

Friesen, Kaye and Associates



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The Experts in Knowledge Transfer
and Workplace Performance

Developing Instructor-Led Learning Online Program

Facilitated Virtually

Are you creating learning initiatives specifically to be delivered in a traditional classroom and looking to add more variety? This program gives instructors and course developers in-depth, step-by-step templates for the design and development of face-to-face group instruction. It ensures your learning programs are performance-based, interactive, challenging, and stimulating to the learner. You will gain the requisite knowledge, skills, and confidence to meet the challenges of any learning initiative as you work on *your own projects and receive expert, individual coaching and feedback*. Receive a detailed support manual and access to online checklists and templates to support you during the program and on all your future design projects.

Who Should Attend?

- New course designers and instructors who want to develop a variety of presentation methods and application exercises for face-to-face group instruction.
- Experienced course developers who have had experience in general course design and now need step-by-step templates for a variety of instructional methods.

Key Benefits

1. Learn from the best instructors in the industry who are also experienced instructional designers.
2. Practice developing a variety of classroom activities.
3. Accelerate the process by using effective decision tables and easy-to-follow templates.
4. Small classes ensure you get individual attention and expert feedback.
5. Take home well-crafted materials, including Word templates that support learning during the program and will be useful references and tools later.

Post-Learning Sustainment

As a participant in an FKA program, you are entitled to complimentary Post-Learning Sustainment:

- Transfer Strategy: one-hour online, live-facilitated coaching session (2-3 weeks post program) to maximize and reinforce learning.
- One-Year Hotline: connect with our experts to discuss your learning initiatives, lessons learned, successes, challenges and best practices.

“The theory behind training and understanding the importance of testing for understanding and using a systematic learning process. The design method is essential for developing interactive learning that keeps the audience tuned in. The instructor did a fabulous job of demonstrating what good instruction should look like. Practicing the concepts and getting feedback from FKA helped me grow as an instructor.”

Scott Wang, KLA-Tencor

Developing Instructor-Led Training

Objectives

Upon successful completion of this program, you will be able to:

- Define the components of the Systematic Learning Process.
- Identify phases in the FKA ISD model.
- Describe the Model of Performance.
- Select/adapt an icebreaker.
- Make decisions for application method, structure and feedback.
- Create a quiz.
- Discuss the effective use of games.
- Create a practical exercise.
- Develop scenarios/case studies for analysis by learners.
- Discuss the design of role plays.
- Create a reading assignment.
- Plan an interactive presentation.
- Develop media for an interactive presentation.
- Outline a demonstration.
- Discuss peer-assisted methods.

Agenda

Pre-Course Assignments

- Adult Learning Principles (Online Lesson)
- Systematic Learning Process (Online Lesson)

Live Session One

- Introductions, Expectations
- Debrief Pre-Course Assignments:
 - Adult Learning Principles
 - Systematic Learning Process
- Population Analysis
- Assignment One

Live Session Two

- Review
- Assignment Feedback
- Model of Performance
- Objectives and Tests
- Application Methods
 - Quizzes
 - Games
- Assignment Two

Live Session 3

- Review
- Assignment Feedback
- Application Methods, continued
 - Practical Exercises
 - Scenarios/Case Studies
 - Role Plays
- Assignment Three

Live Session Four

- Review
- Assignment Feedback
- Presentation Methods
 - Interactive Presentation
 - Demonstration
 - Reading Assignment
 - Peer-Assisted
- Wrap Up
 - Action Plan
 - Expectations Revisited

