

Assessing the Integration of Adult Learning Principles in AETC Training Programs

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Introduction

The AETC Adult Learning Workgroup is pleased to share the resource entitled *Assessing the Integration of Adult Learning Principles in AETC Training Programs* with members of the AETC network. This resource is intended for use by AETCs interested in determining whether and how adult learning principles were implemented in their training programs. It includes an ideal evaluation approach that provides AETCs with examples and options that can be tailored based upon regional and local needs.

The AETC Adult Learning Workgroup began meeting in September 2009 to identify, share, and develop resources and tools related to the topic of adult learning. A needs assessment was conducted to learn more about how the AETCs incorporate adult learning principles into their training activities. The needs assessment identified several areas for enhancement, including access to adult learning resources and development of evaluation questions to determine whether and how adult principles are incorporated in AETC training activities.

Adult Learning Principles

There are a range of theories and models that can be used to guide the development of training programs that support adult learning. Some of the key concepts of these models and theories are embodied in the following principles of adult learning. Adult learns best:

- **In a democratic, participatory and collaborative environment** where they are actively involved in determining how and what they will learn.
- **When they know why they are learning something** and the learning goals and objectives are considered realistic and important to them.
- **When new information and skills are directly relevant and meaningful** to their concerns, needs and interests.
- **When the learning environment is physically and psychologically comfortable.**
- **When their talents are acknowledged and explored** in a teaching situation.
- **When they are able to engage in practical, problem-based learning activities** that allow them to draw on and apply prior knowledge, skills and experience.
- **When they are treated like adults** and their established opinions, values and beliefs are respected.
- **When instructors use a variety of teaching strategies** to anticipate and accommodate differing learning styles and comprehension rates of learners.
- **By participating in small-group activities** that provide an opportunity to share, reflect, and generalize their learning experiences.
- **When they receive constructive feedback** on how they are doing and the results of their efforts.
- **When coaching and other kinds of follow-up support are provided** to help them transfer learning into sustainable regular practice.
- **When the learning experience is enjoyable and fun.**¹

¹ Bulleted information was obtained from a primer entitled *Supporting Development and Implementation of Adult Learning in AETC Education and Clinical Training* developed by Pacific AETC, San Francisco AETC in December 2009.

Integration of these principles into AETC training programs is critical. Not only will this enhance learning, but it will contribute to the development of mutual respect and trust between the adult learner and the trainer.² For additional information on adult learning principles, please visit the Trainer Resources section of the AETC National Resource Center website at: www.aidsetc.org

Evaluating the Integration of Adult Learning Principles

The integration of adult learning principles into a training program requires thoughtful planning. For example, a trainer may consider questions such as “What are some of the ways I can make the training relevant to providers’ practice?” or “What are some of the ways I can keep the learners stimulated and involved?” as they are designing their training materials, which can range from a slide set to a curriculum.³

Evaluation is a key component to ensuring the successful integration of adult learning principles into AETC training programs. To support AETCs in their evaluation activities, the AETC Adult Learning Workgroup developed an ideal approach that takes into account the resources involved in collecting data and providing feedback to faculty trainers. This approach is described below, followed by a case illustration that demonstrates one possible application of the evaluation process.



Please note: Evaluation methods need to be appropriate for the training topic, training time allotted, level of intensity, and extent of trainer experience.

Ideal Approach to Evaluation Process

The ideal approach to evaluation of the integration of adult learning principles into AETC training programs includes three main time points—before, during, and after the training. Each time point includes evaluation tasks that require different resources. Instruments for data collection at each time point can be found in Appendix A *Menu of Tools Available for AETC Usage*.

The process of evaluating the integration of adult learning principles into AETC training programs is often not a linear one. While there are three points when evaluation can occur, it is not a necessity to employ evaluation activities at all three time points and in all circumstances. For example, you may decide to complete an evaluation at all three time points for new faculty trainers. But, for a trainer who has been consistently evaluated positively, you may decide to evaluate the integration of adult learning principles following a training only. The evaluation process may also vary depending upon the level of training. Regardless of the process used, it is important to emphasize that there is room for growth and improvement for every faculty trainer, regardless of their level of experience.

² Bryan, R.L., Kreuter, M.W., and Brownson, R.C. (2009). Integrating Adult Learning Principles into Training for Public Health Practice. *Health Promotion Practice*, 10(4), 557-563.

³ *Supporting Development and Implementation of Adult Learning in AETC Education and Clinical Training*. (2009). Pacific AETC, San Francisco AETC.

BEFORE TRAINING

AETC faculty trainers should develop their training materials with adult learning principles considered. AETC staff who are designated to review training materials should keep in mind the timeline of the training as well as the time needed to review and make adjustments to the curriculum.



Please note: Training materials are not always prepared well enough in advance for the review to happen. Set realistic expectations.

Ideally, training materials should be reviewed prior to the training event(s). Alternatively, training materials can be reviewed following the training event(s). Training materials can include curricula, slide sets, handouts, and so on.

The table below summarizes the tasks, requirements, and questions for consideration at this particular time point. Responses to the information contained within the table will vary based upon regional and local needs.

Table 1. Evaluation considerations for curriculum and material review

Evaluation Tasks	<ul style="list-style-type: none">• Designate appropriate staff to review training materials.• Establish benchmarks for determining quality curricula using checklists included in Appendix A.• Review training materials.• Provide written feedback on the curricula in a timely fashion.
Resource Requirements	<ul style="list-style-type: none">• Protocol for review of training materials.• AETC staff time to review training materials.• AETC faculty trainer's time to build adult learning principles into training.
Questions for Consideration	<ul style="list-style-type: none">• Do all training materials need to go through a review process?• How often should materials be reviewed?• Who is in charge of establishing the protocol and reviewing the materials?

DURING TRAINING

Ideally, AETC staff will observe a training in which the learners/training participants will also be assessing adult learning principles. An existing observational tool can be used, or a new tool can be created, to record detailed observations. It is important for each AETC to determine what criteria are most important to evaluate when selecting or creating an observation tool. Several observation instruments are provided in Appendix A *Menu of Tools Available for AETC Usage*.

Following the observation, AETC staff should provide the faculty trainer with appropriate feedback and review their training materials. An external "feedback" report can summarize these observations and should be distributed to the faculty trainer.



Please note: Regions can review training materials at the training event, if they haven't already been reviewed. In this case, there will be three corresponding data sets: observation of training/trainer, learner assessment and training materials review.

The table below summarizes the tasks, requirements, and questions for consideration at this particular time point. Responses to the information contained within the table will vary based upon regional and local needs.

Table 2. Evaluation considerations for training observation

Evaluation Tasks	<ul style="list-style-type: none"> • Designate appropriate staff to observe the training. • Select or create observational tool. • Sit-in or observe the training. • Provide written feedback report for the faculty trainer.
Resource Requirements	<ul style="list-style-type: none"> • Protocol for observation. • AETC staff time to coordinate schedules, observe training event, provide written feedback, and in some instances, provide coaching for improvement in delivery. • AETC faculty trainer receiving feedback may need to discontinue training for a specified time period.
Questions for Consideration	<ul style="list-style-type: none"> • Do all trainers need to be assessed? • How often should trainer's skills be assessed? • How will feedback sessions be organized?

AFTER TRAINING

Data should be collected from both the AETC faculty trainer and the participants following the training event. Recommended evaluation questions are on page 7 of this document. Data analysis can be conducted at either the training level (i.e., meaning data is analyzed for individual trainings) or the trainer level (i.e., meaning data is analyzed for all trainings conducted by a specific trainer). AETC staff should develop a feedback report based on the findings and review the report with the faculty trainer.

The table below summarizes the tasks, requirements, and questions for consideration at this particular time point. Responses to the information contained within the table will vary based upon regional and local needs.

Table 3. Evaluation considerations for post-training assessments

Evaluation Tasks	<ul style="list-style-type: none"> • Select or create evaluation questions. • Assess whether and how adult learning principles were implemented in training from the trainees' perspective.
Resource Requirements	<ul style="list-style-type: none"> • Protocol for evaluation. • AETC staff time to enter and analyze data. • AETC staff time devoted to process findings and develop a report for the faculty trainer.

Questions for Consideration	<ul style="list-style-type: none"> • Are you more interested in audience perception of trainer or training? • Are there specific adult learning principles you want to know were implemented? • Are you interested in how interactive the trainee thought the training was?
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CASE ILLUSTRATION

Allen Terry is a master trainer working in the fictitious Scott Valley AETC region. In this region, a trainer who happened to be a very bright nurse practitioner with a dry sense of humor regularly received poor evaluations. After some time, Dr. Terry's evaluation staff brought these low evaluation scores to his attention. He devised a plan to observe the NP's next training to better understand what was happening during the training. He sat in the back of the room to observe and learned that the content of the trainings was correct and appropriate, but the trainer's sense of humor was inappropriately invoked during the course of the training and appeared to be offending the trainees.

Dr. Terry went on to provide a debriefing meeting with the trainer to discuss the strengths and weaknesses of her training. He coached her on her presentation style and put her back on the training circuit. Her next round of evaluations demonstrated a dramatic improvement. As a result, the Scott Valley region implemented a quality assurance component and commitment to observe and provide guidance to any trainer who receives two sets of poor evaluation scores.

Recommended Evaluation Questions

On behalf of the AETC Adult Learning Workgroup, the AETC National Evaluation Center (NEC) developed a list of 43 evaluation questions touching on adult learning principles. The 43 questions were used in an online survey that was distributed to the representatives on the AETC Adult Learning Expert List, AETC Adult Learning Workgroup members, and AETC evaluators. Survey respondents were asked to rank the questions/statements in terms of their relevance to adult learning principles. The statements below were ranked highest by respondents (N=31) and are recommended for use when evaluating the integration of adult learning principles into training programs.

Question wording and scaling can be easily changed. The following instructions would work well with the following statements: "to what degree do you agree or disagree with the following statements (strongly disagree to strongly agree)."

Top 5 Statements about the Trainer:

1. The trainer used interactive methods throughout the training (e.g., role play, active participation in case studies, small group activities).
52% (16/31) ranked in their top 5
2. The trainer created a climate of respect for participants' experiences, ideas, and contributions.
48% (15/31) ranked in their top

3. The trainer was responsive to participants' concerns and questions.
39% (12/31) ranked in their top 5
4. The trainer used handouts and audiovisuals that were appropriate and contributed to the presentation.
29% (9/31) ranked in their top 5
5. The trainer checked with participants on their grasp of training material.
29% (9/31) ranked in their top 5

Top 5 Statements about the Training:

1. The presentation and discussion was appropriately tailored for the audience.
45% (14/31) ranked in their top 5
2. The activities/exercises were effective learning tools.
45% (14/31) ranked in their top 5
3. Adequate time and structure were provided for participants to share experiences and insights.
39% (12/31) ranked in their top 5
4. The training allowed participants to practice practical skills related to important concepts.
35% (11/31) ranked in their top 5
5. Throughout the training, the audience was engaged (e.g., lively interaction, participants were encouraged to generate ideas and questions).
32% (10/31) ranked in their top 5

Appendix A: Menu of Tools Available for AETC Usage

This Appendix is intended for use by AETCs interested in determining whether and how adult learning principles were implemented in their training programs. For information about an ideal approach for conducting such an evaluation, please see pages 4-7 of this resource. This *Menu of Tools* is organized by the time point the evaluation will be conducted (i.e., before, during, and after training). Tools featured in this resource include:

- Worksheets
- Checklists
- Observation forms
- Debrief meeting protocol
- Surveys

Each tool is available for download from the AETC National Resource Center website at: www.aidsetc.org

BEFORE TRAINING

Curriculum Design Worksheet⁴

Complete this training worksheet to help you begin designing your training.

1. **General theme or topic:** In general, what knowledge and skill areas will be the focus of this training?
2. **Goals and objectives:** What do you want participants to learn during the training? (What will they leave knowing more about or what new skills will they have acquired?)
3. **Essential questions:** What central questions do you want participants answering as the training unfolds?
4. **Summary of participant activities:** How will participants accomplish curriculum objectives and answer the questions in numbers 2 and 3 above? (E.g., small group discussions and projects, lecturates, role-playing.)
5. **Resources:** What resources might the trainer use to help participants accomplish curriculum objectives? (E.g., current research, guest speakers, discussions, encouragement, clinic observations.)
6. **Assessment activities:** How will you determine if participants a) have reached curriculum objectives identified in number 2 above and b) can answer the questions in number 3.
7. **Evaluation of the training and the training process:** How will you evaluate the quality and usefulness of the training as well as its implementation?

⁴ I-TECH. (2006). *Training Toolkit: Resources for Training Coordinators, Curriculum Developers and Trainers*. Retrieved on September 22, 2010 from: <http://www.go2itech.org/HTML/TT06/toolkit/design/strategies.htm>

Adult Learning Readiness Checklist⁵

NOTE: Response categories: Yes: Ready in this area; Sometimes, but not consistently; No: Work needed in this area.

1. Our training programs always start with a clear statement of what the learners are expected to learn, where it fits into their job, and how it benefits them personally.
2. A primary curriculum task in our organization is to verify that learning goals for a training program agree with the target audience's expectations.
3. If a gap is detected between a training program's learning goals and what the target audience is receptive to, the training will not be implemented until that gap is resolved.
4. Prior to implementing a training program, steps are taken to verify that the program's learning goals are consistent with the actual learning level of the target audience.
5. All of our trainings are designed with a framework that emphasizes helping learners master skills or knowledge, rather than putting too much content into a fixed training schedule.
6. An important part of our training evaluation process is the evaluation of whether the actual needs of the learners were met in the training program.
7. Our training effectiveness is measured primarily by the amount of learning that transfers to the job.
8. A fundamental component of our instructional delivery is the requirement that learners receive frequent and non-threatening feedback on their learning performance throughout the instructional session.
9. Our trainers are expected to provide positive feedback on learning performance throughout their training activities.
10. Our trainers are highly skilled in providing instruction that accurately reflects actual job/task requirements.
11. Our trainers are not only technically expert, all are required to have professional development training in adult educational principles and processes as well.
12. Our organization agrees with a training definition that recognizes the ultimate purpose of training is to "equip learners with skills and knowledge that enables them to be fully contributing partners to their organization."
13. Our training effectiveness metrics do not rely heavily on training days, training contact hours, or number of training participants.

⁵ Adapted from University of New Brunswick Certificate in Health, Safety, and Environmental Processes. *Adult Learning Readiness Checklist*. Retrieved on September 22, 2010 from <http://www.donsayersassociates.com/Learner%20Readiness%20Survey/Adult%20Learning%20Readiness%20Checklist.pdf>

Training Design Competencies Checklist⁶

1.	Dialogue has been established with adult students prior to the course?	
2.	Prepared the course or session by using a sequential planning model?	
3.	Negotiated the size of the group for optimal learning?	
4.	Set learning tasks for small groups of learners as one way of teaching the content?	
5.	Examined these learning tasks for sequence: easy to more difficult, simple to complex?	
6.	Designed a warm-up exercise related to the topic and appropriate for the group?	
7.	Honored in your design the fact that adult learners are in control of their own learning and lives?	
8.	Named content (skills, knowledge, and attitudes) clearly and precisely?	
9.	Designed achievement-based objectives that can be readily evaluated?	
10.	Selected a site that lends itself to small-group work?	
11.	Built in a time frame so that learning tasks can be accomplished during the allotted course or session time?	
12.	Planned for open questions to stimulate dialogue throughout the course or session?	
13.	Examined each learning task for its cognitive, psychomotor, and affective potential?	
14.	Designed a safe course or session?	
15.	Set up processes and structures (small groups, breaks, gallery walk review of charts) to assure inclusion?	
16.	Built in brainstorming or associative processes without judging or editing?	
17.	Designed for optimal engagement of everyone via small group work, learning tasks, affirming responses, and echoing?	
18.	Avoided monologues by designing for adequate dialogue?	
19.	Designed a synthesis learning task to summarize all that has been learned?	
20.	Planned for quiet, reflective time for learners to think about what they are learning?	
21.	Designed adequate closure tasks for the end of each day or session?	
22.	Designed an opportunity for small groups to examine their own work together and their task maintenance?	
23.	Planned for a wide variety of learning techniques?	
24.	Provide follow-up contact names and numbers and supportive materials (such as pocket guides, posters, triage trees)	
25.	Successfully utilized a translator if necessary?	

⁶ Adapted from Vella, Jane. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. (2nd Ed). San Francisco, CA: Jossey-Bass.

Trainer Self-Assessment⁷

Note: Response from 1 to 5, with 5 being most competent

Area of competency
1. Helping another person change his or her behavior
2. Putting principles of adult learning into practice
3. Planning a training/learning event
4. Using learning outcomes to develop objectives
5. Facilitating a small group discussion
6. Facilitating a plenary session
7. Presenting a topic to a large group
8. Using the experiential learning cycle
9. Organizing a field visit
10. Writing case studies
11. Demonstrating a procedure
12. Using a flipchart
13. Using MS PowerPoint
14. Preparing a lesson plan
15. Planning and organizing a training
16. Developing a training plan
17. Conducting a supervisory visit
18. Developing monitoring and evaluation tools
19. Monitoring and evaluating learning activities

⁷ US AID, AED, and Linkages. (May 2005). *Training Methodologies and Principles of Adult Learning*. Retrieved on September 22, 2010 from: <http://www.linkagesproject.org/media/publications/Training%20Modules/TOT-Adult-Learning.pdf>

Trainer Attributes: Competencies Self-Assessment⁸

Trainer Attributes "I":	I have strength in this area	How I will build strength in this area
Am confident and fully prepared—just nervous enough to keep alert.		
Know my subject matter—have studied my topic and experienced the events about which I speak.		
Know my audience—respect and listen to participants, call them by name, whenever possible.		
Am neutral and non-judgmental—validate everyone's experiences and their right to their own perspectives; respect differences of opinion and lifestyle.		
Am culturally sensitive—aware that my own views and beliefs are shaped by my cultural background just as participants' cultures shape their perspectives.		
Am self-aware—recognize my own biases and "hot-buttons" and act in a professional manner when they are pushed.		
Am inclusive—encourage all participants to share their experiences and contribute to the group learning process.		
Am lively, enthusiastic, and original. I use humor, contrasts, metaphors, and suspense; I keep my listeners interested and challenge their thinking.		
Use a variety of vocal qualities. —vary my pitch, speaking rate, and volume; avoid talking in a monotone.		
Am aware of my body when presenting—body posture, gestures, and facial expressions are natural and meaningful, reinforcing my subject matter.		
Make my remarks clear and easy to remember—present one idea at a time and show relationships between ideas; summarize when necessary.		
Enhance my delivery with illustrations—examples, charts, visuals, and audio aids.		
Understand group dynamics—the stages all groups go through; am comfortable with conflict resolution.		
Am flexible—read and interpret my participants' responses (verbal and nonverbal) and adapt my plans to meet their needs; am in charge without being overly controlling.		
Am open to new ideas and perspectives—am aware that I don't know all the answers; recognize that I learn from participants as well as offer them new knowledge or perspectives.		
Am compassionate—understand that much of the material may have an emotional impact on participants; am empathetic and understanding when participants' experience emotional reactions to training.		
Am interested in evaluating my work—encourage co-trainers and participants to give me feedback.		

⁸ I-TECH. (2006). *Training Toolkit: Resources for Training Coordinators, Curriculum Developers and Trainers*. Retrieved on September 22, 2010 from: <http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html>

Training Development: Competencies Checklist⁹

As you develop materials, content experts should be on-hand to conduct reviews and offer suggestions. Once the course is complete, a beta or pilot test is an excellent way to identify problem areas and holes in the curriculum. Like the evaluation of the training design, using content experts, possible trainers, and members of the target population is recommended.

In order to evaluate your progress, check the boxes for the items you have addressed. Use the “Notes and Follow up” column for answers and ideas about next steps.

✓ Yes	✓ Needs more work	Questions and considerations	Notes & Follow up
		Did you have adequate input from content experts?	
		Did you conduct a review and/or pilot training with a good representation of stakeholders?	
		Do you have enough/too much time allotted for each portion of the training?	
		What content areas need more examples, statistics, case studies, etc.?	
		What should the trainers work on regarding classroom presence, style, and overall teaching effectiveness?	
		Does the course actually meet the stated learning objectives? Do the learning objectives need to be modified?	
		Have you built in adequate evaluation to assess the curriculum, the process, and participant learning and application?	
		Is there a blend of participant and instructor talk?	
		Is there adequate time given to class discussion, teacher explanation/lecture, question-answer periods, group activity, and individual exercises?	

⁹ I-TECH. (2006). *Training Toolkit: Resources for Training Coordinators, Curriculum Developers and Trainers*. Retrieved on September 22, 2010 from: <http://www.searchitech.org/HTML/TT06/toolkit/evaluation/process.html>

Training Design: Competencies Checklist¹⁰

The journey of creating training is made up of many important pieces—coordination, ideas, steps, people, and resources. The design phase is when all these pieces come together. When finished, you will have a blueprint of what the training will look like. You'll get a glimpse of the bigger picture: your audience; their identified needs; curriculum learning objectives, outline, and instructional methods; trainers and other resources; etc.

Content experts should review the training design before the curriculum developers begin development. They should be a part of the ongoing development process. Content experts can be content professionals, clinicians, former trainers of the content, and/or members of the targeted student population.

Once you complete your training design, **stand back and assess your hard work and progress so far.**

√ Yes	√ Needs more work	Training-Model Considerations Have training designers:	Notes & Follow-up
		Clearly identified participants' knowledge and skills gaps?	
		Prepared the course or session by using a sequential planning model?	
		Examined learning tasks for sequence: easy to more difficult, simple to complex?	
		Honored the fact that adult learners are subjects of their own lives, in the training design?	
		Clearly defined content—skills, knowledge, and attitudes—that satisfy the learning objectives of the intended audience?	
		Designed achievement-based objectives that can be readily evaluated	
		Created training comprehensive enough without being overwhelming?	
		Created a time frame that allows the accomplishment of learning tasks?	
		Clearly identified participants' knowledge and skills gaps?	
		Prepared the course or session by using a sequential planning model?	
		Examined each learning task for its cognitive, psychomotor, and affective potential and appropriate for the intended audience?	
		Planned a wide variety of teaching and learning techniques?	
		Arranged for trainers with the background and instructional skills to present an effective learning experience?	
		Identified good resources and materials?	

¹⁰ I-TECH. (2006). *Training Toolkit: Resources for Training Coordinators, Curriculum Developers and Trainers*. Retrieved on September 22, 2010 from: <http://www.searchitech.org/HTML/TT06/toolkit/evaluation/process.html>

✓ Yes	✓ Needs more work	Structure Have training designers:	Notes & Follow-up
		Made sure the size of the group will promote optimal learning?	
		Selected a site that lends itself to small-group work?	
		Designed a warm-up exercise related to the topic and appropriate for the group?	
		Created ways to teach the content through small group activities?	
		Designed a time frame that allows for the accomplishment of all learning tasks?	
		Planned for participants' safety?	
		Set up processes and structures— small groups, breaks, gallery walk chart reviews—to assure inclusion?	
		Built in brainstorming or associative processes that discourages judging or editing?	
		Planned quiet, reflective time for participants to think about what they are learning and how they might apply new knowledge and skills?	
		Created closure tasks that include evaluation and end the training on a positive, hopeful tone?	
		Communication Have training designers:	
		Been in dialogue with adult students prior to the course?	
		Built in open questions to stimulate dialogue throughout the training?	
		Instructed trainers to avoid monologues by designing for dialogue?	
		Designed for optimal engagement of all, using small group work, learning tasks, affirming responses, echoing?	
		Created an opportunity for small groups to examine their own group and task maintenance together?	

DURING TRAINING

Training Observation Log¹¹

Date: _____ Length of observation: _____

Observer: _____

LPS: _____

Collaborators: _____

Location: _____

Program title: _____

Level/training method: _____

Trainers/organizers/presenters: _____

Number & professions of trainees: _____

Continuing Education Credits Provided: YES NO

1. Describe overall topic and outline of the training event (Please include if this was complete or partial observation of training, were there breakout sessions)

2. Comments on information content:

- Was recent information included? YES NO
- Were recent study findings and or journal articles cited in presentation? YES NO
- Was the information relevant for the audience? YES NO
- Was the presentation and the information appropriately *tailored* for *this* audience? YES NO
- Did trainer assess trainee skills, experience, professions? YES NO If yes, did trainer adjust presentation to match trainee skill sets? YES NO
- Based on the observer's impression, how likely are these trainees to apply in practice what they learned? _____

3. Comments on effectiveness of training method:

- General clarity and effectiveness of presentation? _____
- Indicate the ways training activities were structured:
 - ___ As group lecture
 - ___ As small groups
 - ___ As pairs
 - ___ As individuals

¹¹ New York/New Jersey AETC, www.nynjaetc.org

- Did the presenter move around the room or use other effective non-verbal communication techniques (e.g. eye contact)? YES NO
- Did the presenter(s)' management style/strategies enhance the quality of the session? YES NO
- Was his/her voice clear and audible? YES NO
- Appropriate use of interactive/participatory/hands-on methods? (*Role play, Active participation in case studies, small group activities*) YES NO
If not used, could they be used with this topic? _____
- Were trainees encouraged to ask questions? Did they ask questions? Were they answered? Was the audience generally engaged? (*e.g. lively interaction, participants were encouraged to generate ideas, questions, conjectures, and propositions*)

- Did the presenter ask appropriate questions to engage audience? (e.g., How many of you...? Which of these...?) (*Were participants intellectually engaged with important ideas relevant to the focus of the session?*)

- Did the presentation work for different learning styles? YES NO
 - Sequential learners (*Learn best when there is a Lectures, Print Materials, Interactive computer tools*)? Practical learners (*Learn best when there are case studies, simulations, result oriented demonstrations, Group projects*)? Intuitive learners (*Learn best when there are group discussions, role playing, case studies & study groups*)? (*Did the session effectively incorporate instructional strategies that were appropriate for the purposes of the session and the needs of adult learners?*)
- Was the information reviewed and repeated sufficiently? YES NO
- Was the trainer aware of the time limits, and paced the training accordingly? YES NO (*The pace of the session was appropriate for the purposes of the faculty development and the needs of adult learners*)
- Was there sufficient time allotted for this subject? YES NO

4. Use of AV aides? (*Please circle*)

Yes No Not Applicable

- How effective were the (PowerPoint) slides? Too much information on slides?

YES NO

Were they used as a teaching tool rather than teleprompt?

YES NO

- What types of instructional resources were used (Please check or specify):

___ Print materials (*Copy of Presentation, Outlines, handbooks & Manuals*)

other: _____

___ Hands-on materials (*models, lab reports, tools*)

other: _____

___ Technology/audio-visual resources (*PowerPoint slides, Video demonstrations*)

other: _____

____ Other instructional resources. *(Please specify)*. _____

- Would more/less AV been helpful? _____

5. General Observations: _____

How were PIFs distributed? _____

5b. If continuing education credit was provided.

- Was participant satisfaction assessed? YES NO
- Were the learning objectives clearly stated? YES NO

5c. Did the training activities match the intended training level? *(Please specify)* _____

5d. What worked well? *(What were the strengths of the training?)* **What did not work well?** _____

5e. Comments on training space *(Was the space conducive to learning?)* YES NO

5f. Information from trainees *(sample of 2 or 3).*

What was their opinion about the training? *(What presentation styles were the most effective for you? For example, case studies, role play, lecture, quiz, and group exercise? Which presentations styles or topics did you the least useful? Will you be able to apply this training in your practice?)* _____

5g. Other comments *(Please include any additional information you consider necessary to capture the activities or context of this training session. Include comments on any feature of this session they may explain your ratings or has not been covered by the previous questions)* _____

Trainer Observation Form¹²

A. Effective Training and Education Strategies:

How often did the trainer engage in the following strategies? 1 = never; 5 = always

	1 NEVER	2	3	4	5 ALWAYS	NA	Comments
Engaged audience quickly and consistently							
Encouraged participatory learning effectively							
Presented at or slightly above participants' level							
Utilized PowerPoint slide show(s) effectively							
Checked with participants on their grasp of material							
Gave meaningful verbal praise/encouragement							
Responded to questions/comments appropriately							
Utilized and projected voice sufficiently							
Made eye contact with individual participants							
Avoided adverse effects of anxiety							
Managed challenging learners appropriately							
Employed humor as an effective tool							

What actions could the trainer take to improve his/her use of effective education strategies?

¹² SEATEC Faculty Mentoring Project, www.seatec.emory.edu

B. Overall Training Quality Criteria:

To what degree did the training fulfill the following criteria? 1 = low; 5 = high

	1 LOW	2	3	4	5 HIGH	NA	Comments
Needs of audience had been assessed							
Learning objectives were clear and rational							
All learning objectives were covered							
Material was summarized at end of session							
Session started and ended on time							
Instructional time was maximized							
Presentation styles varied appropriately							
Activities/exercises were effective learning tools							
Handouts were relevant and of high quality							
Clinical content was accurate and current							
Trainer exhibited cultural competence							
Participants understood basic concepts							
Participants were actively involved in learning							

What actions could the trainer take to improve the overall quality of the training?

Training Observation Instrument¹³

Date: _____ Exercise Topic: _____

Audience: _____ No. of participants: _____

Primary Facilitator: _____

Secondary Facilitator: _____ Observer: _____

Time Exercise Began: _____ Time Exercise Ended: _____

Learning Objectives of Exercise: What are participants supposed to learn?

INSTRUCTIONS: There are two parts to this observation instrument.

Part I: Complete Part I first by taking **notes** throughout the exercise. On the left-hand side of the paper, write down only what you **see** and **hear** from both facilitator(s) and participants. Note some of the following:

- How the exercise was set-up by the facilitator
- What participants said in response to the exercise instructions (were there questions?)
- What participants and facilitator(s) said during the exercise
- How the group debriefed the exercise
- How time was used
- What questions were asked
- How questions were answered

On the right-hand side of the paper write down **impressions** and **questions** you have about what you are seeing and hearing.

- Did the facilitator(s) set-up the exercise adequately?
- Was there lively interaction during the exercise?
- Did participants appear engaged in the exercise?
- How well did the facilitator monitor the exercise?
- Was there a clear learning objective reached during the exercise?
- Was the debriefing done effectively?
- Did participants learn or improve upon an important skill?

¹³ I-TECH. (2006). *Training Toolkit: Resources for Training Coordinators, Curriculum Developers and Trainers*. Retrieved on September 22, 2010 from: <http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html>

Part I: NOTES

Data-based Observations

Interpretations/Questions/Comments

Data-based Observations	Interpretations/Questions/Comments

Part II: Complete a **summary analysis** based on the notes you took during the exercise. Draw from both these notes and your impressions when completing the summary.

Part II: SUMMARY ANALYSIS

Use the notes taken during the exercise to answer the questions below.

- | 1
Strongly
Agree | 2
Agree | 3
Neutral | 4
Disagree | 5
Strongly
Disagree |
|------------------------|------------|--------------|---------------|---------------------------|
|------------------------|------------|--------------|---------------|---------------------------|
-
- _____ 1. The exercise **learning objectives** were met.
 - _____ 2. The answers the facilitator gave to participants' questions were **clear**.
 - _____ 3. The facilitator provided illustrative **examples**.
 - _____ 4. The exercise was **well facilitated**.
 - _____ 5. The exercise allowed participants to practice **practical skills** related to important concepts.
 - _____ 6. The exercise was an effective way for individuals to learn important **information**.
 - _____ 7. Participants were **actively engaged** in the exercise.
 - _____ 8. The exercise **overall** was effective.

9. How did the facilitator(s) **contribute** to participant learning during this exercise?

10. If the facilitator(s) **failed to contribute adequately** to participant learning during this exercise: what could he or she have done to contribute—or contribute more—to their learning?

11. How did the exercise contribute to helping participants practice **skills** related to course concepts?

Sample Expert Observer Rating Tool¹⁴

Training Session Observation Protocol

Background Information

Section One: Context Background and Activities

This section provides a brief overview of the session being observed.

I. Session Context

In a few sentences, describe the session you observed. Include: (a) whether the observation covered a partial or complete session, (b) whether there were multiple break-out sessions, and (c) where this session fits in the project's sequence of training sessions for those in attendance.

II. Session Focus

Indicate the major intended purpose(s) of this session, based on information provided by the project staff.

III. Training Session Activities

Check all the **activities** — and **related issues** (such as resources) — you observed and describe them when relevant

A. Indicate the major instructional resource(s) used in this training session.

- | | |
|---|--|
| <input type="checkbox"/> Print materials | <input type="checkbox"/> Hands-on materials |
| <input type="checkbox"/> Outdoor resources | <input type="checkbox"/> Technology/audio-visual resources |
| <input type="checkbox"/> Other instructional resources. (Please specify.) | |

B. Indicate the major way(s) in which participant activities were structured.

- | | |
|---|---|
| <input type="checkbox"/> As a whole group | <input type="checkbox"/> As pairs |
| <input type="checkbox"/> As small groups | <input type="checkbox"/> As individuals |

C. Indicate the major activities of presenters and participants in this session.

(Check to indicate applicability.)

- Formal presentations by presenter/facilitator: *(describe focus)*

¹⁴ Adapted from Weiss, Iris, 1997 Local Systemic Change Observation Protocol and Appendix A: Sample Observation Instrument, User-Friendly Handbook for Mixed Method Evaluations, Division of Research, Evaluation and Communication, National Science Foundation. Retrieved on October 29, 2010 from: http://www.nsf.gov/pubs/1997/nsf97153/c3app_a.htm

___ Formal presentations by participants: *(describe focus)*

___ Hands-on/investigative/research/field activities: *(describe)*

___ Problem-solving activities: *(describe)*

___ Proof and evidence: *(describe)*

___ Reading/reflection/written communication: *(describe)*

___ Explored technology use: *(describe focus)*

___ Explored assessment strategies: *(describe focus)*

___ Assessed participants' knowledge and/or skills: *(describe approach)*

___ Other activities: *(Please specify)*

D. Comments: Please provide any additional information you consider necessary to capture the activities or context of this training session. Include comments on any feature of the session that is so salient that you need to get it "on the table" right away to help explain your ratings.

Section Two: Ratings

In Section One of this form, you documented what occurred in the session. In this section, you are asked to use that information—as well as any other pertinent observations you may have—to rate each of a number of key indicators from 1 (not at all) to 5 (to a great extent) in five different categories by circling the appropriate response.

Please note that any one session is not likely to provide evidence for every single indicator. Therefore:

- Use 6 (*Don't know*) when there is not enough evidence for you to make a judgment.
- Use 7 (*N/A, meaning Not Applicable*) when you consider the indicator inappropriate given the purpose and context of the session.
- Similarly, there may be entire rating categories that are not applicable to a particular session.

Note that you may list any additional indicators you consider important in capturing the essence of this session and rate these as well.

Using your observations and opinions

- Use your "Ratings of Key Indicators" (Part A) to inform your "Synthesis Ratings" (Part B).
- Indicate in "Supporting Evidence for Synthesis Ratings" (Part C) what factors were most influential in determining your synthesis ratings.
- Section Two concludes with ratings of the likely impact of the training session and a capsule description of it.

I. Design

A. Ratings of Key Indicators

	Not at all 1	2	3	4	To a great extent 5	Don't know 6	N/A 7
1. The strategies in this session were appropriate for accomplishing the training session's purposes.							
2. The session effectively built on participants' knowledge of content, teaching, learning, and/or the reform/change process							
3. The instructional strategies and activities used in this section reflected attention to participants':							
a. Experience, preparedness, and learning styles							
b. Access to resources							
4. The session's design reflected careful planning and organization							
5. The session's design encouraged a collaborative approach to learning							
6. The session's design incorporated tasks, roles, and interactions consistent with a spirit of investigation							
7. The session's design provided opportunities for teachers to consider classroom application of resources, strategies, and techniques							
8. The session's design appropriately balanced attention paid to multiple goals							
9. Adequate time and structure were provided for reflection							
10. Adequate time and structure were provided for participants to share experiences and insights							

B. Synthesis Rating

1	2	3	4	5
Session design was <u>not at all reflective</u> of Best Practices for practitioner development				Session design was <u>extremely reflective</u> of Best Practices for practitioner development

C. Supporting Evidence for Synthesis Rating

II. Implementation

A. Ratings of Key Indicators

	Not at all 1	2	3	4	To a great extent 5	Don't know 6	N/A 7
1. The session effectively incorporated instructional strategies appropriate for training session purposes and the needs of adult learners							
2. The session effectively modeled questioning strategies that are likely to enhance the development of conceptual understanding (e.g., emphasis on higher-order questions, appropriate use of "wait time," identifying perceptions and misconceptions)							
3. The pace of the session was appropriate for training session purposes and the needs of adult learners							
4. The session modeled effective assessment strategies							
5. The presenter(s)' background, experience, and/or expertise enhanced the quality of the session							
6. The presenter(s)' management style/strategies enhanced the quality of the session							
7. _____							

B. Synthesis Rating

1	2	3	4	5
Implementation of the session was <u>not at all reflective</u> of Best Practices for practitioner development				Implementation of the session was <u>extremely reflective</u> of Best Practices for practitioner development

C. Supporting Evidence for Synthesis Rating

III. Disciplinary Content

___ Not applicable. (Disciplinary content not included in the session.)

A. Ratings of Key Indicators

	Not at all 1	2	3	4	To a great extent 5	Don't know 6	N/A 7
1. Disciplinary content was appropriate for purposes of the training session and participants' backgrounds							
2. The content was sound and appropriately presented/explored							
3. Facilitator displayed an understanding of concepts (e.g., in his/her dialogue with participants)							
4. Content area was portrayed by a dynamic body of knowledge continually enriched by conjecture, investigation, analysis, and proof/justification							
5. Depth and breadth of attention to disciplinary content was appropriate for session purposes and the needs of adult learners							
6. Appropriate connections were made to other areas of HIV/AIDS, to other disciplines, and/or to real world contexts							
7. Degree of closure or resolution of conceptual understanding was appropriate for session purposes and the needs of adult learners							
8. _____							

B. Synthesis Rating

1	2	3	4	5
Disciplinary content of the session was <u>not at all reflective</u> of Best Practices for practitioner development				Disciplinary content of the session <u>was extremely reflective</u> of Best Practices for practitioner development

C. Supporting Evidence for Synthesis Rating

IV. Pedagogical Content

___ Not applicable. (Pedagogical content not included in the session.)

A. Ratings of Key Indicators

	Not at all 1	2	3	4	To a great extent 5	Don't know 6	N/A 7
1. Pedagogical content was appropriate for training session purposes and the backgrounds of the participants							
2. Pedagogical content was sound and appropriately presented/explored							
3. Presenter displayed an understanding of pedagogical concepts (e.g., in his/her dialogue with participants)							
4. The session included explicit attention to classroom or clinic implementation issues							
5. Depth and breadth of attention to disciplinary content was appropriate for session purposes and the needs of adult learners							
6. Depth and breadth of attention to pedagogical content was appropriate for the purposes of the session and the needs of adult learners							
7. _____							

B. Synthesis Rating

1	2	3	4	5
Pedagogical content of the session <u>not at all reflective</u> of current standards for practitioner HIV/AIDS education				Pedagogical content of session <u>extremely reflective</u> of current standards for practitioner HIV/AIDS education

C. Supporting Evidence for Synthesis Rating

V. Culture/Equity

A. Ratings of Key Indicators

	Not at all 1	2	3	4	To a great extent 5	Don't know 6	N/A 7
1. Active involvement of all the participants was encouraged and valued							
2. There was a climate of respect for participants' experiences, ideas, and contributions							
3. Interactions reflected collaborative working relationships among participants							
4. Interactions reflected collaborative working relationships between facilitator(s) and participants							
5. The presenter(s) language and behavior clearly demonstrated sensitivity to variations in participants':							
a. Experience and/or preparedness							
b. Access to resources							
c. Gender, race/ethnicity, and/or culture							
6. Opportunities were taken to recognize and challenge stereotypes and biases that became evident during the training session							
7. Participants were intellectually engaged with important ideas relevant to the focus of the session							
8. Faculty/Practitioner participants were encouraged to generate ideas, questions, conjectures, and propositions							
9. Investigation and risk-taking were valued							
10. Intellectual rigor, constructive criticism, and the challenging of ideas were valued							

Use 1, "Not at all," when you have considerable evidence of insensitivity or inequitable behavior; 3, when there are no examples either way; and 5, "To a great extent," when there is considerable evidence of proactive efforts to achieve equity.

B. Synthesis Rating

1	2	3	4	5
Culture of the session <u>interferes with engagement</u> of participants as members of a learning community				Culture of the session <u>facilitates engagement</u> of participants as members of a learning community

C. Supporting Evidence for Synthesis Rating

VI. Overall Ratings of the Session

While the impact of a single training session may well be limited in scope, it is important to judge whether it is helping move participants in the desired direction. For ratings in the section below, consider all available information (i.e., your previous ratings of design, implementation, content, and culture/equity; related interviews, and your knowledge of the overall training session program) as you assess the likely impact of this session. Feel free to elaborate on ratings with comments in the space provided.

Likely Impact on Participants' Capacity for Exemplary Instruction or Care

Consider the likely impact of this session on the participants' capacity to teach exemplary HIV/AIDS instruction or provide this quality of care. Check the response that best describes your overall assessment of the *likely effect* of this session in each of the following areas.

___ Not applicable.

(The session did not focus on building capacity for classroom instruction or care of HIV/AIDS patients.)

	Not at all 1	2	3	4	To a great extent 5	Don't know 6	N/A 7
1. Participants' ability to identify and understand important issues of HIV/AIDS							
2. Participants' understanding of HIV/AIDS treatment as a dynamic body of knowledge generated and enriched by investigation							
3. Participants' understanding of how patients and practitioners learn							
4. Participants' ability to plan/implement exemplary classroom instruction or care							
5. Participants' ability to implement exemplary classroom instructional materials if teaching							
6. Participants' self-confidence in instruction and/or HIV/AIDS care							
7. Proactiveness of participants in addressing their training session needs							
8. Professional networking among participants with regard to HIV/AIDS instruction and care							

Trainer's Skills: Competencies Checklist¹⁵

Trainer/Speaker: _____ Facilitator: _____ Date: _____

Evaluator: _____ Topic: _____

Please summarize trainer's demonstrated knowledge/skills using the rating system below:

1. Trainer shows strength in this area
2. Trainer demonstrates some ability in this area
3. Trainer needs additional support in this area

Delivery — the trainer:	Rating	Body Language — the trainer:	Rating
Greeted the audience warmly.		Maintained good eye contact with the audience.	
Used a voice loud and clear enough to hear easily.		Was friendly and smiled.	
Delivered a talk designed in a logical way from beginning to middle and end,		Used body language to help communicate ideas visually	
Clearly described what to expect from the presentation.		Audience Participation — the trainer:	
Used effective examples and illustrations.		Involved the audience.	
Defined unfamiliar technical terms.		Handled questions and comments with calm courtesy.	
Summarized the main points before finishing.		Broke up lectures/discussion at appropriate points.	
Visual Aids — the trainer:		Provided clear instructions for all activities.	
Used visual aids.		Clarified or rephrased questions to elicit audience participation.	
Made sure materials could be read easily from where I was sitting.		Technical Competency — the trainer:	
Got the point across in a clear and simple way.		Taught technically accurate content.	
Did not block the screen or flipchart.		Answered technical questions from the audience.	
Talked to the audience rather than to the screen or flipchart.		Gauged audience level of technical knowledge and adjusted the presentation accordingly.	
Used key words rather than sentences		Accurately broke down technical/complex concepts in a way participants could understand.	

¹⁵ I-TECH. (2006). *Training Toolkit: Resources for Training Coordinators, Curriculum Developers and Trainers*. Retrieved on September 22, 2010 from: <http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html>

Please use the space below to specify:

Specific topics where the trainer lacks technical knowledge/expertise:

Ways the trainer might connect better with and engage the audience; be more inclusive:

Use materials more efficiently:

Use a clearer, more organized approach:

Use visual aids that better educate his or audience:

Peer Review Evaluation Guidelines¹⁶

Please utilize this tool for peer evaluation. The categories and highlights of each category should serve as a guideline to emphasize the important aspects of the review. At the completion of the observation, a summary of the experience should be written utilizing the guidelines. During the post conference the report should be discussed and given to the faculty peer reviewed. The reviewer should not keep a copy.

Traditional_____

Web-based_____

Clinical_____

KNOWLEDGE OF SUBJECT

1. Faculty demonstrates competence and expertise in field.
2. Presentation contains adequate details and is current and evidenced-based.
3. Content is appropriate for the student level .
4. Faculty integrates previous and/or concurrent curriculum content into discussion.
5. Faculty provides students with opportunity to develop and utilize critical thinking skills.

COMMENTS:

ORGANIZATION

1. Teaching methods are utilized in logical sequence of class activities.
2. Presentation shows evidence of careful planning and organization.
3. Content and teaching methods focus on course objectives and student level.
4. Students are informed of the objectives of the immediate class session.
5. Material is presented in a logical organized manner.
6. Student activities reflect course objectives.
7. Faculty promotes development of conceptual understanding of subject matter.
8. Faculty utilizes class time effectively.

COMMENTS:

COMMUNICATION

1. Faculty is receptive to student questions, comments and interactions.
2. Faculty speech is understandable and audible.
3. Faculty encourages students to participate in class discussions.
4. Faculty conducts herself/himself in a professional, but cordial manner.
5. Faculty is enthusiastically involved in the teaching/learning interaction.

¹⁶ UMDNJ School of Nursing, 2010

6. Faculty communicates using correct grammar.
7. Faculty respects student diversity.

COMMENTS:

PRESENTATION AND TEACHING STYLE

1. The style of the presentation is clear and stimulating.
2. The important points of the presentation are appropriately emphasized.
3. Faculty makes subject matter meaningful through use of examples and application.
4. Faculty varies presentation method sufficiently to maintain students' attention.
5. Faculty utilizes teaching techniques which involve students (questioning, role playing, individual and group reports or demonstrations, computer assisted exercises/games) when appropriate.
6. Faculty summarizes effectively with emphasis on ways to reinforce learning.
7. Faculty varies teaching strategies to explain subject matter.
8. Faculty utilizes teaching methods appropriate to content and class size.

COMMENTS:

STUDENT REACTION/INVOLVEMENT/PARTICIPATION

1. Faculty is alert to students' attentiveness and uses appropriate techniques to keep/ regain students' attention.
2. Faculty is receptive to student learning needs.
3. Faculty treats all students with respect (does not show favoritism or systemically ignore any student).
4. Faculty demonstrates tolerance for student viewpoints when different from her/his own.
5. Faculty encourages student participation.

COMMENTS:

ONLINE COURSES

1. Online course material is easily accessible and quickly available to students.
2. The organization/sequencing of the content is appropriate for the subject matter in such a manner that students can discern relationships between course components.
3. Online directions are clear and easy to understand and faculty response is supportive and encouraging.
4. Online learning activities are clearly described and specific instructions for successful completion of course assignments and requirements are provided.

5. Online design is appropriate for the content and facilitates student learning.
6. Online instructional or learning strategies and activities are varied which enable students to learn effectively and to develop critical thinking skills.
7. Faculty provides flexibility/opportunities for student input in the execution and revision of the course as appropriate.
8. Faculty and student interaction is timely and appropriate. Faculty directs discussion focus, incorporates new ideas, initiates content appropriate dialogue and develops problem-solving situations.
9. Faculty establishes online defined expectations for communication, collaboration, and accountability among students.
10. Faculty is available to address student online needs and provides specific information about online resources, technical requirements/assistance.

COMMENTS:

SUMMARY

AFTER TRAINING

Trainer Focus Group Debriefing Guide¹⁷

[Name of Training]

Date: _____

1. What worked well today? _____

2. What didn't work well? Do you know why? _____

3. What clinical components/concepts did participants seem to understand well? _____

4. Were there any clinical concepts that participants appeared to not understand? _____

5. What (if anything) would you do differently next time in presenting today's training content? _____

Training Evaluation and Learning Self Assessment¹⁸

¹⁷ I-TECH. (2006). *Training Toolkit: Resources for Training Coordinators, Curriculum Developers and Trainers*. Retrieved on September 22, 2010 from: <http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html>

OVERALL EVALUATION OF PRESENTATION

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

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



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



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



How can we **improve** this presentation?



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



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

1 = *Disagree Strongly*

5 = *Agree Strongly*



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

Feedback Cards Exercise¹⁹

- **Purpose:** To provide a mechanism for participants to give feedback regarding the training/learning experience
- **Time:** 5-10 minutes
- **Group Size:** Any size
- **Materials:** Two colors of 3" x 5" index cards, enough for each participant to receive one card of each color

Directions

1. Pass around two stacks of 3" x 5" index cards. Each stack should be a different color (best to use colors that are easily distinguishable from each other, e.g., blue and yellow)
2. Ask each participant to take one card of each color.
3. Ask each participant to write, "*One thing you really liked or appreciated about this training (or this day of training) on the _____ color card.*"
4. Ask participants to write, "*One thing you wished had been different about this training (or this day of training) on the _____ (other than in step #3) color card.*"
5. When all participants have completed the cards, ask that they pass both cards to the front.
6. Thank participants for their input and assure participants that the trainers will carefully consider their feedback.

¹⁹ National Cancer Institute. (2002). *Trainer's Guide for Cancer Education*. Retrieved on October 28, 2010 from <http://www.cancer.gov/clinicaltrials/resources/trainers-guide-cancer-education/page7#Training>

Head, Heart, and Feet Exercise²⁰

- **Purpose:** To evaluate the session at its conclusion, especially useful for audiences with limited literacy skills
- **Time:** 15 minutes
- **Group Size:** Any size
- **Materials:** Evaluation sheet for each participant, flipchart, markers, and tape

Directions

1. Hand out the evaluation sheet that follows. Explain its objective and how the information will be used.
2. Invite participants to use the markers to draw their head, heart, and feet on the paper.
3. Ask participants to fill in the form (individually or with someone else).
4. If there is time, ask them to share something they learned or to give final comments.

Variation

Draw a large head, heart, and feet on flipchart paper and post it. Distribute small slips of paper and ask participants to write down the major things they learned or got out of the event. Post these points in the appropriate position on the flipchart and discuss them.



Head: What did you learn today?



Heart: How did today's training feel to you?



Feet: What are you going to do as a result of the training today?

²⁰ National Cancer Institute. (2002). *Trainer's Guide for Cancer Education*. Retrieved on October 28, 2010 from <http://www.cancer.gov/clinicaltrials/resources/trainers-guide-cancer-education/page7#Training>

Faces Exercise²¹

Please circle the face that best describes your feelings about each given training activity:

- **Icebreaker**



- **Lecturette on risk factors**



- **Values clarification exercise**



- **Small group exercise on barriers and facilitators**



- **Role-play Exercise**



- **Energizer**



²¹ National Cancer Institute. (2002). *Trainer's Guide for Cancer Education*. Retrieved on October 28, 2010 from <http://www.cancer.gov/clinicaltrials/resources/trainers-guide-cancer-education/page7#Training>