods.

Organization of the Project

This project is divided into four chapters. Chapter One provides an introduction to the context of the problem, the purpose of the project, the significance of the project, limitations and delimitations, and definition of terms. Chapter Two consists of a review of relevant literature. Chapter Three illustrates the population served by this project, the curriculum design, the budget, and other similar programs available in California. Chapter Four presents conclusions and recommendations drawn from the development and implementation of the project. Project references follow Chapter Four. Finally, the Appendix consists of the outline and lesson plan, student learning activities, visual aids, student handout materials, and testing instruments.

CHAPTER TWO

Review of the Literature

Introduction

The purpose of this literature review is threefold: (1) To gather information from experts who specialize in adult learning teaching techniques; (2) to develop curricula that appeals to the different learner preferences; and (3) to best utilize multimedia in an adult learning format. These subject areas are important to all types of training sessions and can be incorporated into any type of training situation.

Adult Learning

Broadwell (1990) stated, current train-the-trainer courses are not effective because they are based upon training myths. Some of the most relevant training myths to this project are: Platform skills are supremely important; videotaping student instructors improves teaching skills; watching experienced instructors is a good way to learn; good instruction can overcome poor instructional design; and not much can be learned in three minutes of a practice session (Broadwell, 1990).

Instead of basing instruction on these myths, Broadwell believes Train-the-Trainer courses should be based upon the opposite truths: Getting students involved is what is really important; videotape the audience rather than the instructor to see if they are involved; watching experienced instructors does not show why they do the things they do; poor instructional design equals poor to mediocre instruction; and a lot can actually be learned in a short amount of time (Broadwell, 1990).

Molden (1984) stated the following five strategies help adults in the learning

process. Adult students should always be treated as individuals. Adults learn best when they build on previously learned life experiences and knowledge. Training should be kept practical and not theoretical. The instructor should support student learning efforts and should provide feedback on the student's progress.

According to Knowles (1989), everything we know about adult learners suggests that they need to be actively involved in the learning process or they will promptly forget what they have just been trained. Knowles defines adult learners as having the following characteristics: "They have a deep psychological need to be self-directed; they bring into any learning situation resources form their previous experience and training that are a rich resource for one another's learning; they are task-centered, problem-centered, and life-centered in their orientation to learning; and they are intrinsically motivated to learn". (p. 84) With some initial direction, adults are able to diagnose their own learning needs, formulate learning goals, identify appropriate learning materials, select and implement learning strategies, and evaluate learning outcomes (Knowles, 1989).

Sample (1997) states, to increase effectiveness of law enforcement training, training managers need to apply sound instructional design to course curriculum. Items included in this are; assessing training goals, linking human performance to what and how students learn something, emphasizing training exercises that are vitally important to actual job performance, and ensuring scenarios and other activities are consistent with training goals and objectives (Sample, 1997).

Kemp (1997) states, for sound instructional design it is necessary to use proper techniques to teach in the affective, cognitive, and psychomotor domain. The affective

domain relates to changing a person's feelings, behaviors, and attitudes. Sexual

harassment training is an exemplary example of affective domain teaching. Training

methods that are the most successful for teaching in this domain are role play and

discussions. The cognitive domain refers to learning intellectual information such as

department policies and specific procedures. Training methods that work especially well

for the cognitive domain are questions and answers, reading and writing essays, and

playing memory games such as Jeopardy. The psychomotor domain that teaches skills

requiring the use of muscle coordination like in baton and defensive tactics training, is

most effective when allowing the students to practice in a controlled environment and

creating realistic scenarios (Kemp & Cochran, 1997).

According to an Info-Line issue (1988), there are three stages learners go through

depending on their ability and knowledge. The three stages are dependent, collaborative,

and interdependent. During the dependent stage courses should be used when the student

has little or no knowledge. These courses should be basic and are best developed for new

work situations or introductory academic courses. During these situations, the learner

needs structure, direction, external reinforcement, and encouragement. The trainer

should take on the role of director, expert, and authority figure.

When students already have some knowledge of the subject and are ready to share

ideas, they are in the collaborative learning stage. The collaborative learner needs

interaction, practice, observations, peer challenges, and experimentation. The trainer's

role should be as a collaborator, co-learner, and environment setter.

The interdependent learner already has subject knowledge and needs to explore

more of what they are interested in. This learner needs internal awareness, time for experimentation, and nonjudgmental support. The instructor to the independent learner should take on the role of the facilitator and delegator (Info-line, 1988).

Learning Preferences

People develop preferences for learning and doing things as children and as adults, they bring these preferences with them into training sessions. Adults may even interpret the same information in different ways based upon life experiences. Therefore, it is essential in any instructional setting to take adult learning methods into account. In addition to learning preferences, there are also many types of intelligence and basic IQ tests only test for math, logic, and linguistics. Intelligence is described as the ability to solve problems that one encounters in real life; the ability to generate new problems to solve; and the ability to make something or offer a service that is valued in one's culture (Campbell, Campbell, & Dickinson, 1996).

According to Lazaer (1991), in addition to the three generally accepted intelligence tested for on IQ tests (math, logic, and linguistics), there are five other types of intelligence that are just gaining acceptance. These are visual/spatial, body/kinesthetic, music/rhythmic, interpersonal, and intrapersonal. According to the definition above, Lazaer believes that people rely on one of the seven intelligences to solve problems, generate problems, and make something of value. Since people learn in different ways and most learners do not remember the majority of information presented in the lecture mode, it is essential for an instructor to vary lessons and incorporate different types of activities into training sessions. With this in mind, following are the

seven types of intelligence and the ways in which the instructor can accommodate them.

Verbal and linguistic intelligence rely on language. Logical and mathematical are scientific thinking and inductive reasoning. Visual and spatial intelligence uses the visual arts and map making skills. Body and kinesthetic intelligence relies on the use of the body to express emotions. Music/rhythmic recognizes rhythmic tones and patterns. Interpersonal intelligence relies on working cooperatively in groups and social interactions while intrapersonal intelligence involves the knowledge of self and relies strongly on personal interpretation.

An instructor interested in providing a wide variety of instructional methods can appeal to all types of learners by: incorporating stories, metaphors, reading, and writing for the linguistic person; relationships, patterns, and abstract symbols for the logical person; and pictures, games, and images for the visual person. In addition to those listed above, the kinesthetic person needs the opportunity to incorporate movement; the musical person needs to hear voice, music, rhymes, and patterns; the interpersonal person needs small group activities and interaction; and the intrapersonal person needs time alone to think and analyze (Lazaer, 1991).

With the goal of making training student centered rather than instructor based, corporations are realizing it is imperative to seek out creative people and allow them to bring their creativity into the corporate world (Filipczak, 1997). One of the major stumbling block to creativity, is that management often is threatened by changes and does not always see the benefits of the new ideas. This especially is a concern for police training officers because they are held to state standards and are also a target for lawsuits.

Ways to avoid lawsuits are discussed by Hill (1997), who reminds trainers it is imperative to keep training up-to-date and to maximize training benefits by making scenarios as realistic as possible. Specifically, for police officer training, scenarios should be set-up in an environment that the officer is likely to encounter in the field. For example, trainers could use seized vehicles for traffic stops and other traffic related crimes and use paint guns for firing situations and building searches (Hill, 1997). Simulations also work well for dispatch training. According to Pivetta (1997), students should be able to practice with actual equipment and respond to realistic calls during courses. This allows students to make potentially life-threatening mistakes in a controlled environment and allows students to practice not only with the equipment, but also with stress management (Pivetta, 1997). These two examples of training provided to the law enforcement community exemplify ways to develop training to reach the learning modalities discussed by Lazaer.

Other organizations outside of the police community have also capitalized on involving students in the learning process. According to Correa (1997), a Fresno based law firm has developed a board game similar to Trivial Pursuit that they are selling for $800.00 to corporations to train employees on sexual harassment laws. Firms find the money they spend on the game insignificant compared with what they have saved as a result of the training brought through the game (Correa, 1997). Even technical trainers have realized that lecture on its own does not work. Instead, instructors are concentrating on the few things they actually want students to learn, and then focusing on developing action mazes, case studies, answering questions, and allowing students to problem solve

(Broadwell, 1989).

However, as Ailes (1989) reminds us, it is important to keep presentations on the topic and pertinent to students. To accomplish this, it is essential to make all presentations interesting by developing a dynamic delivery style and appealing to the audience emotionally. One ways to make training interesting is to involve as many of the student's senses as possible, especially by using visual imagery. When using facts and statistics, it is necessary to make them interesting and comprehendible by developing a visual picture (Ailes, 1989).

Technology and Instruction

Most trainers recognize the importance of involving the audience in the presentation. However, very few individuals actually accomplish the task. Instead, in the United States at any given time, 94% of all training is conducted in the lecture mode ("What's Your Job," 1990). Instructors, trying to appeal to the audience and utilize technology in the classroom, rely heavily on PowerPoint and other computer presentation material. Instead of allowing students to interact with the material, these presentation methods continue to make the instruction lecture-based. Students are usually left to read the screen and listen to the lecture. As stated previously, research by Rigg (as cited in Kroehnert, 1995), shows people will only remember a small portion of this information. According to Schaaf (1992), instructors should also remember that students get sensory overload and tune out after about 15 slides, so it is relatively useless to put an entire outline on PowerPoint and just read the slide to the class. Instead, a variety of training methods should be utilized with multimedia as an enhancement of all training methods,

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not as the only one.

When it comes to computer based instruction, most programs were initially text based and amounted to a book on the computer rather than in print. Most Internet training continues to be like this. Instructors using PowerPoint could learn a lot from basic computer based training programs that allow students to answer questions, solve problems, evaluate solutions, manipulate information, compare and contrast items, and defend conclusions ("What's Your Job," 1990).

Developers of multimedia have already realized that students need interaction to learn. Many instructors still need to be reminded that a visual slide show like PowerPoint does not constitute involvement. It may be more interesting than lecture, but students still need to be involved and manipulate material to truly learn and retain information.

Summary

The purpose of this literature review was to gather information from experts who specialize in good teaching techniques, identify the necessity of incorporating adult learning techniques in training sessions, and recognizing ways to better utilize multimedia in an adult learning format. These subject areas are important to law enforcement training but can also be incorporated into any type of training situation.

CHAPTER THREE

Methodology

Introduction

This section describes how the project was developed. First, the student

population this course was developed for will be described. Second, the course materials

that were developed includes a course description, course outline, testing instruments,

and examples of course assignments. Third, the estimated cost of this course is included.

The Chapter concludes with a summary.

Population Served

This course is intended for use by any police agency under the training umbrella

of the State of California POST, specifically San Bernardino County Sheriff's

Department and San Bernardino Valley College working with police officers desiring to

become police training officers. All participants in the course will have a high school

diploma and most students will have an associates or higher college degree. Most

students will have some prior teaching experience specifically providing lectures.

Students will range in age from 25 to 55 with the mean at approximately 35. There will

be both males and females in the class with an average of more males. Motivation is

expected to be high because instructor development courses are mandated by POST, and

are required for instructors to earn extra pay through teaching. The majority of students

attending the course will be police officers assigned to an instructional capacity, crime

prevention officers, and training specialists. Students will learn in various ways; the

majority being either auditory, visual, or kinesthetic learners. In addition, students' skills

and talents as instructors will vary.

Curriculum Design

The contents of the curriculum were developed by the POST Master Instructor Development Program participants and instructors in Class 8 from September 1997 until October 1998, and by an analysis of literature reviewed. The curriculum was developed in accordance to the POST and San Bernardino Valley College curriculum standards. Since most students will have experience as lecturers, this course was not intended to provide basic presentation skills, rather to provide advanced teaching skills focusing on the creation and facilitation of interactive training activities.

With the above goal in mind, the first topic of instruction will be types of training methods that are available. The next topic will be what types of training methods work best in various situations. Evaluation of current teaching methods and ways to incorporate active training methods are included to make the training immediately applicable to each student. Finally, specifics on developing, writing, and implementing interactive training for presentations will be included. As a final project, students will deliver and facilitate an interactive training activity to the rest of the class.

For the purpose of this project, an outline used by San Bernardino Valley College was followed. The outline consists of the following parts: Need for the course; cultural diversity; rationale for other requests; catalog description; number of times the course may be repeated for credit; expected outcomes for the students; course content; methods of instruction; typical assignments; methods of evaluation; typical texts; and other supplies required of the students.

Course Outline

I.   Need for the course

Officers in the San Bernardino County area need a course in advanced teaching

skills. There is a course available that teaches basic speaking and instruction

skills, but not one that instructs officers how to incorporate adult learning theory

into their lessons.

II.   Cultural diversity

Culturally diverse issues will be discussed in this course. Students in this course

will learn how different cultures, student ages, and genders may effect interaction

with the instructor of the course.

III.   Rationale for other requests: None

IV.   Catalog description

To be a good instructor it takes more than public speaking skills. Do you posses

advanced instructor skills? If not, challenge yourself by taking this course and

learn ways to incorporate principles of adult learning by keeping students

involved in your material. Students will have numerous opportunities to practice

skills learned.

V.   Number of times the course may be repeated for credit: One

VI.   Expected outcomes for the students

By the end of this course, students will be able to:

    A. Describe, in written form and in their own words, three reasons to use

        introduction and icebreaker exercises.

B. From memory, students will write definitions for the following terms: lecture, learning, interactive training.

C. From memory, students will list, in written form, with 100% accuracy, at least five different types of interactive training methods.

D. From memory, students will write definitions for the following terms: psychomotor learning, affective learning, and cognitive learning.

E. Given a list of five steps needed to run an interactive learning activity, students will list them in chronological order with 100% accuracy.

F. Given an interactive training activity worksheet, students will write an interactive training activity including specific directions, key learning points, and resources needed.

G. Demonstrate their ability to present a 10-15 minute interactive learning activity to their peers that includes these three criteria: introduction of activity, key learning points of the activity, conclusion of the activity.

VII. Course content outline

A. Registration and introduction

B. Pre-test

C. Goals and objectives of the course

D. Define terms and discussion

E. Types of interactive training

F. Evaluate outlines

G. Types of learning

H. Where to start developing interactive training activities

I. Evaluate your own outline

J. Task analysis

K. Time calculations

L. Evaluate and revise your own outline

M. Topics in an interactive training activity

N. Develop an interactive training activity

O. Student presentations

P. Written test

Q. Course evaluations

VIII. Methods of instruction

This course incorporates lecture, role-play, small group activities, individual study, and learning games.

IX. Typical assignments

Students will develop an interactive training activity and be required to present it to the class.

X. Methods of evaluation

At the end of this course, students will be issued a multiple choice and fill-in the blank test. To pass the course, students must score at least 70% on the examination, turn in their assignments, and present their interactive training activity to the class.

XI. Typical texts

Handouts will be produced by the instructor and provided to the students.

XII.   Other supplies required of the students: None

Budget

Estimated cost of this course is $830.00 per course offering for instruction, clerical support, printing, handout materials, certificates, office supplies, mailings, and miscellaneous supplies. This cost is sufficient to serve 25 students per offering. This loss can be made up by earning full-time equivalent student hours through San Bernardino Valley College or by charging a student fee.

Current Programs

Currently, there is only one POST approved advanced instructor development course in California. This is an instructor update course sponsored by Fresno City College. Regional Training Center in San Diego and Institute for Criminal Intelligence both provide very interactive training courses. The Institute for Criminal Intelligence courses are only available to potential instructors for that institute. These few instructor update courses do not meet the need of POST instructors throughout the state. This course in part is based upon the POST Master Instructor Development Program that is a 240-hour program offered twice per year. The Master Instructor Development Program participants are selected through an extensive screening process and it is not open to all students.

Summary

The steps used to develop this project were outlined. The target population for this course was police training instructors. This course was designed to improve the

interaction of students with the learning material and to teach instructors how to develop relevant learning activities. The cost of running the course is reasonable and can be offset by charging a materials fee. This course would be an original course that covers similar material to that provided by Fresno City College and could be used to prepare students for the POST Master Instructor Development Program.

CHAPTER FOUR

Conclusions and Recommendations

Introduction

As a result of reviewing the literature and examining existing advanced instructor development programs, a number of conclusions and recommendations were formed. These conclusions and recommendations follow. The Chapter concludes with a summary.

Conclusions

In developing this project, the conclusions were made that current police instructors lack the teaching skills to effectively involve the students in the learning process. Current police instructor programs focus on presentation skills, rather than on adult learning theory and its application to classroom instruction. Many police instructors who complete police instructor programs are not prepared to develop interactive course curriculum. When instructors rely solely on lecture, students do not retain enough information to competently perform their job.

Recommendations

To improve the quality of police training classes, it is recommended that police instructor development curriculum is updated to incorporate adult learning concepts, rather than strictly presentation skills. Police instructor curriculum should be reviewed annually for student participation and be updated as needed. Focus should be placed upon the ability of police training instructors to be proficient in delivering material in a manner that increases student retention.

Summary

Conclusions and recommendations were formed as a result of reviewing the

related literature and examining existing police instructor development programs.

Chapter Four reviewed the conclusions and recommendations derived from this project.

APPENDIX A

Instructional Systems Design and Lesson Plan

INSTRUCTIONAL SYSTEMS DESIGN
for
ACTIVE TRAINING METHODS

GOAL

The goal of the course is:
1. Students will become familiar with and have a greater understanding of using interactive training activities in their future classes.

TOPICS AND JOB TASKS

Topic	Job Task
Define training terms	Define and write definitions for training terms
Types of interactive training	List at least five different types of interactive training methods
What are the best training methods for various situations	Decide when it is best to use different types of training methods
Flow chart	Use the flow chart when developing interactive training
Evaluate your own outline	Take suggestions from other students and incorporate them into your outline
Task analysis	Brainstorm items and steps needed to run an activity
Time calculations	Determine how long it takes to create an interactive training activity
Topics in an interactive training activity	Identify topics necessary to develop an interactive training activity
Create an interactive training activity for a presentation	Use a task analysis and your outline and notes to develop an interactive training activity
Student presentations	Instruct courses using interactive training methods

LEARNING OBJECTIVES

1. Students will describe, in written form and in their own words, three reasons to use introduction and icebreaker exercises.
2. From memory, students will write definitions for the following terms: lecture, learning, interactive training.
3. From memory, students will list, in written form, with 100% accuracy, at least five different types of interactive training methods.
4. From memory, students will write definitions for the following terms: psychomotor, affective, and cognitive domains.

5. Given a list of five steps needed to run an interactive learning activity, students will list them in chronological order with 80% accuracy.
6. Given an interactive training activity worksheet, students will write an interactive training activity including specific directions, key learning points, and resources needed.
7. Students will demonstrate their ability to present a 10-15 minute interactive learning activity to their peers that includes these three criteria: introduction of activity, key learning points of the activity, conclusion of the activity.

SUBJECT CONTENT
DAY ONE
I. Registration and Introduction
   A. Register with POST and/or San Bernardino Valley College
   B. Rules and Regulations of the training facility
   C. Students and instructor/s introduce themselves
      Activity #1
II. Goals and objectives of the course
   A. Goal
      1. Students will become familiar with and have a greater understanding of using interactive training activities in their future classes.
   B. Objectives
      1. Students will describe, in written form and in their own words, three reasons to use introduction and icebreaker exercises.
      2. From memory, students will write definitions for the following terms: lecture, learning, interactive training.
      3. From memory, students will list, in written form, with 100% accuracy, at least five different types of interactive training methods.
      4. From memory, students will write definitions for the following terms: psychomotor learning, affective learning, and cognitive learning.
      5. Given a list of five steps needed to run an interactive learning activity, students will list them in chronological order with 80% accuracy.
      6. Given an interactive training activity worksheet, students will write an interactive training activity including specific directions, key learning points, and resources needed.
      7. Students will demonstrate their ability to present a 10-15 minute interactive learning activity to their peers that includes these three

criteria: introduction of activity, key learning points of the activity, conclusion of the activity.

III. Define terms and discussion
Activity #3
A. Learning
   1. Knowledge or skills acquired by instruction or study that leads to a modification of behavior.
B. Lecture
   1. A discourse given before an audience or class for the purpose of instruction.
C. Active learning
   1. Engage in action to acquire knowledge, experience or skills to modify behavior.

IV. Types of interactive training
Activity #4
A. Action Maze
B. Brainstorm
C. Case study
D. Demonstration
E. Field trips
F. Films and videos
G. Games
H. Group discussion
I. Modified lecture
J. Questions and answer
K. Role play
L. Simulations
M. Student practice
N. Student reading
O. Sub-group activity

V. Evaluate outlines
Activity #5
A. Look for ways to improve someone else's outline by using interactive training methods.
B. Give at least three examples on each outline
C. Evaluate at least three outlines
D. Discussion and debrief

VI.   Review
    A. Koosh Ball review
       Activity #6
    B. Reminder about next class date

DAY TWO
I.   Introduction of topics
    A. Objectives of the day
        1. From memory, students will write definitions for the following terms: psychomotor, affective, and cognitive domains.
        2. Given a list of five steps needed to run an interactive learning activity, students will list them in chronological order with 80% accuracy.
    B. Types of learning
    C. Flow charts
    D. Evaluate your own outline
    E. Task analysis
    F. Time calculations
    G. Homework assignment
II.   Types of learning
    Activity #7
    A. Psychomotor - muscle memory
    B. Affective - changing behavior
    C. Cognitive - knowledge
    D. When to use each type of training
        1. Action Maze
        2. Brainstorm
        3. Case study
        4. Demonstration
        5. Field trips
        6. Films and videos
        7. Games
        8. Group discussion
        9. Modified lecture
        10. Questions and answer
        11. Role play
        12. Simulations
        13. Student practice

         14. Student reading

         15. Sub-group activity

III.   Where to start developing interactive training activities

    A. Student discussion about where they start

    B. Brainstorm

    C. Create a flow chart

IV.   Evaluate your own outline

    Activity #8

    A. Review examples given on your outlines

    B. Select at least three of the best ideas to add to your outline

    C. Add any additional ideas

V.   Task analysis

    Activity #9

    A. Groups make a task analysis for a type of interactive training

    B. Present information to the class

    C. Group discussion

        1. Circle commonalties in task analysis'

           a. Used for all activities

VI.   Time calculations

    Activity #10

    A. Complete time calculation table

    B. Discuss findings with class

    C. Calculate scores from all students and calculate averages

VII.   Review of day

    Activity #11

    A. Homework assignment - Activity #5 with revised outlines

    B. Reminder about next class date

DAY THREE

I.   Introduction of topics

    A. Objectives of the day

        1. Given an interactive training activity worksheet, students will write an interactive training activity including specific directions, key learning points, and resources needed.

    B. Evaluate and revise your own outline

    C. Topics in an interactive training activity

    D. Create an interactive training activity for class presentations

II.   Evaluate and revise your own outline
      Activity #8
      A. Review examples given on your outlines
      B. Select at least three of the best ideas to add to your outline
      C. Add any additional ideas

III.   Topics in an interactive training activity
      A. Time needed to complete the activity
      B. Activity description
         1. Detailed
         2. Chronological order
         3. Simple language
      C. Key learning points
         1. What the student will gain from the activity
         2. Reasons to use the activity rather than lecture
      D. Resources needed
         1. List all items needed to successfully run the activity

IV.   Develop an interactive training activity
      Activity #12
      A. Use the following information to make an interactive learning activity
         1. Outline with new ideas on it
         2. Flow chart
         3. Task analysis
         4. Blank activity sheet
         5. Examples of completed activity sheets

V.   Review of day
      Activity #11
      A. Review for test
      B. Reminder about next class date

DAY FOUR
I.   Introduction of topics
      A. Objectives for the day
         1. Students will demonstrate their ability to present a 10-15 minute interactive learning activity to their peers that includes these three criteria: introduction of activity, key learning points of the activity, conclusion of the activity.
      B. Evaluation forms

        1. POST evaluation
        2. Instructor evaluation
    C. Test
    D. Student presentations
II.   Student presentations
    Activity #12
    A. Interactive presentations
    B. Verbal critiques at the end of each presentation
        1. Instructor
        2. Self-critique
        3. Students
    A. Written critiques
        1. Instructor
        2. Students
III.   Written test
IV.   Course evaluations
    A. POST evaluation
    B. Instructor evaluation

PRIORITIES AND CONSTRAINTS

The most important items in this course are the creation of learning activities and the time allotted for student practice.

The group needs to be small to create a non-threatening environment and allow students to work with each other to develop training activities. The small class size, no more than 18 students, also allows for a great deal of participation and interaction in small group activities. The course is developed to be 16 hours and spread out over four sessions. This allows time for students to digest information and develop a final project. It is necessary to have at least one classroom available approximately 20'X40'. In addition, it is greatly desired to have at least one other area where students can work in groups. It is recommended, weather permitting, to hold the group sessions outside (to promote creativity). One instructor is needed to facilitate group and individual activities.

LEARNER CHARACTERISTICS

All participants will have a high school diploma and most will have an AA or higher degree. All students will have some prior teaching experience and preferably have

attended a Train the Trainer type course. Students will range in age from 25 to 55 with the mean at about 35. There will be both males and females in the class with an average of more females. Motivation is expected to be high because the initial class will be by invitation only. For subsequent classes, students will be drawn from the 24-hour Instructor Development course. The main people attending the course will be Crime Prevention Officers, Training Specialists, and Police Officers assigned to an instructional capacity. Students will learn in various ways: the majority being auditory, visual or kinesthetic learners. In addition, they will vary by their skills and talents as an instructor. In previous Instructor Development courses, some students have been assigned to attend. In these cases, students usually are not as receptive to the training environment.

INSTRUCTIONAL RESOURCES
Various training aids will be utilized to facilitate the learning process. The following will be necessary to successfully run the course:

Flip chart paper	White board	Handouts
Computer	PowerPoint	Overhead projector
Water-based marking pens	TV or projector	Koosh Ball
Book, *100 Training Games*	Student handouts	PowerPoint disk
Overhead transparencies	Dry erase markers	Pens or pencils
Masking tape	Transparency marking pens	

SUPPORT SERVICES
The course will be held in a 20'X40' classroom at San Bernardino Regional Training Center. The main facilitator and lead instructor will be Colleen Baker. If an agency does not have any audio/visual equipment to begin with, the cost of the course will be $5532. If an agency has access to audio/visual equipment or does not choose to use any audio/visual equipment, the cost to hold this course is $829.

PRE-TEST
There will be a short written pre-test which is similar to the post-test. This will give the instructor an idea of what skills and knowledge the students bring to class. Pre-tests will be self-graded so students will be able to gauge their entrance knowledge related to subject content.

TESTING AND EVALUATIONS

Students will participate in a written examination in which they are required to score at least 80% to pass the test and this will be worth 20% of their grade. Class participation (including the student presentation) will be equivalent to 80% of the student's grade.

Students will complete the POST evaluation form and will also complete the San Bernardino Sheriff's Regional Training evaluation form.

ACTIVE TRAINING METHODS   LESSON PLAN - DAY ONE

SUBJECT and TIME	WHAT INSTRUCTOR DOES	WHAT STUDENTS DO	RESOURCES NEEDED
50 minutes **Registration** **Student/Staff introductions**	→Introduce self →Pass out and collect POST and/or college registration forms →Tell rules and regulations about facility →Explain student introduction exercise →Pass out student handouts	→Complete registration forms →Participate in student introduction activity	◆POST and/or college registration forms ◆Pen or pencil ◆Activity #1 ◆Flip chart paper ◆Marking pens ◆Masking tape
10 minute break			
50 minutes **Pre-test** **Goals and objectives** **Defining training terms**	→Pass out and collect pre-test →Lead discussion about reasons to use a pre-test and types of pre-tests →State goals and objectives of the course →Introduce training terms: learning, lecture, active learning →Explain student activity	→Participate in pre-test →Participate in discussion →Participate in small group activity to define training terms	**Activity #2 and Activity #3** ◆PowerPoint or overhead slides ◆Pre-test ◆Pen or pencil ◆Assignment cards ◆Flip chart paper ◆Marking pens ◆Masking tape
10 minute break			
30 minutes **Types of interactive training**	→Explain student activity →Lead group discussion about types of interactive training	→Participate in group brainstorm activity →Participate in group discussion	**Activity #4** ◆Flip chart ◆Marking pens ◆Masking tape
60 minutes + 10 minute flex break **Evaluate three other student's outlines**	→Explain activity *Optional:* participate in activity	→Participate in student activity by critiquing three other student's outlines	**Activity #5** ◆Pen or pencil ◆Three outlines from each student
20 minutes **Koosh ball review** **Reminder about next class**	→Explain student activity →Remind students about next class session	→Participate in review activity	**Activity #6** ◆Koosh ball *Optional:* flip chart, marking pens and masking tape

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ACTIVE TRAINING METHODS   LESSON PLAN - DAY TWO

SUBJECT and TIME	WHAT INSTRUCTOR DOES	WHAT STUDENTS DO	RESOURCES NEEDED
50 minutes **Introduction of topics** **Objectives of the day** **Psychomotor, affective and cognitive learning**	➔Introduce topics ➔State objectives of the day ➔Introduce types of learning ➔Explain student activity ➔Lead group discussion	➔Participate in student activity ➔Participate in group discussion	◆PowerPoint or overhead slides **Activity #7** ◆Scenario cards ◆Pen or pencil ◆Flip chart paper ◆Marking pens ◆Masking tape
10 minute break			
50 minutes **Where to start - flow chart** **Evaluate your own outline**	➔Lead group discussion/brainstorm ➔Lead creation of a flow chart ➔Explain student activity	➔Participate in group brainstorm ➔Take notes on the flow chart sheet ➔Participate in student activity	◆Flow chart sheet (overhead) ◆Overhead transparency pens **Activity #8** ◆Each student should have three critiqued outlines ◆Pen or pencil
10 minute break			
50 minutes **Task analysis**	➔Explain student activity ➔Lead group presentations ➔Lead group discussion	➔Participate in student activity ➔Participate in group presentations ➔Participate in group discussion	**Activity #9** ◆Flip chart paper ◆Marking pens ◆Masking tape
10 minute break			
50 minutes **Time calculations** **Review of the day**	➔Explain student activities ➔Collect scores from all students and calculate averages ➔Lead group discussion ➔Lead tic-tac-toe review ➔Explain homework assignment ➔Remind students about next class	➔Participate in student activities ➔Participate in group discussion	**Activity #10, #11 and #5** ◆Time calculation sheet ◆Pen or pencil ◆Tic-tac-toe (overhead, question and answer sheet) ◆Three revised outlines from all students

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ACTIVE TRAINING METHODS   LESSON PLAN - DAY THREE

SUBJECT and TIME	WHAT INSTRUCTOR DOES	WHAT STUDENTS DO	RESOURCES NEEDED
50 minutes **Introduction of topics** **Objectives of the day** **Evaluate and revise own outline**	➔Introduce topics ➔State objectives of the day ➔Explain student activity	➔Participate in student activity	◆PowerPoint or overhead slides **Activity # 8** ◆Three critiqued outlines for each student ◆Pen or pencil
10 minute break			
50 minutes **How-to write a training activity** **Create an interactive training activity for student presentations**	➔Introduce activity topics: activity description, key learning points, resources ➔Show examples and resources ➔Ask for student input to write a sample activity ➔Explain student activity	➔Participate in writing a sample activity ➔Participate in student activity	◆PowerPoint or overhead slides ◆Writing a student activity overhead ◆Transparency pens **Activity #12** ◆Examples of written interactivities from MIDP and *100 Training Games* ◆Blank activity sheets ◆Pen or pencil
10 minute break			
50 minutes **Create an interactive training activity for student presentations continued**			
10 minute break			
60 minutes **Review for final test** **Reminder about next class**	➔Lead review for the final test *Optional:* tic-tac-toe ➔Remind students about next class ➔Remind students about their student presentation	➔Participate in final test review ➔Optional: participate in tic-tac-toe	*Optional:* activity #11 *Optional:* tic-tac-toe transparency *Optional:* tic-tac-toe question and answer sheet

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ACTIVE TRAINING METHODS   LESSON PLAN - DAY FOUR

SUBJECT and TIME	WHAT INSTRUCTOR DOES	WHAT STUDENTS DO	RESOURCES NEEDED
50 minutes **Introduction of topics** **Objectives of the day** **Instructor and POST** **evaluations** **Test**	➔Introduces topics for the day ➔States objectives for the day ➔Passes out instructor and POST evaluation forms ➔Passes out an collects final test ➔Grades written tests	➔Complete instructor and POST evaluation forms ➔Takes written test and turns it in	◆Instructor and POST evaluation forms ◆Written test ◆Pen or pencil
10 minute break			
50 minutes **Student presentations**	➔Keep students on time when giving their presentation ➔Lead verbal critique after each student presentation ➔Complete written critique after each presentation	➔Participate in student presentations ➔Participate in verbal critique ➔Complete written critique on each presentation	**Activity #13** ◆Written critique forms ◆Pen or pencil
10 minute break			
50 minutes **Student presentations** **continued**			
10 minute break			
50 minutes **Student presentations** **continued**	➔Collect instructor and POST evaluation forms ➔Present completion certificates to students	➔Turn in instructor and POST evaluation forms ➔Accept completion certificate	◆Completion certificates

APPENDIX B

Student Learning Activities

STUDENT LEARNING ACTIVITY #1
STUDENT INTRODUCTIONS

ACTIVITY DESCRIPTION

Ask students, one person at a time, what they would like to know about each other. Write the ideas on a flip chart or white board.

Have students find a partner and answer the questions on the flip chart. Allow students approximately 15-minutes for students to interview each other. After they have interviewed each other, have the pairs of students come to the front of the class and introduce each other.

Instructor writes similarities on a flip chart.

Discuss benefits and drawbacks of using introduction and icebreaker activities. Write these on the board.

KEY LEARNING POINTS

1. Benefits of using introductions and icebreakers:
- Makes students feel comfortable with other students and the relaxed atmosphere.
- Allows students from an outside agency meet someone and make a friend - excellent for longer classes.
- Sets the tone for the class.
- Allows students the chance to feel comfortable participating in the class.
2. Drawbacks of using introductions and icebreakers:
- Time necessary for introductions or activity.
- The instructor needs to be prepared with resources needed to run the activity.

RESOURCES NEEDED

1. Pen or pencil
2. Flip chart paper and marking pens

DISCUSS WITH CLASS

Question: Why did the instructor use this type of activity?
Answer: Throughout the entire course, there are many group and individual activities. An introduction activity makes students more comfortable with each other quickly. Any type of introduction exercise would accomplish the same goal.

STUDENT LEARNING ACTIVITY #2
PRE-TEST

ACTIVITY DESCRIPTION

Pass out pre test and allow time for students to complete (approximately 20 minutes). Have students discuss answers and keep the test to complete through out the class and use it as a study tool.

Lead group discussion about reasons to use a pre-test.

KEY LEARNING POINTS

1. Identifies reasons to use a pre-test.
   A. Evaluate knowledge and skill level of the class.
   B. Gets the buy-in of the students if they were "forced" to attend.
   C. Identifies students who know the material to use as resources and group leaders.
2. Test knowledge related to the course material to allow the instructor to modify curriculum when necessary.

RESOURCES NEEDED

1. Pre-test
2. Pen or pencil

DISCUSS WITH CLASS

Question: What were reasons in this class to use a pre-test?
Answer: Test student knowledge and experience with active training
Question: How does this activity tie into the entire course?
Answer: Model one type of non-threatening activity that is easy to create and implement.

ACTIVE TRAINING METHODS
PRE-TEST

1. Describe three reasons to use introduction and icebreaker exercises.

2. Define active learning.

3. List at least ten different types of interactive training methods.

4. Define psychomotor learning.

5. What are the three criteria to consider when creating and writing an interactive training activity?

6. Define affective learning.

7. What is one disadvantage of using interactive training in courses?

ACTIVE TRAINING METHODS
PRE-TEST KEY

1. Describe three reasons to use introduction and icebreaker exercises.

Establish rapport with class members	Determine agenda for the day
Gives everyone an opportunity to participate	Group interaction
Set or change the mood of the classroom	Refocus attention
Provides the instructor and students feedback	Introduce a new concept
Stimulate creative thinking	Evaluation of a topic

2. Define active learning.

   Active learning - Engage in action to acquire knowledge, experience or skills to modify behavior

3. List at least ten different types of interactive training methods.

Action Maze	Brainstorm	Case study	Demonstration
Films and videos	Games	Group discussion	Modified lecture
Questions and answer	Field trips	Role play	Simulations
Student practice	Student reading	Sub-group activity	

4. Define psychomotor learning.

   Psychomotor Learning - Psychomotor learning deals with physical skills. It is what the learner has to do in order to achieve the goal. An increase in skill is the goal when teaching in the psychomotor domain.

5. What are the three criteria to consider when creating and writing an interactive training activity?

Activity Description	Key Learning Points	Resources Needed

6. Define affective learning.

   Affective Learning - Affective data is indirect and intangible. A change of attitude or acceptance of other's attitudes is the goal when teaching in this domain.

7. What is one disadvantage of using interactive training in courses?

Takes more time	Requires more unscheduled time for student practice
Utilizes more and varied resources	Initial negative response by students

STUDENT LEARNING ACTIVITY #3
DEFINE TRAINING TERMS

ACTIVITY DESCRIPTION

Instructor introduces training terms: lecture, learning, active learning.

Assign three groups. Give each group a term to define and give an example of when it is a good time to use types of training.

Allow approximately 15 minutes for groups to complete the task. Have each group present their findings to the class. Lead group discussion about student contributions.

KEY LEARNING POINTS

1. Definition of words
- Lecture - A discourse given before an audience or class for the purpose of instruction.
- Learning - Knowledge or skills acquired by instruction or study that leads to a modification of behavior.
- Active learning - Engage in action to acquire knowledge, experience or skills to modify behavior.
2. Which type of training is best? Why?
   Interactive training should be best because students are figuring out information for themselves and contributing their knowledge to the class.
3. Which type of training do students learn the most from?
   Should be interactive training because students have had to think and interpret
   Information, not just listen to it.

RESOURCES NEEDED

1. Cards with assignments on them
2. Pen or pencil
3. Flip chart paper and marking pens and masking tape

DISCUSS WITH CLASS
Question: What are the advantages and disadvantages of a sub-group activity? Answer: Advantages-student participation, easy to manage. Disadvantages-research appropriate topics. Question: Why was a sub-group activity selected? Answer: Three terms to define, students present answers, variety.

Group 1   Define Lecture

Give an example of when it is good to use lecture and when it is bad to use lecture.

Each person:
What percentage of your current class is presented in the lecture mode?

Cut here

Group 2   Define Learning

How do you know that learning has or has not taken place?

Each person:
Give an example of circumstances when you find it the easiest to learn.

Cut here

Group 3   Define Active Learning

What are benefits and drawbacks of using active learning techniques?

Each person:
Give an example of a course you have attended that utilized active learning methods.

STUDENT LEARNING ACTIVITY #4
TRAINING BRAINSTORM

ACTIVITY DESCRIPTION

Ask students to think of ways they have been trained and how they have trained others. Have a student volunteer write these answers on a flip chart. You should get answers like: small group activities, role play, lecture, questions and answers, etc. Ask students to be as creative as possible and think of different ways to train someone. You may get answers like: field trips, games, mazes, computers, etc. Have students explain how each activity works and give an example of activities they have participated in.

Lead discussion about what students like best as a student and what they like to do best as an instructor. What types of training have they remembered the most from and liked the best? Etc.

KEY LEARNING POINTS

1. There are many options to use besides resorting to lecture to teach the information.
2. Most often, people learn what they like and remember what has been contributed from interaction.
3. Students should see that some of the items listed are difficult to organize and others are easy but they are all valuable.

RESOURCES NEEDED

Flip chart paper and marking pens

DISCUSS WITH CLASS

Question: What are the advantages and disadvantages of a large group discussion?
Answer: Advantages- many ideas in a short amount of time. Disadvantages- Facilitation of discussion, not everyone participates.
Question: Why was a large group discussion selected?
Answer: Variety, many ideas, and no overlap of ideas.

STUDENT LEARNING ACTIVITY #5
PAPER SHUFFLE

ACTIVITY DESCRIPTION

Collect three outlines from each student (without their name on them). Shuffle outlines. Pass out one outline to each student, making sure no one receives their own outline back. Have students evaluate the outline for student learning activities. Students should write suggestions in the margins of the outline. After 20 minutes, have students pass in the critiqued outlines. Pass out fresh outlines to students ensuring that no one receives their own outline nor an outline they have already critiqued. Repeat this three times. Students should have critiqued all outlines.

At the end of the exercise, stack outlines on a table and allow students the find their three critiqued outlines.

KEY LEARNING POINTS

1. It is usually easier to look at another person's outline objectively and think of better ways to instruct the class.
2. After seeing their critiqued outlines, students should realize there is more than one way to instruct the same subject.

RESOURCES NEEDED

1. Three outlines from each student (without their name on them)
2. Pen or pencil

DISCUSS WITH CLASS

Question: What are the advantages and disadvantages of an individual activity?
Answer: Advantages-work on own, no compromises, use own learning preferences. Disadvantages-people work at different paces, little interaction.
Question: Why was an individual activity selected?
Answer: Two previous activities were group activities, allow students to work at their own pace, freedom in the learning process and environment.

STUDENT LEARNING ACTIVITY #6
KOOSH BALL REVIEW

ACTIVITY DESCRIPTION

Toss koosh ball to one student. Ask them to state one topic that was covered during the class and what they will remember about the topic. Once they have stated what they will remember, have the student toss the ball to another class member and repeat the process. Make sure everyone gets the opportunity to participate in the review exercise.

Optional: Write topics on a flip chart and hang on the wall for the next class session.

KEY LEARNING POINTS

1. One interactive way to review the day and review key points in the training.
2. Value and variety of closing activities, rather than lecturing to review.

RESOURCES NEEDED

1. Koosh ball or other soft ball
2. Optional: Flip chart
3. Optional: Marking pens
4. Optional: Masking tape

DISCUSS WITH CLASS

Question: Why was this activity used?
Answer: Demonstrates one way to liven up a discussion/question and answer session, illustrates that almost any object can be used to facilitate learning and participation, unpredictability.
Question: What type of student situations can you anticipate when running a game-like activity?
Answer: Unpredictability, random student participation, off-the-cuff answers, humor, rowdiness.

STUDENT LEARNING ACTIVITY #7
PSYCHOMOTOR, AFFECTIVE, COGNITIVE

ACTIVITY DESCRIPTION

After introducing the difference between psychomotor, affective and cognitive skills, assign three groups. Give each group a different scenario card. Have groups concentrate on the skill desired and select three types of training that would best accomplish this skill. Have each group explain the types of training they would use being specific with examples.

Allow time for each group to summarize their conclusions with the class. Lead discussion.

KEY LEARNING POINTS

1. Students should see some types of training lend themselves to teaching various skills:
- Psychomotor - Demonstration, practice, videos, sequential pictures, simulations.
- Affective - Role play, readings, simulations, group activities.
- Cognitive – Games, student reading, tests, field trips.
2. The example of what type of training and how-to use it helps students see that you can use different techniques to teach the same skill.

RESOURCES NEEDED

1. Scenario cards
2. Pen or pencil
3. Flip chart paper and marking pens

DISCUSS WITH CLASS

Question: What are the advantages and disadvantages of a sub-group activity?
Answer: Advantages-student participation, easy to manage. Disadvantages-research appropriate topics.
Question: Why was a sub-group activity selected?
Answer: Three terms to define, students present answers, variety.

Group 1   Define Psychomotor Learning

List types of interactive training methods that best apply themselves to teach psychomotor skills and why you selected each training method.

Cut here

Group 2   Define Affective Learning

List types of interactive training methods that best apply themselves to teach affective skills and why you selected each training method.

Cut here

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Group 3   Define Cognitive Learning

List types of interactive training methods that best apply themselves to teach cognitive skills and why you selected each training method.

STUDENT LEARNING ACTIVITY #8
EVALUATE AND IMPROVE OUTLINES

ACTIVITY DESCRIPTION

Students should have three of their outlines that have already been critiqued by other students on the class. Allow approximately 30-minutes for students to evaluate suggestions from other students and re-write their outlines incorporating some of the suggestions. Students may ask their outline evaluator for clarification on concepts.

After students have re-written their outlines, lead a discussion about what the students adopted or did not choose to use. Ask questions like what surprised them the most, were there any topics that evaluators suggested different activities for, etc.

KEY LEARNING POINTS

1. Even though students spend a lot of time planning for a class and writing outlines, someone else can often be more objective and suggest ways to improve a course.
2. Someone else may suggest an idea for a student activity that you would never think of using.
3. Many types of activities may be appropriate to teach the same subject.

RESOURCES NEEDED

1. Each student should have 3 critiqued outlines
2. Pen or pencil

DISCUSS WITH CLASS

Question: What was the purpose of the activity?
Answer: Give students the opportunity to see what other students suggested for ways to instruct the topic.

STUDENT LEARNING ACTIVITY #9
TASK ANALYSIS

ACTIVITY DESCRIPTION

Assign four groups. Assign each group one type of training method identified in Student Learning Activity #4. Have each decide on a hypothetical scenario to go with the type of activity. Have the group brainstorm everything necessary to run the activity from start to finish. The groups should put the steps in the order they would occur.

Groups should write their task analysis on a flip chart and present their conclusions to the class.

KEY LEARNING POINTS

1. There are numerous details to be planned for to develop and run an activity.
2. No matter which type of training method selected, there are certain steps that need to be considered in each like:
   A. Introducing the concept.
   B. Giving students directions.
   C. Having handout materials and any additional materials prepared in advance
   D. Time necessary to run an activity.
   E. Review the activity at the end and make the transfer between the activity and the application to their jobs.

RESOURCES NEEDED

1. Flip chart paper
2. Marking pens
3. Masking tape

DISCUSS WITH CLASS

Question: Why was this activity type of activity selected?
Answer: Groups should think of many of the same steps. The steps that all four groups think of should be very important. A step only one group thinks of is probably valid but not essential to success.
Question: What works well and not so well with this activity.

STUDENT LEARNING ACTIVITY #10
TIME / EFFORT NECESSARY TO IMPLEMENT AN ACTIVITY

ACTIVITY DESCRIPTION

Allow 30-minutes for students to complete the Time/Effort Sheet. Lead class discussion about the time, effort, and value of making different types of activities.
Collect the completed time/effort sheets and compare student answers. Calculate the average score for each category and make a master sheet for the class. Copy the master and pass out to all students.

KEY LEARNING POINTS

1. Students may have over or under estimated the time and effort needed to develop and run various activities.
2. Students will receive an average time, effort master evaluation to base their calculations on in the future.

RESOURCES NEEDED

1. Time/effort sheet
2. Pen or pencil

DISCUSS WITH CLASS

Question: What are the advantages and disadvantages of an individual activity?
Answer: Advantages-work on own, no compromises, use own learning preferences. Disadvantages-people work at different paces, little interaction.
Question: Why was an individual activity selected?
Answer: Variety, allow students to work at their own pace, freedom in the learning process and environment, comparisons between students.
Question: Were there significant problems with the activity?

ACTIVE TRAINING METHODS
TIME CALCULATION SHEET

Rate all items on a scale of 1-10 (10 being the highest - difficulty, time, interactive, etc.)

Training Method	Student Focused	Money Involved	How Long to Create	Difficulty to Run	Time to Run
Action Maze					
Brainstorm					
Case Study					
Demonstration					
Field Trips					
Films/Video					
Games					
Group Discussion					
Modified Lecture					
Question/Answer					
Role Play					
Simulations					
Student Practice					
Student Reading					
Sub-group Activity					

STUDENT LEARNING ACTIVITY #11
TIC-TAC-TOE REVIEW

ACTIVITY DESCRIPTION
Divide group into two teams and seat each team on a different side of the classroom. Place the tic-tac-toe sheet where all students can see it (overhead, white board, or flip chart). Assign one group the names of "X" and the other "O". Have one group select the spot they want. Ask the question corresponding to that spot. If the team member answers the question correctly, mark their letter in the box. The opposite team then gets to select a box. If the team member answers the question incorrectly, the opposite team gets to either answer the question or select a different square (one or the other). Repeat the process until one team makes three "X" or "O" in a row. The team with three in a row wins.

KEY LEARNING POINTS
1. An interactive training activity to review material that is fun and competitive and requires more thought and preparation than Activity #6, Koosh Ball Review.   2. Allows students to interact with the material and works as a test review at the same time.

RESOURCES NEEDED
1. Tic-tac-toe overhead transparency or a tic-tac-toe written on a flip chart or white board   2. Tic-tac-toe question and answer sheet

DISCUSS WITH CLASS
Question: What are the advantages and disadvantages of a game?   Answer: Advantages-variety, competition, randomness, and unpredictability, review of information, introduction of information. Disadvantages-unpredictability, areas of conflict.   Question: Why was a game selected?   Answer: Model how easy it can be, variety, freedom in the learning process and environment, better review of information than a lecture, evaluate student knowledge.   Question: What is a problem with the game tic-tac-toe?   Answer: The outcome is usually a tie.   Question: Were there significant problems with the activity?

1	2	3
4	5	6
7	8	9

What are three benefits of using icebreakers?	What is one disadvantage of interactive training?	List three types of interactive training. (different form square 7)
Answer Rapport with listeners Determine agenda Everyone participates Set/change mood of classroom Refocus attention Introduce a new concept Simulate creative thinking Evaluation of a topic Group interaction	**Answer** Time Preparation Less can be covered Varied resources More unscheduled time Initial negative response	**Answer** Action maze, brainstorm, case study, demonstration, field trips, films/videos, games, group discussion, modified lecture, Q/A, role play, simulations, student practice, student reading, small group activity
What is adult learning? **Answer** Theory about how adults learn. Learn when, what, why, and how they want. Like to be involved and participate in the learning.	**Define active learning** **Answer** Engage in action to acquire knowledge, skills, or experience to modify behavior.	**What is one reason to use a pre-test?** **Answer** Get a feel of what the class already knows. Show students why they should participate in the class because they probably do not know all of the information.
List three types of interactive training (different from square 1) **Answer** Action maze, brainstorm, case study, demonstration, field trips, films/videos, games, group discussion, modified lecture, Q/A, role play, simulations, student practice, student reading, small group activity	**Define learning.** **Answer** Knowledge or skills acquired by instruction or study that leads to a modification of behavior.	**Define lecture.** **Answer** A discourse given before an audience or class for the purpose of instruction.

Define psychomotor learning. **Answer** The doing component of any skill. An increase in skill is the goal when teaching in the psychomotor domain.	**What is adult learning?** **Answer** Theory about how adults learn. Learn when, what, why, and how they want. Like to be involved and participate in the learning.	**Give three examples of active training methods to use when teaching in the psychomotor domain.** **Answer** Demonstration Films/video Student practice
What are the three necessary criteria to write an interactive training activity? **Answer** Activity description Key learning points Resources needed	**List 10 types of interactive training. (different form square 9)** **Answer** Action maze, brainstorm, case study, demonstration, field trips, films/videos, games, group discussion, modified lecture, Q/A, role play, simulations, student practice, student reading, small group activity	**Define affective learning.** **Answer** This domain deals with a change of attitude. Affective date is indirect and intangible. A change in attitude or acceptance of other's attitudes is the goal when teaching in the affective domain.
Define cognitive learning. **Answer** Cognitive has to do with what the learner needs to know in order to accomplish the objective. An increase in knowledge is the goal.	**Give an example of three types of training methods to teach affective skills.** **Answer** Demonstration Games Group discussion Role play Small group activity	**List 5 types of interactive training. (different form square 5)** **Answer** Action maze, brainstorm, case study, demonstration, field trips, films/videos, games, group discussion, modified lecture, Q/A, role play, simulations, student practice, student reading, small group activity

STUDENT LEARNING ACTIVITY #12
WRITE AN INTERACTIVE TRAINING ACTIVITY

ACTIVITY DESCRIPTION

Introduce the broad categories needed to write an interactive training activity: Activity Description, Key Learning Points, Resources.

Assign students to write an interactive training activity for their presentation. They should use their outlines, task analysis sheets, time/effort sheets, flow chart, and interactive training activity examples. Students should work alone or in groups, whichever they prefer. Allow students approximately 45 minutes to complete the task.

When students have completed writing their activity, collect them and shuffle the papers. Pass out the activity sheets to students making sure a no one receives their own paper back. Have students evaluate the activity for understandability, key learning points, and thoroughness.

Have each student role-play the activity they received. If necessary because of time and group size, break the group into sub-groups and have them role play the activities.

Collect activity sheets and pass them back to the original creator. Allow approximately 20 minutes for corrections to be made.

KEY LEARNING POINTS

1. There are three categories needed to write a complete interactive training activity: Activity Description, Key Learning Points, Resources Needed.
2. Recognize the importance of having their activities in writing so someone else can take over the class and once they have done it once, that is all that is needed to use the activity multiple times.
3. When another student role-plays the activity, students will be able to see how difficult it is to write directions and follow directions.

RESOURCES NEEDED

1. Examples of interactive training activities
2. Student handbook
3. Pen or pencil

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DISCUSS WITH CLASS
Question: What are the advantages and disadvantages of an individual activity?
Answer: Advantages-work on own, no compromises, use own learning preferences. Disadvantages-people work at different paces, little interaction.
Question: Why was an individual activity selected?
Answer: Variety, allow students to work at their own pace, freedom in the learning process and environment, comparisons between students.
Question: Were there significant problems with the activity?

INTERACTIVE TRAINING ACTIVITY

ACTIVITY DESCRIPTION

KEY LEARNING POINTS

RESOURCES NEEDED

DISCUSS WITH CLASS

STUDENT LEARNING ACTIVITY #13
STUDENT PRESENTATION

ACTIVITY DESCRIPTION

Each student should have ample time to prepare a 10-15 minute interactive training activity to be presented to the class.

If there are more than 10 students, it is recommended to break the group into sub groups.

One at a time, students should deliver their interactive training activity to the class. Students should receive feedback on their facilitation skills and giving clear examples. If time allows, each student should present two different interactive training activities.

KEY LEARNING POINTS

1. Evaluations from other students and the instructor will give feedback on performance.
2. Students will have the opportunity to practice facilitation skills in a controlled environment.

RESOURCES NEEDED

1. Presenter evaluation forms
2. Pen or pencil

DISCUSS WITH CLASS

Question: What are the advantages and disadvantages of a student presentation?
Answer: Advantages-practice learning in a safe environment, variety of instructors, allows students to see what someone else has done. Disadvantages-some instructors may be boring; multiple presentations on similar topics may be boring.
Question: Why was this activity selected?
Answer: Variety, allow students to practice an activity, demonstrates multiple solutions to similar problems, shows student growth
Question: Were there significant problems with the activity?
Question: What could have been done to improve the activity?

Date _____
Topic _____
Instructor Name _____
Evaluator Name _____

Strengths of the presentation/activity

_____

_____

_____

_____

Ways to improve the presentation/activity

_____

_____

_____

_____

Cut here

Date _____
Topic _____
Instructor Name _____
Evaluator Name _____

Strengths of the presentation/activity

_____

_____

_____

_____

Ways to improve the presentation/activity

_____

_____

_____

_____

APPENDIX C

Visual Aids

ACTIVE TRAINING METHODS

TOPICS OF THE DAY

- Registration.

- Student introductions.

- Pre-test.

- Goals and objectives of the course.

- Define training terms.

- Types of interactive training.

- Evaluate outlines.

REGISTRATION
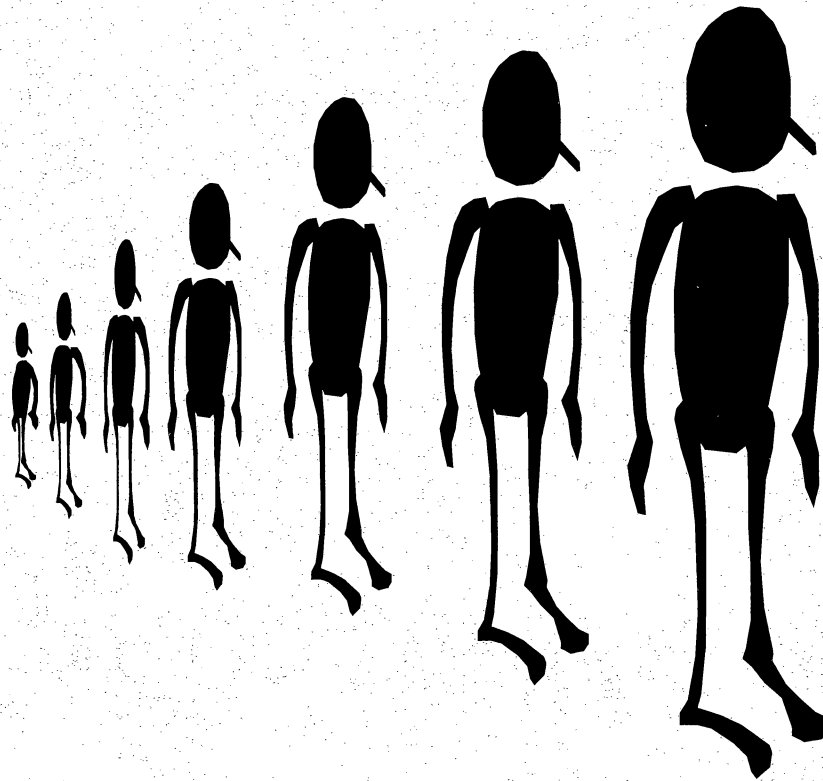
INTRODUCTIONS
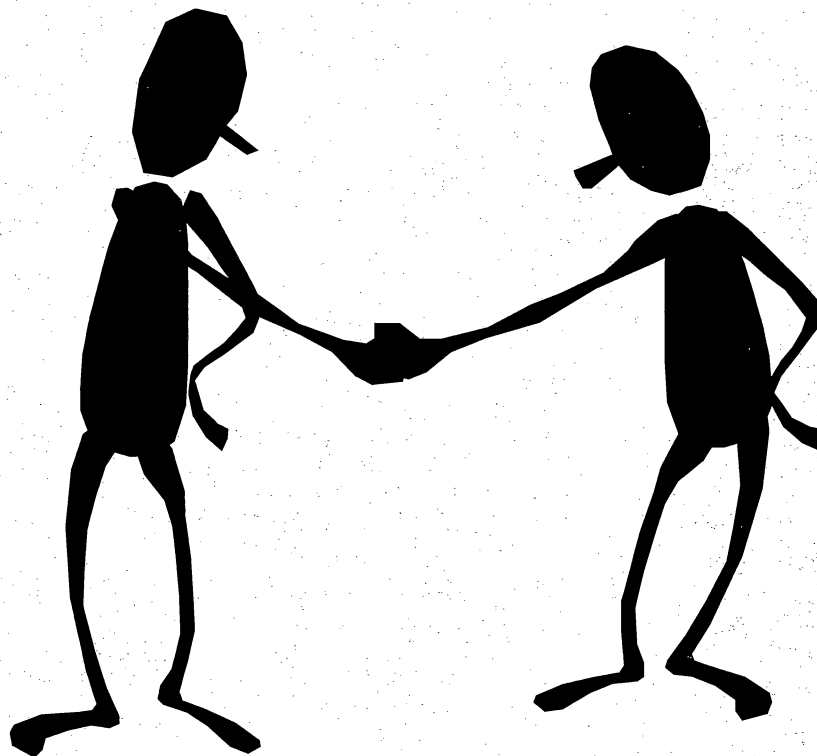
PRE-TEST

GOALS

STUDENTS WILL:

– Use interactive training methods in their future classes.

– Understand the importance of using interactive training methods.

– Use a systematic approach to developing interactive training methods.

OBJECTIVES

- Describe three reasons to use icebreaker and introduction exercises.

- Define lecture, learning, active learning.

- List at least five different types of interactive training methods.

OBJECTIVES

- Define psychomotor, affective and cognitive learning.

- Put steps of an activity in chronological order.

- Write an interactive training activity.

- Demonstrate ability to present an interactive training activity.

DEFINE TRAINING TERMS

- Lecture.

- Learning.

- Active learning.

TYPES OF TRAINING
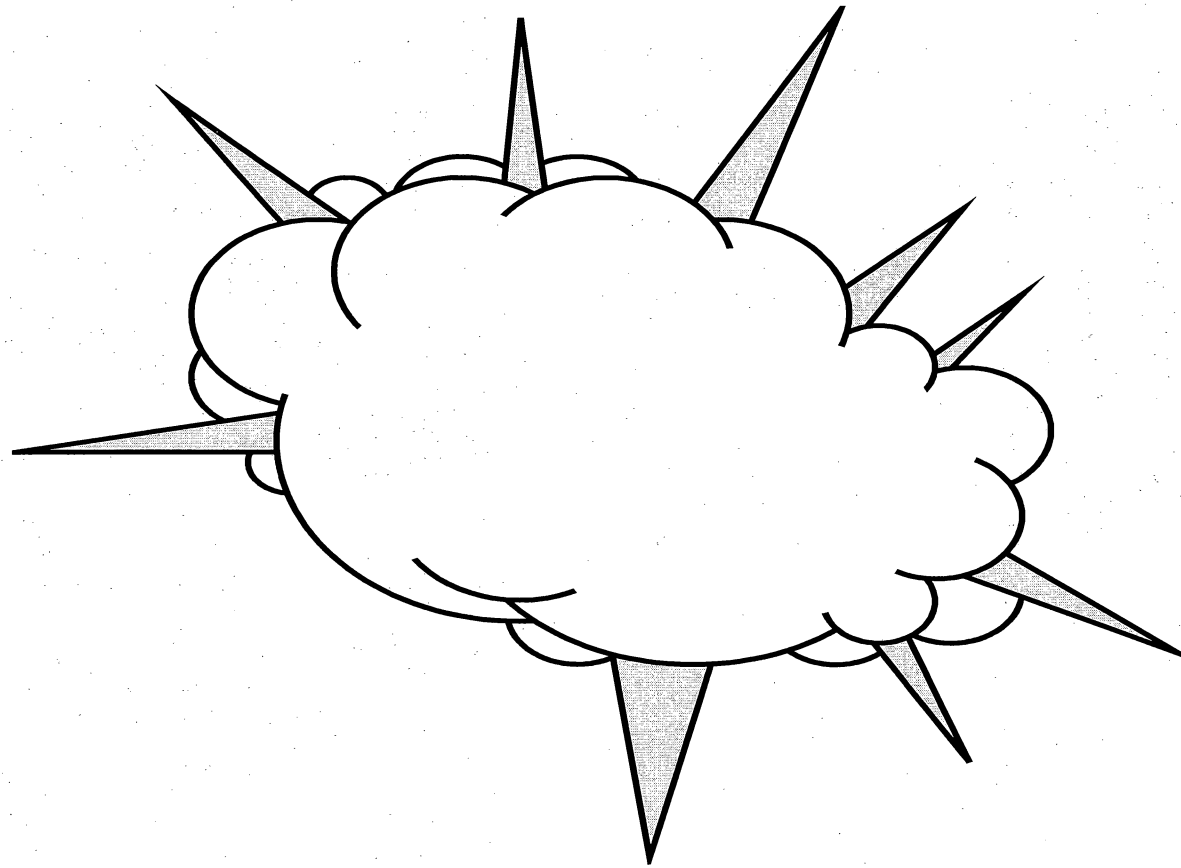
EVALUATE OUTLINES
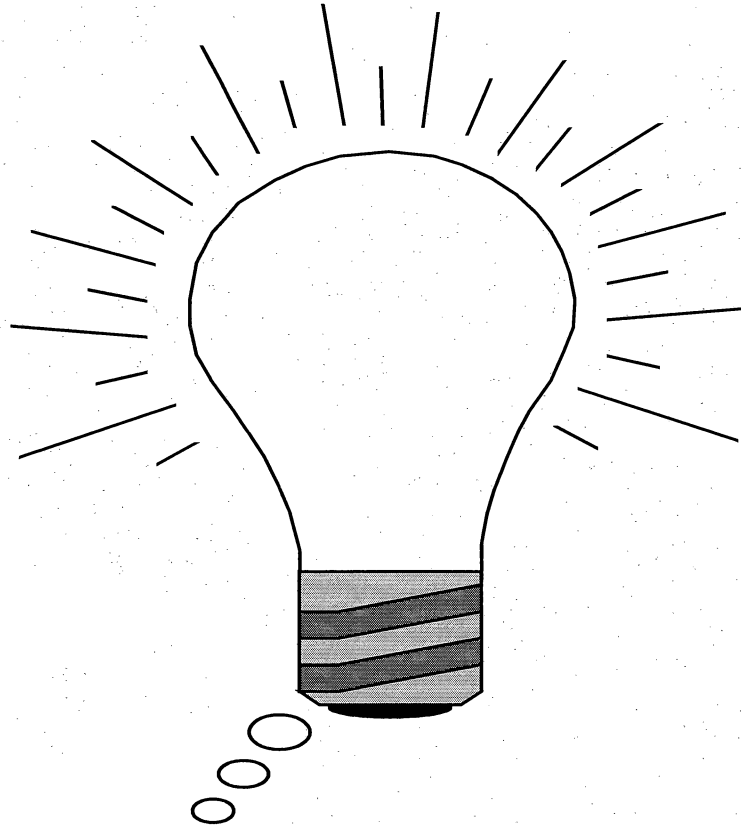
DAY TWO

TOPICS OF THE DAY

- Objectives.
- Types of learning.
- Evaluate outlines.
- Task analysis.
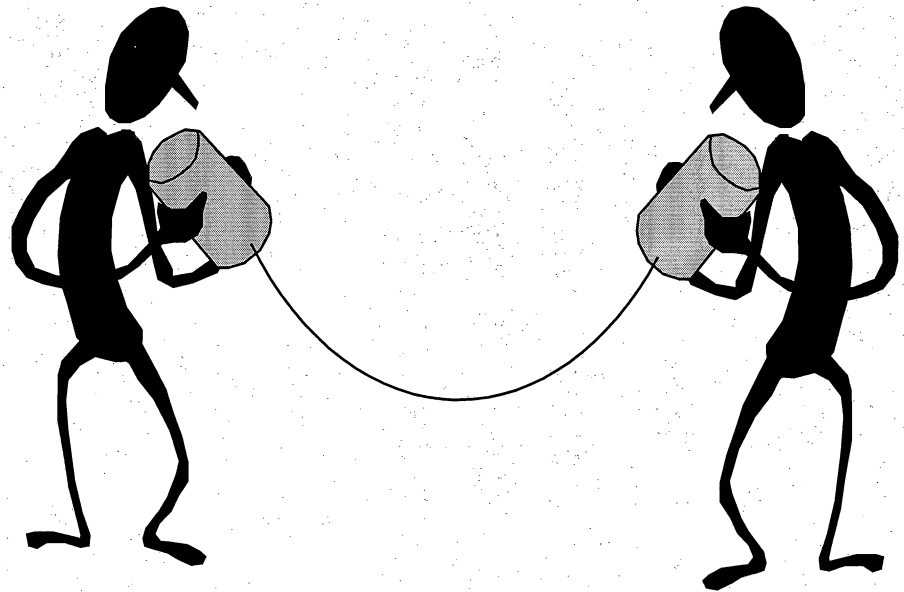- Time calculations.
- Homework assignment.

OBJECTIVES

- Define psychomotor, affective and cognitive learning.

- Put steps of an activity in chronological order.

TYPES OF LEARNING

- Cognitive.

- Affective.

- Psychomotor.

FLOW CHARTS

```
        ┌─────────────────────┐
        │  Outcome of Training │
        └──────────┬──────────┘
     ┌─────────────┼─────────────┐
┌─────────────┐ ┌─────────────────┐ ┌──────────────────────┐
│Psychomotor  │ │Affective Behavior│ │Cognitive Knowledge   │
│Skill        │ │                 │ │                      │
└─────────────┘ └─────────────────┘ └──────────────────────┘
```
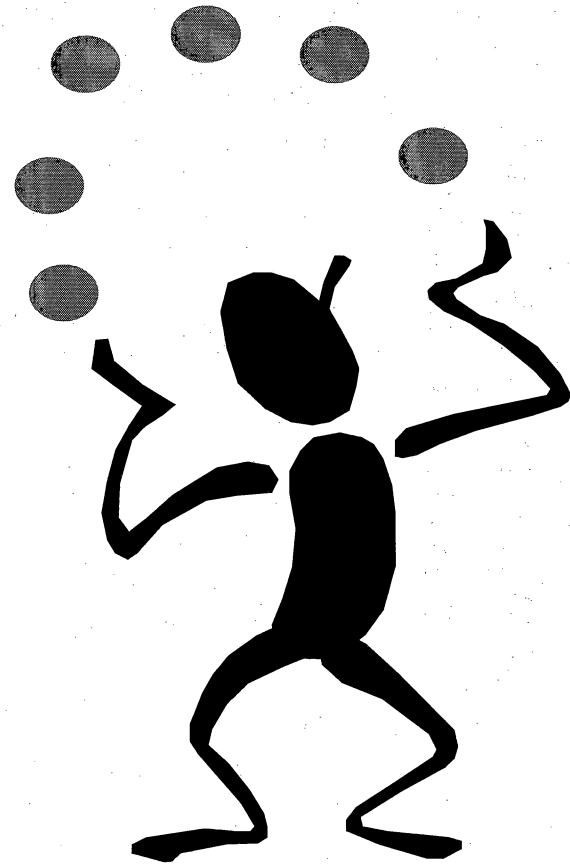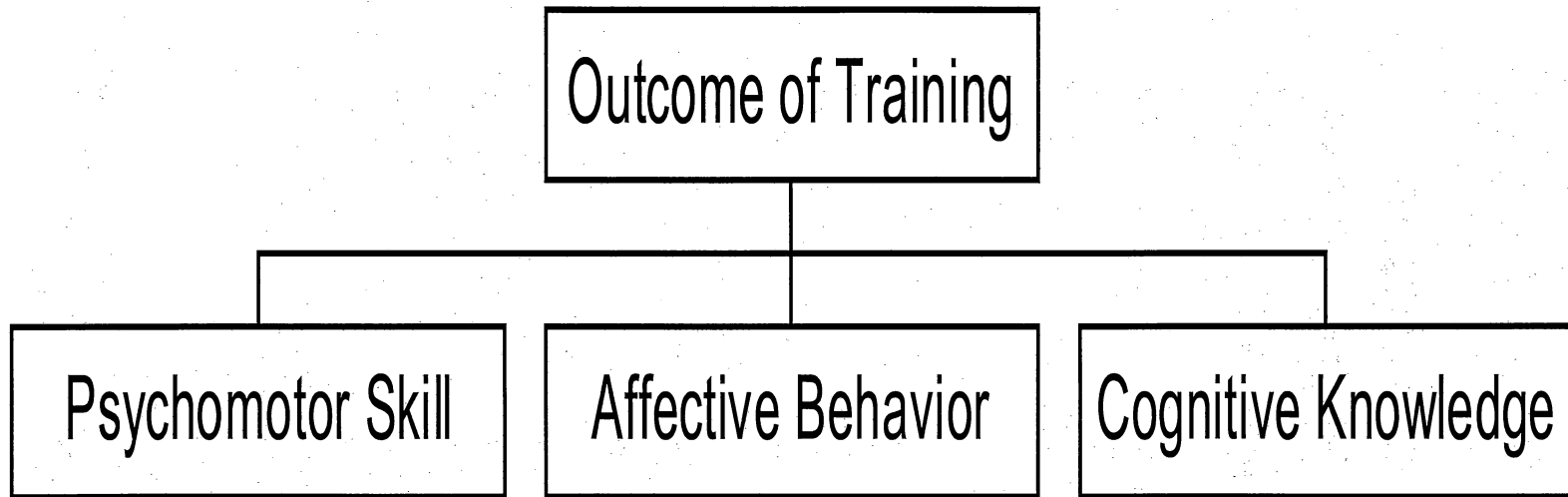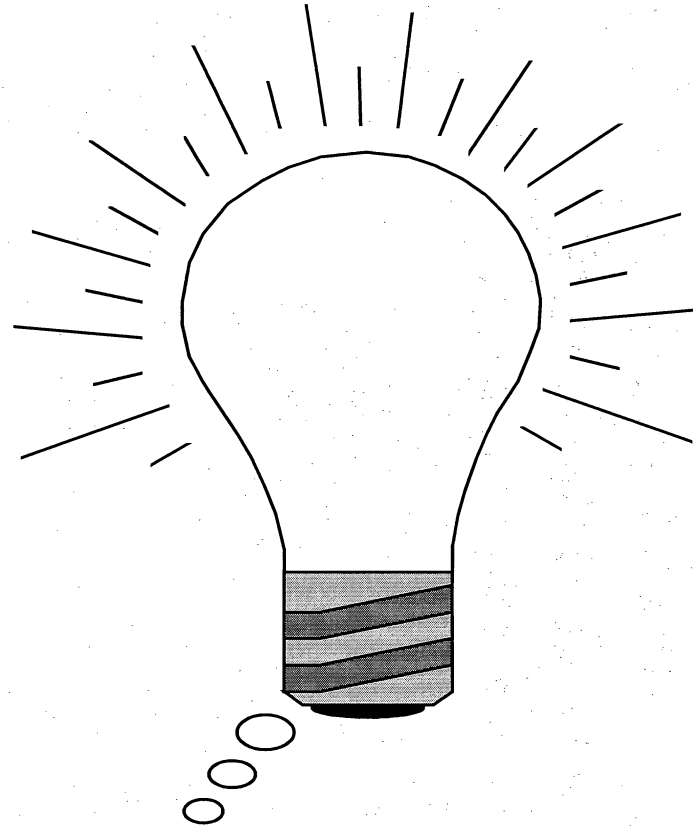
EVALUATE OUTLINES

TASK ANALYSIS
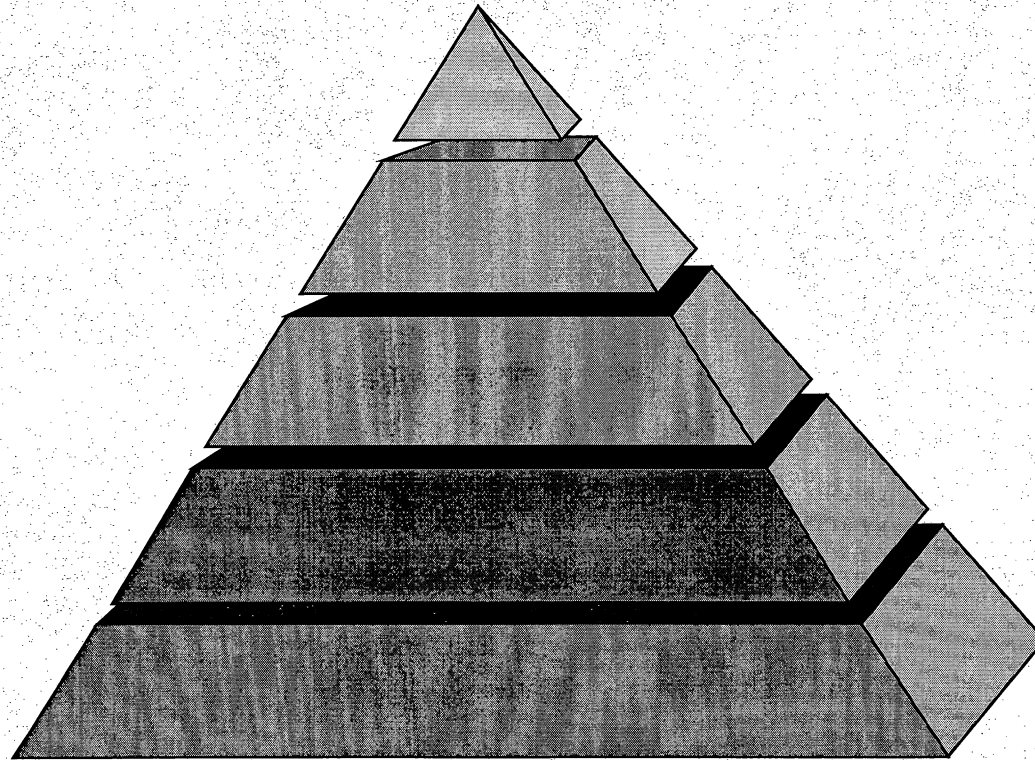
TIME CALCULATIONS
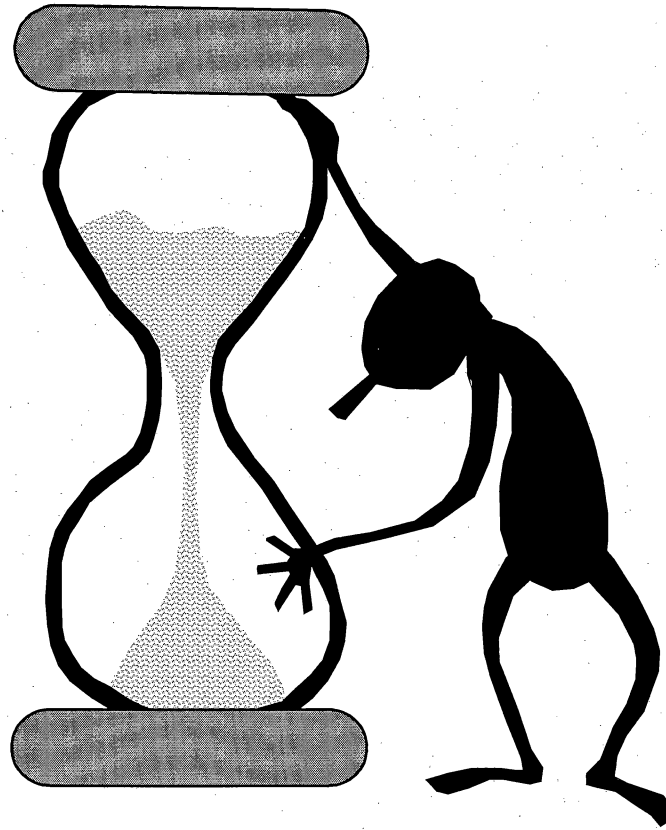
HOMEWORK ASSIGNMENT

Evaluate three revised outlines for areas to improve by suggesting active training methods.

DAY THREE

TOPICS OF THE DAY

- Objectives.

- Evaluate outlines.

- Topics in an interactive training activity.

- Create an interactive training activity for student presentations.

OBJECTIVE

- Write an interactive training activity.
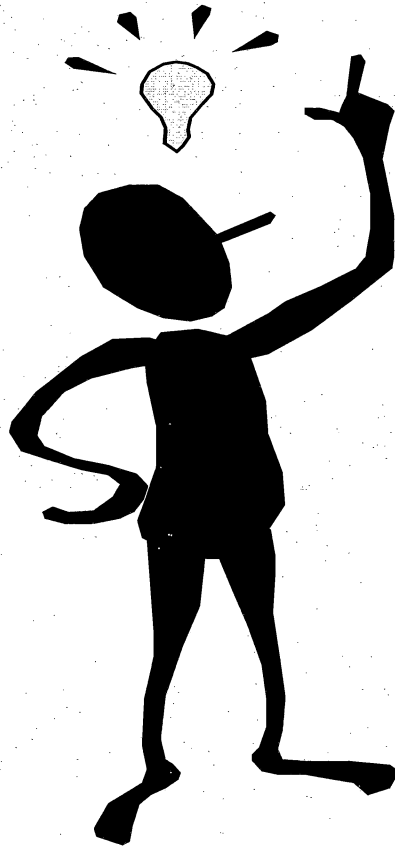
EVALUATE OUTLINES
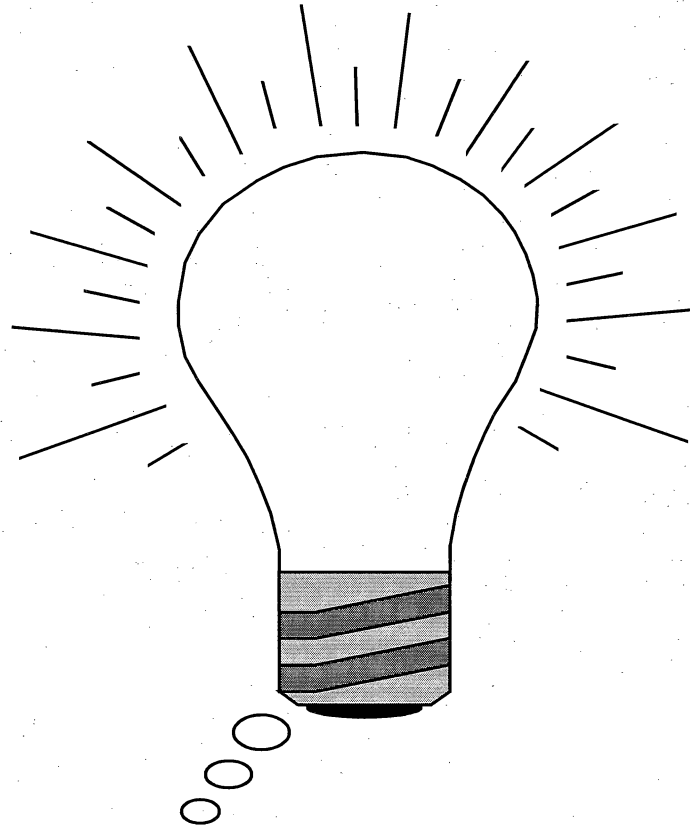
TOPICS IN A TRAINING ACTIVITY

- Activity Description.

- Key Learning Points.

- Resources Needed.

WRITE A TRAINING ACTIVITY FOR STUDENT PRESENTATIONS

DAY FOUR

TOPICS FOR THE DAY

- Objective.

- Evaluation forms.

- Final test.

- Student presentations.
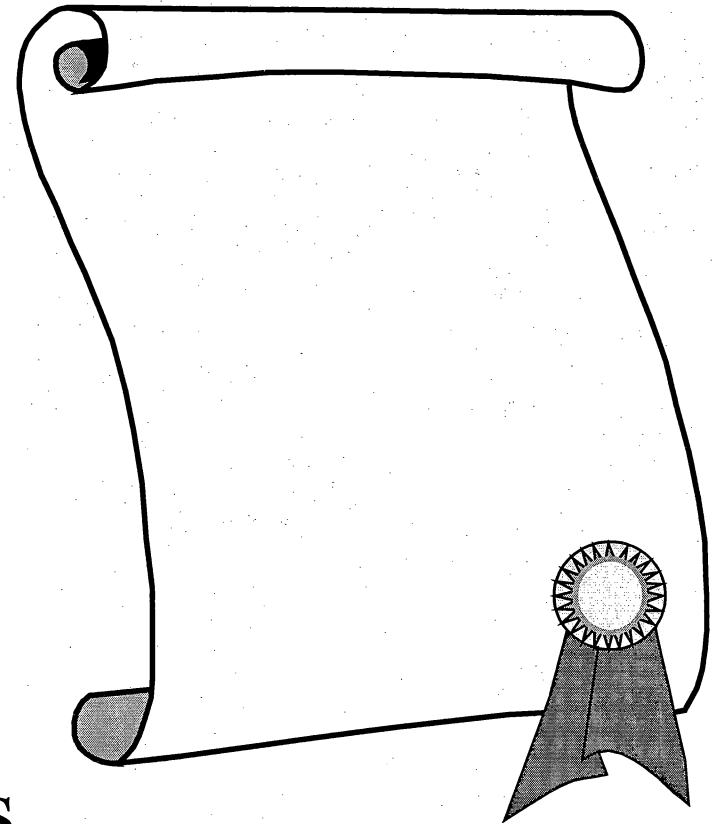
OBJECTIVE

Demonstrate ability to present an interactive training activity.
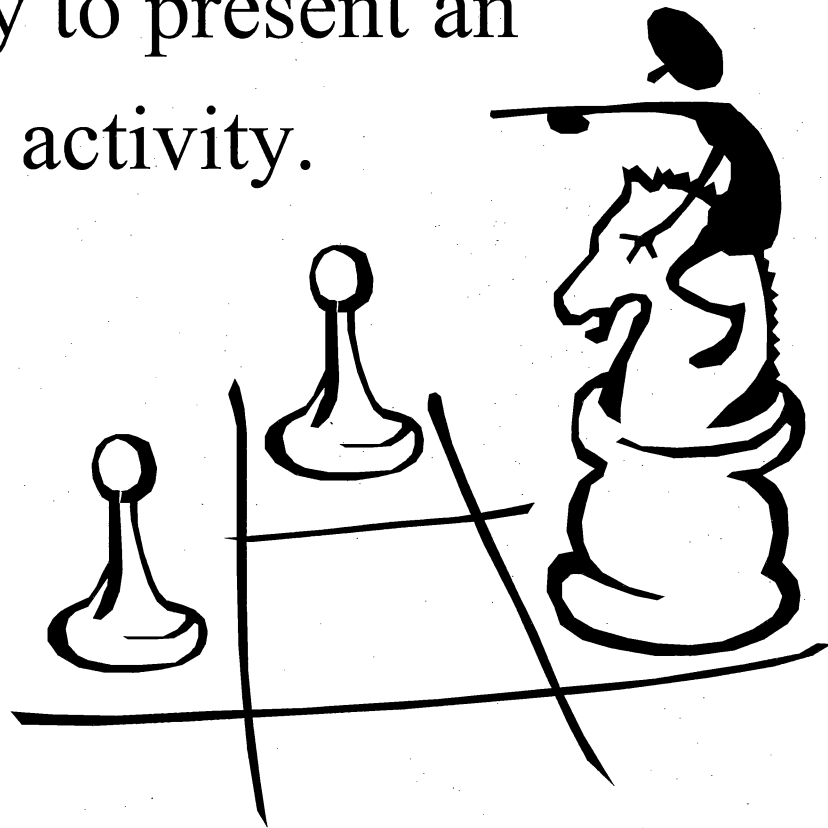
COURSE EVALUATIONS

FINAL TEST

STUDENT PRESENTATIONS

APPENDIX D

Student Handouts

ACTIVE TRAINING METHODS

METHODS

STUDENT WORKBOOK

ACTIVE TRAINING METHODS
DEFINITIONS

Lecture:

Learning:

Active Learning:

ACTIVE TRAINING METHODS
RESASONS TO USE AN ACTIVITY

Student activities should not just be used to break-up the lecture; there should always be a purpose. This purpose should be identified and be cohesive with the entire program. Students need to be informed of the purpose of the activity. The appropriate time to inform students of the purpose is either during the introduction of the activity or while you are reviewing key learning points.

Following are ten reasons to introduce an introduction activity, game, discussion, group activity or any other appropriate activity:
1.   Determine agenda for the day
2.   Give everyone an opportunity to participate
3.   Set or change the mood of a classroom
4.   Refocus attention
5.   Provide feedback to either the students or the instructor
6.   Introduce a new concept
7.   Stimulate creative thinking
8.   Evaluation of comprehension
9.   Group interaction
10.   Review something learned

ACTIVE TRAINING METHODS
TYPES OF INTERACTIVE TRAINING

ACTIVE TRAINING METHODS
ADVANTAGES AND DISADVANTAGES

Activity	Advantages	Disadvantages
Action Maze	Students learn from their mistakes	Time and research needed to create
Brainstorm	Multiple ideas in a short amount of time	Need good facilitation skills to keep the discussion moving
Case Study	Result based Participation Builds confidence Realistic Offers credibility Identifies resources	Time and research needed to create Too complex or too general Students working at different paces Demands coordination and preparation
Demonstrations	Students see what is expected	All students do not get to participate
Field Trips	New environment Change of pace Can see/experience application	Time, money, class size Liabilities Unforeseen roadblocks to plans
Films/Video	Visual and audio Change of pace Can generate discussion/debate	Finding appropriate videos Audio/visual equipment
Games	Student participation Friendly competition Review information	Demands coordination and preparation Unpredictable Needs concrete indisputable answers
Group Discussion	Student participation Multiple ideas Covers a lot of information	Facilitation to keep discussion moving and on track
Modified Lecture	Easy, manageable No special equipment Consistent, economical	Not suited for psychomotor skills Does not appeal to all learning styles Can be boring

Activity	Advantages	Disadvantages
Question and Answer	Students remember answers Involves interaction	Facilitation skills required to get participation Must ask open-ended questions
Role Play	Draws on student experiences Better control of errors and correction Double exposure (doing and watching)	Takes more time, space, equipment, money Safety issues Ego's get carried away Difficult to get students to volunteer
Simulations	Real life experiences All student participation Immediate feedback	Time, money, space, equipment Coordination Volunteers Safety issues
Student Practice	Mimics real life experiences All students participate Good for psychomotor skills Immediate feedback	Extra staff Coordination Safety issues
Student Reading	Easy and manageable Consistent, economical Students can do this on their own time Better retention than a lecture	Researching materials
Sub-group Activity	Easy and manageable Student interaction Good for affective learning	Researching appropriate topics

ACTIVE TRAINING METHODS
DEFINITIONS

Affective Learning

Cognitive Learning

Psychomotor Learning

ACTIVE TRAINING METHODS
TASK ANALYSIS

ACTIVE TRAINING METHODS
TIME CALCULATION SHEET

Rate all items on a scale of 1-10 (10 being the highest - difficulty, time, interactive, etc.)

Training Method	Student Focused	Money Involved	How Long to Create	Difficulty to Run	Time to Run
Action Maze					
Brainstorm					
Case Study					
Demonstration					
Field Trips					
Films/Video					
Games					
Group Discussion					
Modified Lecture					
Question/Answer					
Role Play					
Simulations					
Student Practice					
Student Reading					
Sub-group Activity					

ACTIVE TRAINING METHODS
HOW-TO RUN AN ACTIVITY

Once you have created your activity and know approximately how long it will take and all of the resources needed to run the activity, it is time to test it. There are three steps needed to successfully run an activity. They are the introduction to the activity, the actual activity, and the review of key learning points.

Introduction
In the introduction, you want to make it clear to your students what they are expected to accomplish during the activity.
- Give enough information that students know what is expected of them
- Tell students what they can expect while participating in the activity
- Tell students what results you are seeking (written, group presentation, individual presentation, etc.)
- Tell student how much time they have to complete the assignment
- Allow students enough freedom that they decide how they want to arrive at the necessary conclusion

The Activity
During the actual activity, it is the instructor's job to facilitate the learning process. Some common things the instructor should do are:
- Answer any questions and clarify information
- Keep track of time (if you planned on 30 minutes for the activity and it is taking significantly less or more time than that allotted, adapt the schedule)
- Settle any disputes
- Facilitate any discussions

Review Key Learning Points
After the activity, it is essential for students to know what they were supposed to learn. If you do not review key learning points, students walk away for the activity thinking it was fun at best and a waste of time at the least.
- Complete the activity by asking students why you had them participate in the activity
- Review main points
- Stress what the results of the activity should have been
- Allow time for questions and answers

INTERACTIVE TRAINING ACTIVITY

ACTIVITY DESCRIPTION

KEY LEARNING POINTS

RESOURCES NEEDED

DISCUSS WITH CLASS

ACTIVE TRAINING METHODS
COURSE EVALUATION

Overall the class was:
Excellent   Very Good   Good   Fair   Poor

What helped me the most was:

_____

_____

_____

Ways to improve the course are:

_____

_____

_____

In the future, I will be able to incorporate interactive learning in my classes.
True   False

Please rate the following blocks of instruction. For example, how important were they to you and do you think they have helped you gain confidence in presenting your topics.
5 = Very Applicable   3 = Average   1 = Not Helpful

_____ Defining Training Terms	_____ Types of Interactive Training
_____ Evaluating Other Student's Outlines	_____ Evaluating Your Own Outline
_____ Develop a Flow Chart	_____ Develop a Task Analysis
_____ Time/Effort Sheet	_____ How-to Write a Training Activity
_____ Create an Interactive Training Activity	_____ Student Presentations

Please rate your instructor and provide feedback.
Excellent   Very Good   Good   Fair   Poor   Very Poor

_____

_____

_____

_____

APPENDIX E

Tests

ACTIVE TRAINING METHODS
PRE-TEST

1. Describe three reasons to use introduction and icebreaker exercises.

2. Define active learning.

3. List at least ten different types of interactive training methods.

4. Define psychomotor domain.

5. What are the three criteria to consider when creating and writing an interactive training activity?

6. Define affective domain.

7. What is one disadvantage of using interactive training in courses?

ACTIVE TRAINING METHODS
PRE-TEST KEY

1. Describe three reasons to use introduction and icebreaker exercises.

Establish rapport with class members	Determine agenda for the day
Gives everyone an opportunity to participate	Group interaction
Set or change the mood of the classroom	Refocus attention
Provides the instructor and students feedback	Introduce a new concept
Stimulate creative thinking	Evaluation of a topic

2. Define active learning.

   Active learning

   Engage in action to acquire knowledge, experience or skills to modify behavior

3. List at least ten different types of interactive training methods.

Action Maze	Brainstorm	Case study	Demonstration
Films and videos	Games	Group discussion	Modified lecture
Questions and answer	Field trips	Role play	Simulations
Student practice	Student reading	Sub-group activity	

4. Define psychomotor domain.

   Psychomotor Learning - Psychomotor learning deals with physical skills. It is what the learner has to do in order to achieve the goal. An increase in skill is the goal when teaching in the psychomotor domain.

5. What are the three criteria to consider when creating and writing an interactive training activity?

Activity Description	Key Learning Points	Resources Needed

6. Define affective domain.

   Affective Domain - Affective data is indirect and intangible. A change of attitude or acceptance of other's attitudes is the goal when teaching in this domain.

7. What is one disadvantage of using interactive training in courses?

Takes more time	Requires more unscheduled time for student practice
Utilizes more and varied resources	Initial negative response by students

ACTIVE TRAINING METHODS
FINAL TEST

1. Describe three reasons to use introduction and icebreaker exercises.

2. Define the following terms: lecture, learning, active learning.

3. List at least five different types of interactive training methods.

4. Define the following terms: psychomotor, affective, and cognitive domain.

5. Match the following types of learning to the best interactive training methods to teach the desired learning.

   Psychomotor Domain   Role Playing
   Affective Domain   Assigned Reading
   Cognitive Domain   Student Practice

6. Put the following steps in chronological order:
   Select a method(s) of instruction
   Write test questions corresponding to learning objectives
   Decide what type of learning you are trying to accomplish (psychomotor, affective, cognitive)
   Create an interactive training activity
   Write learning objectives

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ACTIVE TRAINING METHODS
FINAL TEST KEY

1. Describe three reasons to use introduction and icebreaker exercises.
   Establish rapport with class members   Determine agenda for the day
   Gives everyone an opportunity to participate Group interaction
   Set or change the mood of the classroom   Refocus attention
   Provides the instructor and students feedback   Introduce a new concept
   Stimulate creative thinking   Evaluation of a topic

2. Define the following terms: lecture, learning, active learning.
   Learning
   Knowledge or skills acquired by instruction or study that leads to a modification of behavior
   Lecture
   A discourse given before an audience or class for the purpose of instruction
   Active learning
   Engage in action to acquire knowledge, experience or skills to modify behavior

3. List at least five different types of interactive training methods.
Action Maze	Brainstorm	Case study	Demonstration
Films and videos	Games	Group discussion	Modified lecture
Questions and answer	Field trips	Role play	Simulations
Student practice	Student reading	Sub-group activity	

4. Define the following terms: psychomotor, affective, and cognitive domain.
   Psychomotor Domain - Psychomotor learning deals with physical skills. It is what the learner has to do in order to achieve the goal. An increase in skill is the goal when teaching in the psychomotor domain.
   Affective Domain - Affective data is indirect and intangible. A change of attitude or acceptance of other's attitudes is the goal when teaching in this domain.
   Cognitive Domain - Cognitive learning has to do with what a person needs to know in order to accomplish the objective. An increase in knowledge is the goal.

5. Match the following types of learning to the best interactive training methods to teach the desired learning.
   Psychomotor Domain   Role Playing
   Affective Domain   Assigned Reading
   Cognitive Domain   Student Practice

6. Put the following steps in chronological order:
   Decide what type of learning you are trying to accomplish (psychomotor, affective, cognitive)
   Write learning objectives
   Select a method(s) of instruction
   Create an interactive training activity
   Write test questions corresponding to learning objectives

ACTIVE TRAINING METHODS
GRADE CALCULATION SHEET

Student Name	Attendance Days				Completed Assignments 80%	Final Test 20%	Final Grade
	1	2	3	4			

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