



## Writing Training Materials That Work: How to Train Anyone to Do Anything

Wellesley R. Foshay, Kenneth H. Silber, Michael Steinicki

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### DESCRIPTION

"Writing Training Materials that Work is a solid and practical resource to move our field to a more professional level of practice in which instructional decisions are based on research and valid models of how people learn"

— **Ruth Clark**, president, Clark Training and Consulting, past president, ISPI

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The explosion of e-learning has attracted huge numbers of practitioners to the field of instructional design (ID), many with little or no actual ID training. And most current texts fail to cover the substantial recent developments in the field. Writing Training Materials that Work is different. In it, the authors identify, synthesize, and summarize the most current best practices in ID. They offer new ways of teaching declarative knowledge (facts, concepts, and principles) and well- to ill- structured procedural knowledge (problem solving). Their recommendations are based on those principles in the cognitive learning and instruction literature that are internally consistent, prescriptive, and have been empirically demonstrated to make a cost-effective difference. The authors' approach is easy to implement and consistently gets results because it focuses on teaching deep understanding and problem-solving, allowing learners to generalize and transfer learning to new situations without re-training. Whether you're an experienced instructional design practitioner who wants to expand your skills or a graduate student in an advanced instructional design course, Writing Training Materials That Work will prove to be a readable, usable, and indispensable guide!

# Writing Training Materials That Work How To Train Anyone To Do Anything

**Janis Fisher Chan**



## **Writing Training Materials That Work How To Train Anyone To Do Anything:**

Writing Training Materials That Work Wellesley R. Foshay, Kenneth H. Silber, Michael Stelnicki, 2003-02-03 Writing Training Materials that Work is a solid and practical resource to move our field to a more professional level of practice in which instructional decisions are based on research and valid models of how people learn Ruth Clark president Clark Training and Consulting past president ISPI I can see how this book will be immediately useful to my students In fact I can see how it will be immediately useful to me Thanks for putting it all together between two covers Allison Rossett professor San Diego State University The explosion of e learning has attracted huge numbers of practitioners to the field of instructional design ID many with little or no actual ID training And most current texts fail to cover the substantial recent developments in the field Writing Training Materials that Work is different In it the authors identify synthesize and summarize the most current best practices in ID They offer new ways of teaching declarative knowledge facts concepts and principles and well to ill structured procedural knowledge problem solving Their recommendations are based on those principles in the cognitive learning and instruction literature that are internally consistent prescriptive and have been empirically demonstrated to make a cost effective difference The authors approach is easy to implement and consistently gets results because it focuses on teaching deep understanding and problem solving allowing learners to generalize and transfer learning to new situations without re training Whether you re an experienced instructional design practitioner who wants to expand your skills or a graduate student in an advanced instructional design course Writing Training Materials T that Work will prove to be a readable usable and indispensable guide

### **Writing Training Materials That Work**

Foshay, 2003-06-01 *From Principles of Learning to Strategies for Instruction* Robert J. Seidel, Kathleen C. Perencevich, Allyson L. Kett, 2006-05-28 The primary goal of instructional design is improving the quality of learning and instruction Instructional designers have focused on a number of areas of critical concern and developed a variety of techniques to achieve this goal Reigeluth 1983 1999 Critical areas of concern for those who plan implement and manage instruction include a needs assessment identifying gaps or deficiencies in knowledge and performance to be addressed in instruction b task analysis identifying the types of knowledge skills and attitudes to be developed during instruction c learner analysis determining who the learners are what they know relevant differences etc d instructional strategies developing strategies appropriate for the task and learners involved and e assessment and evaluation determining how to assess individual progress and evaluate programs There are many books already in print that treat the general domain of instructional design as well as texts that target each of these areas of concerns Why then another book on these issues There are several answers to this question Many of the available books treat instruction as a formal process that proceeds according to specific and detailed instructional systems development models see for example Dick Carey Carey 2005 Indeed the US military has created a series of handbooks specifying details of the various instructional development processes see

Department of Defense 1999

### **From Principles of Learning to Strategies for Instruction-with Workbook**

**Companion** Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett, 2007-09-23 From Principles of Learning to Strategies for Instruction Part One The purpose of this book is to help educators and training developers to improve the quality of their instruction Unlike other available works the text is not limited to a particular theoretical position Nor is it like many of the instructional design texts which ignore the learning literature Rather it draws upon any and all of those research based principles regardless of learning theory which suggest heuristics to guide instructional strategies The approach of the authors is unique in that they develop a framework or model taxonomy for tasks through which the principles of learning can be related to particular learning processes suggesting distinctive strategies for specific instructional tasks The authors present a four stage model that includes acquisition automaticity near term transfer and far term transfer Workbook Companion Part Two In this Workbook Companion the strategies presented in the original book are expanded by supplying practical and specific strategies to implement a variety of other subject matters These strategies are based on the needs which the authors currently see and cite in existing educational systems Each chapter concentrates on providing recommended instructional strategies and practical exercises for a specific target group high school age adolescents Contributors supply strategies in the different learning domains including Cognitive Psychomotor Affect and Interpersonal and each individual is responsible for training teachers developing and or evaluating curricula for such training and educating high school students through the development and implementation of curricula Developed for both new and experienced teachers developing curricula for high school adolescents the goal of the Workbook Companion is to provide those in the field of education with strategies to incorporate each of the four domains into their lesson plans regardless of subject area

### **Handbook of Improving Performance in the Workplace, Instructional Design and Training**

**Delivery** Kenneth H. Silber, Wellesley R. Foshay, 2009-11-19 With the contributions from leading national and international scholars and practitioners this volume provides a state of the art look at ID addressing the major changes that have occurred in nearly every aspect of ID in the past decade and provides both theory and how to information for ID and performance improvement practitioners practitioners who must stay current in their field This volume goes beyond other ID references in its approach it is useful to students and practitioners at all levels it is grounded in the most current research and theory and it provides up to the minute coverage of topics not found in any other ID book It addresses timely topics such as cognitive task analysis instructional strategies based on cognitive research data collection methods games higher order problem solving and expertise psychomotor learning project management partnering with clients and managing a training function It also provides a new way of looking at what ID is and the most comprehensive history of ID ever published Sponsored by International Society for Performance Improvement ISPI the Handbook of Improving Performance in the Workplace three volume reference covers three core areas of interest including Instructional Design and Training Delivery Selecting and

Implementing Performance Interventions and Measurement and Evaluation

## **Designing and Developing Training**

**Programs** Janis Fisher Chan, 2009-12-30 Designing and Developing Training Programs is filled with practical information best practices and proven strategies This book will help both new and experienced trainers design and develop training programs that achieve results for both individuals and their organizations while meeting the challenges of today's fast paced rapidly changing learning environment Created to be easy to use Designing and Developing Training Programs covers a wide range of topics including how to Ensure that training is needed relevant and cost effective Analyze the needs and characteristics of the audience Write behavioral learning Select the right content and design activities that help people learn Develop effective learning materials Create a program evaluation Design virtual and remote training programs Praise for Designing and Developing Training Programs Janis Fisher Chan is truly a master designer having an uncanny ability to help people to truly think Her book is of real service to anyone in the field of training Manfred Kets de Vries Raoul de Vitry d'Avaucourt Chaired Clinical Professor of Leadership Development and director INSEAD Global Leadership Centre What makes Janis Chan's book so exceptional is the variety of challenging content related exercises that bring the concepts up close and personal into the reader's life and work Sharon Bowman Author Training from the BACK of the Room *First Principles of Instruction* M. David Merrill, 2012-10-06 This handy resource describes and illustrates the concepts underlying the First Principles of Instruction and illustrates First Principles and their application in a wide variety of instructional products The book introduces the e3 Course Critique Checklist that can be used to evaluate existing instructional product It also provides directions for applying this checklist and illustrates its use for a variety of different kinds of courses The Author has also developed a Pebble in the Pond instructional design model with an accompanying e3 ID Checklist This checklist enables instructional designers to design and develop instructional products that more adequately implement First Principles of Instruction

**Delivering Training Workshops** Janis Fisher Chan, 2009-12-30 PFEIFFER ESSENTIAL GUIDES TO TRAINING BASICS Delivering Training Workshops is filled with practical information best practices and proven strategies This book will help trainers no matter what their level of experience prepare and deliver effective workshops that achieve results for both individuals and their organizations while meeting the challenges of today's fast paced rapidly changing learning environment It covers a wide range of topics including Planning and scheduling a workshop Methods for preparing workshop participants to learn Tips to help trainers increase their confidence Keep participants engaged and involved How to present information clearly respond to questions and manage the group Tools for measuring workshop success Methods for conducting virtual workshops The Pfeiffer Essential Guides to Training Basics is a three volume series Training Fundamentals Designing and Developing Training Programs and Delivering Training Workshops that offers new and experienced trainers a wealth of ideas information tips tools and techniques Praise for Delivering Training Workshops Here's a terrific guide to make sure you successfully teach others what you know Barbara Nelson principal of Nelson

Communications Janis Chan guides you step by step through the process of planning and delivering training that engages participants and helps them learn sharing her vast store of practical tips and techniques Sue Funkhouser facilitator and organization development consultant Pinwheel Performance A learning tool to increase your confidence and deliver training that achieves results Natasha Terk President Write It Well

**Training Fundamentals** Janis Fisher Chan, 2009-12-09

Training Fundamentals is a no nonsense practical overview of training filled with useful information best practices and proven strategies to help both new and experienced trainers develop their skills and design and deliver training that achieves results in today's rapidly changing learning environment Designed to be easy to use Training Fundamentals covers a range of topics including How training helps organizations achieve their goals What characteristics and skills a trainer needs to be successful The adult learning principles that guide all successful training programs The basics of designing developing delivering and evaluating training programs Guidelines for becoming a professional trainer The Pfeiffer Essential Guides to Training Basics is a three volume series Training Fundamentals Designing and Developing Training Programs and Delivering Training Workshops that offers new and experienced trainers a wealth of ideas information tips tools and techniques Praise for Training Fundamentals Training it sounds so simple but it's not This book provides an essential and practical foundation for designing and delivering a successful workshop It's easy to use practical and chock full of insights only a successful trainer knows Barbara Nelson principal of Nelson Communications With crisp fresh and easy to understand language Chan cuts through all the jargon and provides easy to follow guidelines for becoming a pro Terrence L Gargiulo president MAKINGSTORIES net and author Building Business Acumen for Trainers and Trainer's Portable Mentor

*Designing and Developing Robust Instructional Apps* Kenneth J. Luterbach, 2018-03-12

Designing and Developing Robust Instructional Apps advances the state of instructional app development using three learning paradigms for building knowledge foundations problem solving and experimentation Drawing on research and development lessons gleaned from noted educational technologists time tested systematic instructional design processes and results from user experience design the book considers the planning and specification of instructional apps that blend media text images sound and moving pictures and instructional method Further for readers with little to no programming experience introductory treatments of JavaScript and Python along with data fundamentals and machine learning techniques offer a guided journey that produces robust instructional apps and concludes with next steps for advancing the state of instructional app development

**Achieving Adaptability Through Inquiry Based Learning** Thomas M. Duffy, 2010

Cases on Educational Technology Implementation for Facilitating Learning Ritzhaupt, Albert D., 2013-03-31

With constant explorative research on educational technologies it remains important to have a detailed understanding of the implementation of these innovations Cases on Educational Technology Implementation for Facilitating Learning blends together vital research and advancements on educational technologies into one comprehensive collection while structuring the information to make it accessible for

implementation into the classroom Academics professors and educators will find this casebook especially useful for integrating new aspects of technology into their programs      **Rapid Training Development** George M.

Piskurich,2009-03-23 Rapid Training Development Professionals who develop training courses know that during the challenging developmental phase of the five part Instructional Systems Design Analysis Design Development Implementation and Evaluation the actual learning materials are created The development phase is at the very heart of building a successful training program They also know that creating learning materials can be an extremely time consuming process Rapid Training Development offers a much needed resource that outlines rapid approaches and handy techniques for creating effective learning materials that get results Written by George M Piskurich a leader in organizational learning this vital book is a hands on guide for developing training courses that can be delivered in a variety of ways in the classroom on the job training asynchronous and synchronous e learning structured mentoring or the newest mobile technologies The book is filled with practical tips guidelines and shortcuts that are targeted to each of the various training delivery systems Rapid Training Development explains what is and what isn t course development and provides a wealth of general rapid course development techniques and suggestions for all types of course development Filled with illustrative examples the book shows how various rapid development techniques can be applied in real life training development situations The author explores the use of various techniques for rapid course development such as self directed learning and performance tools The book also includes the most current delivery system approaches such as e learning and popular mobile technologies podcasting and PDA based learning Rapid Training Development is a hands on guide for doing it faster doing it easier and doing it right      **Innovative**

**Approaches to Technology-Enhanced Learning for the Workplace and Higher Education** David Guralnick,Michael E. Auer,Antonella Poce,2022-12-15 New technologies provide us with new opportunities to create new learning experiences leveraging research from a variety of disciplines along with imagination and creativity The Learning Ideas Conference was created to bring researchers practitioners and others together to discuss innovate and create The Learning Ideas Conference 2022 was the 15th annual conference and was the first time the conference was held as a hybrid event The conference took place from June 15 to 17 2022 both in New York and online and included two special tracks The Adaptive Learning via Interactive Collaborative and Emotional Approaches ALICE Special Track and a track on Inclusive Learning Topics covered in this book include among others online learning methodologies diversity and inclusion in learning case studies in university and corporate settings new technologies in learning such as virtual reality augmented reality holograms and artificial intelligence adaptive learning and project based learning The papers included in this book are of interest to researchers in pedagogy and learning theory university faculty members and administrators learning and development specialists user experience designers and others      *The School Improvement Specialist Field Guide* Debra L. Page,Judith A. Hale,2012-11-08 Improve student achievement by transforming schools as an SIS expert Deb Page and Judith Hale SIS authorities guide new

and transitioning school improvement specialists in applying high leverage practices that result in systemic sustainable schoolwide improvement With easy to use tools and protocols both in the guide and online this book offers the voice and counsel of a trusted coach while addressing how to Establish enduring interventions with viable tools and methods Use time tested processes to teach 21st century skills to educators and students alike Seamlessly align improvement practices to the updated Institute for Performance Improvement Standards Transition smoothly into the school improvement specialist role

**Advanced Web-Based Training Strategies** Margaret Driscoll,Saul Carliner,2005-03-11 Advanced Web Based Training Strategies fills the gap in the literature available on this topic by offering a volume that includes meaningful applicable and proven strategies that can take the experienced instructional designer to the next level of web based training Written by Margaret Driscoll and Saul Carliner internationally acclaimed experts on e learning and information design Advanced Web Based Training Strategies provides instructional designers e learning developers technical communicators students and others with strategies for addressing common challenges that arise when designing e learning Balancing educational theory with the practical realities of implementation Driscoll and Carliner outline the benefits and limitations of each strategy discuss the issues surrounding the implementation of these strategies and illustrate each strategy with short scenarios drawn from real world online learning programs representing a wide variety of fields including technology financial services health care and government

**Managing Human Resource Development Programs** Claretha Hughes,Marilyn Byrd,2017-08-18 Managing Human Resource Development Programs makes the critical connection between HR development and the larger system of HR management This book offers a framework for developing HR programs that are customizable to the needs of the organization

**Handbook of Research on Educational Communications and Technology** J. Michael Spector,M. David Merrill,Jeroen van Merriënboer,Marcy P. Driscoll,2008-09-25 First Published in 2008 Sponsored by the Association of Educational Communication and Technology AECT the third edition of this groundbreaking Handbook continues the mission of its predecessors to provide up to date summaries and syntheses of recent research pertinent to the educational uses of information and communication technologies In addition to updating this new edition has been expanded from forty one to fifty six chapters organized into the following six sections foundations strategies technologies models design and development and methodological issues In response to feedback from users of the second edition the following changes have been built into this edition More Comprehensive topical coverage has been expanded from forty one to fifty six chapters and includes many more chapters on technology than in previous editions Restructured Chapters this edition features shorter chapters with introductory abstracts keyword definitions and extended bibliographies More International more than 20% of the contributing authors and one of the volume editors are non American Theoretical Focus Part 1 provides expanded cross disciplinary theoretical coverage Methodological Focus an extended methodological chapter begins with a comprehensive overview of research methods followed by lengthy separately authored sections devoted to specific methods



Research and Development Focus another extended chapter with lengthy separately authored sections covers educational technology research and development in different areas of investigation e g experimental methods to determine the effectiveness of instructional designs technology based instructional interventions in research research on instructional design models

**Instructional Design for Organizational Justice** Lisa A. Giacumo, Steven W. Villachica, Donald A. Stepich, 2024-07-24 Instructional Design for Organizational Justice prepares instructional designers to use culturally relevant performance based learning materials and environments that improve organizational and workplace learning experiences for today s diverse globalized contexts With socially just leadership and DEI initiatives growing in institutions across sectors today s instructional design programs must prepare graduate students to be more culturally relevant equity minded and inclusive in their professional practice This textbook explores the implementation of systematic systemic and performance oriented designs alongside the use of organizational justice theory to facilitate more equitable inclusive performance improvement and workplace learning interventions The book introduces the Learning and Performance Support Instructional Design LeaPs ID Model Applicable to instructional designers educational technologists learning experience designers learning engineers and human resource development professionals this original iterative process integrates common ID heuristics design based thinking culture equity inclusion and other inputs external to the organization and ID project portrays a realistic scalable iterative agile approach to the ID process aids in the design of environments in which adult learners can observe practice and receive feedback building the knowledge and capacity required for their desired performance and is illustrated by a wealth of examples templates and processes developed in the field to support adult learners and collaborate with subject matter experts Relevant to business government military non profit non governmental and higher education settings this unique and comprehensive volume lends itself to uncovering values and motives essential to successful agile project management as well as to diversity equity and inclusion initiatives and social change

*Handling Complexity in Learning Environments* Jan Elen, Richard E. Clark, 2006-06-01 Offers an analysis of complexity in learning environments from a cognitive perspective This book makes specific suggestions for educational practice on complexity It discusses theoretical accounts and empirical findings about learning the learner and learning environments

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