

Talking is Training, and Other Myths

FACTS

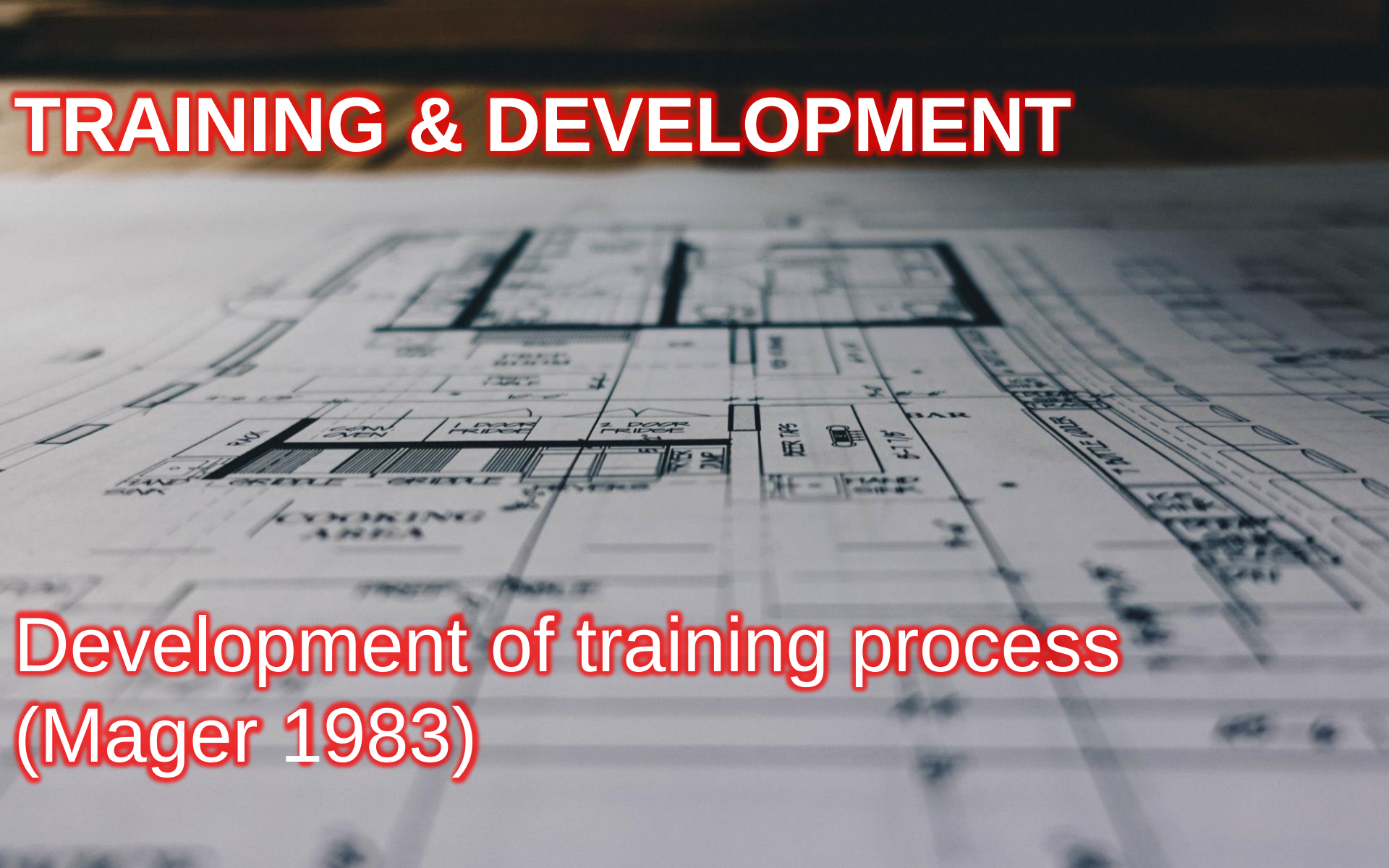
Joshua J. Turske

Western Michigan University

Part of the same puzzle



TRAINING & DEVELOPMENT



Development of training process
(Mager 1983)



Need is
identified

Analyze Need

Performance
Analysis

Goal Analysis

Task Analysis



Select solutions

Feedback

Job Aids

Process
Improvement

Task Redesign



TRAINING

TRAINING

TRAINING

NON-
TRAINING

TRAINING

Develop non-training
solutions



Training

Monitoring

Creating Outcomes

Course Objectives

Skill trees

Previous skills



Developing the Instruction

Criterion Tests

Content Derivation

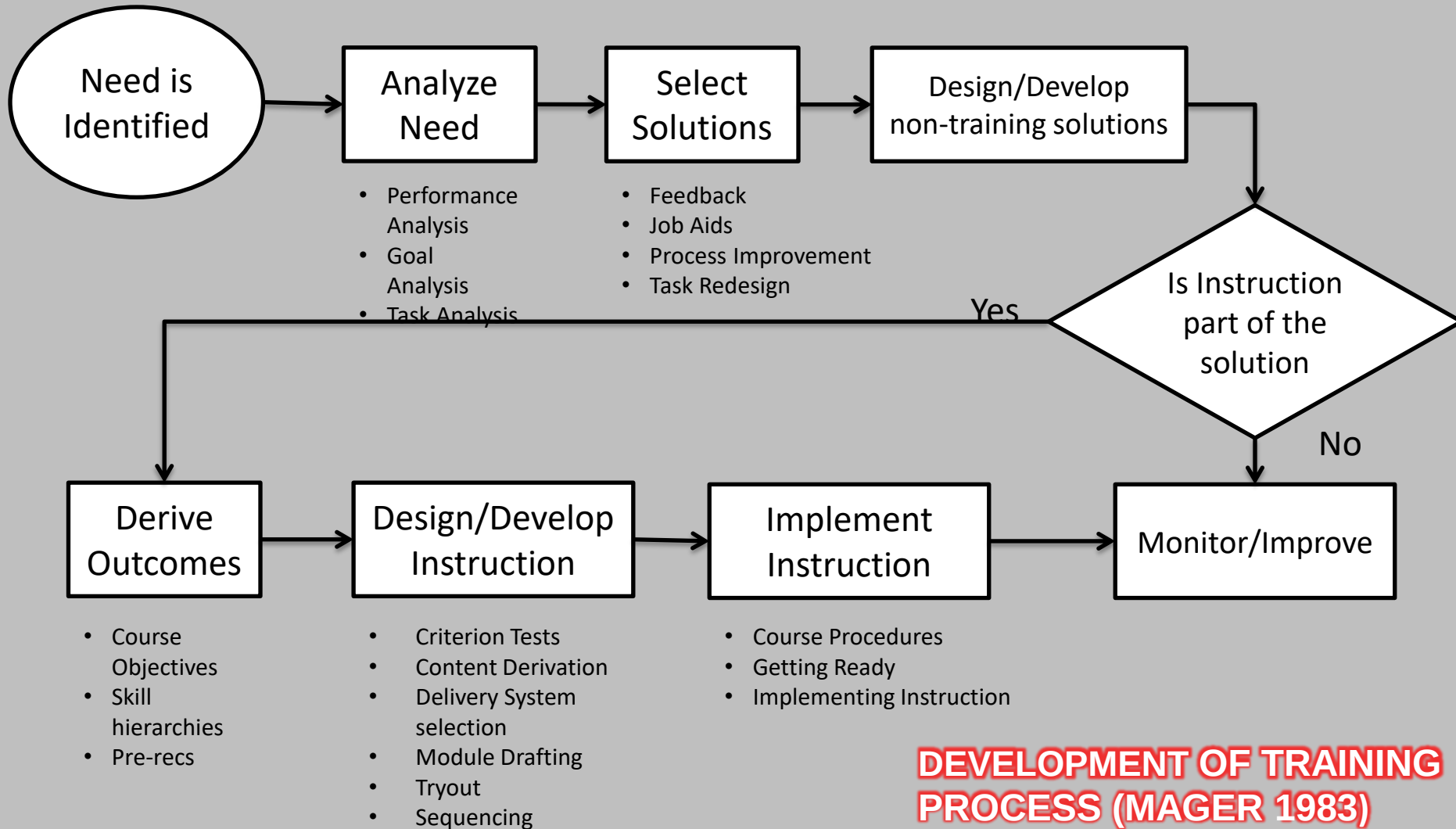


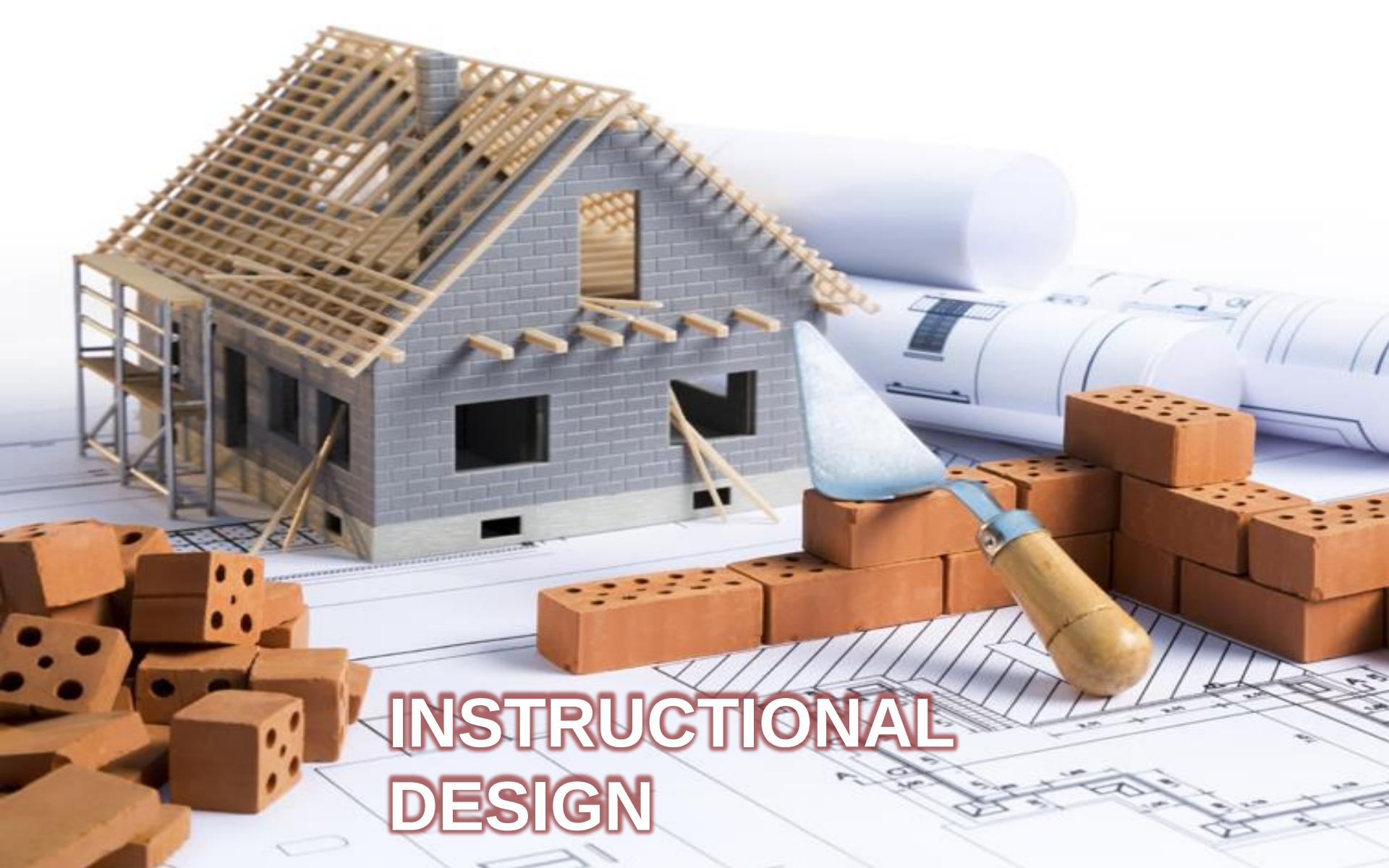
Implementing
the instruction



Monitor
and
improve







INSTRUCTIONAL DESIGN

A **systematic** approach to identifying the **critical variables** capable of manipulation to produce **efficient learning**

focus¹, pl. **foci**, **focuses** ['foukəs, 'fousai, 'foukəsiz] n. 1. Mth: Opt: etc: foyer m (de lentille, etc.); Opt: depth of f., (i) profondeur f de foyer; (ii) profondeur de champ; in f., (i) (of image) au point; (ii) (of instrument) réglé; out of f., (i) (of image) pas au point; (ii) (of instrument) non réglé, dérégulé; (iii) (of headlamp bulb, etc.) mal réglé; to bring sth. into f., mettre qch. au point; that's a good f. camera, ap- prehend it at once in point too. 2. centre m (d'un mouvement, etc.) au point; that's a good f. camera, ap- prehend it at once in point too. 3. focus m (d'une révolution, etc.) au point; that's a good f. camera, ap- prehend it at once in point too.

A **systematic** approach to identifying the **critical variables** capable of manipulation to produce efficient learning

and the process of **continual refinement** of these instructional variables to **improve environmental contingencies**.

It is **not rooted** in learner traits or cognitions
beyond the designer's influence

It does not postulate **unnecessary
hypothetical** processes or inferred structures
as the primary explanatory models

Efficiency

Largest

Fewest

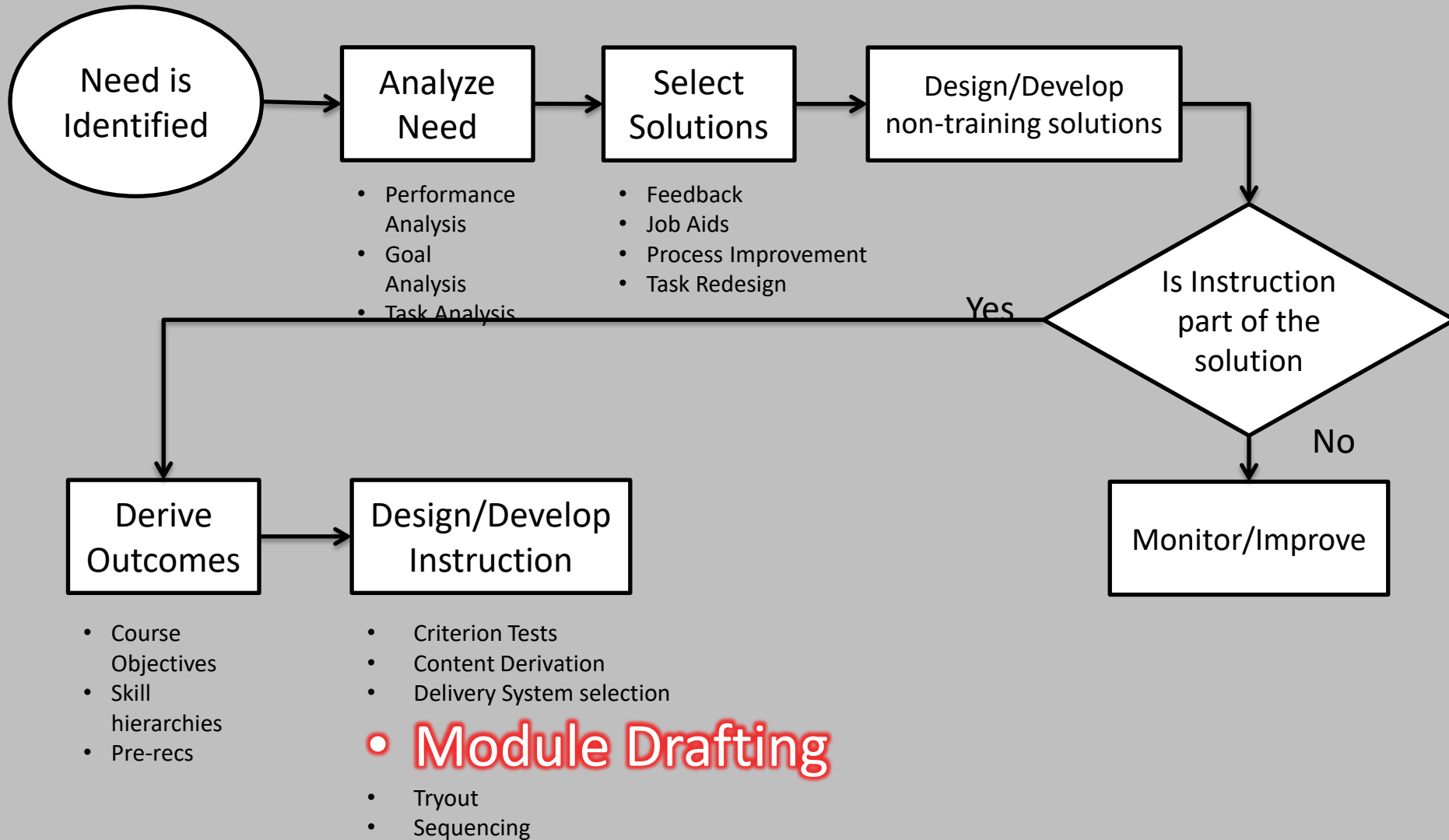
Teaching

Meaningful

Sequences

Wholes





3 basic principles

Active
Responding

Errorless
Learning

Immediate
Feedback



Active Responding

“Something that a person does”

Change from covert to overt



Errorless Learning

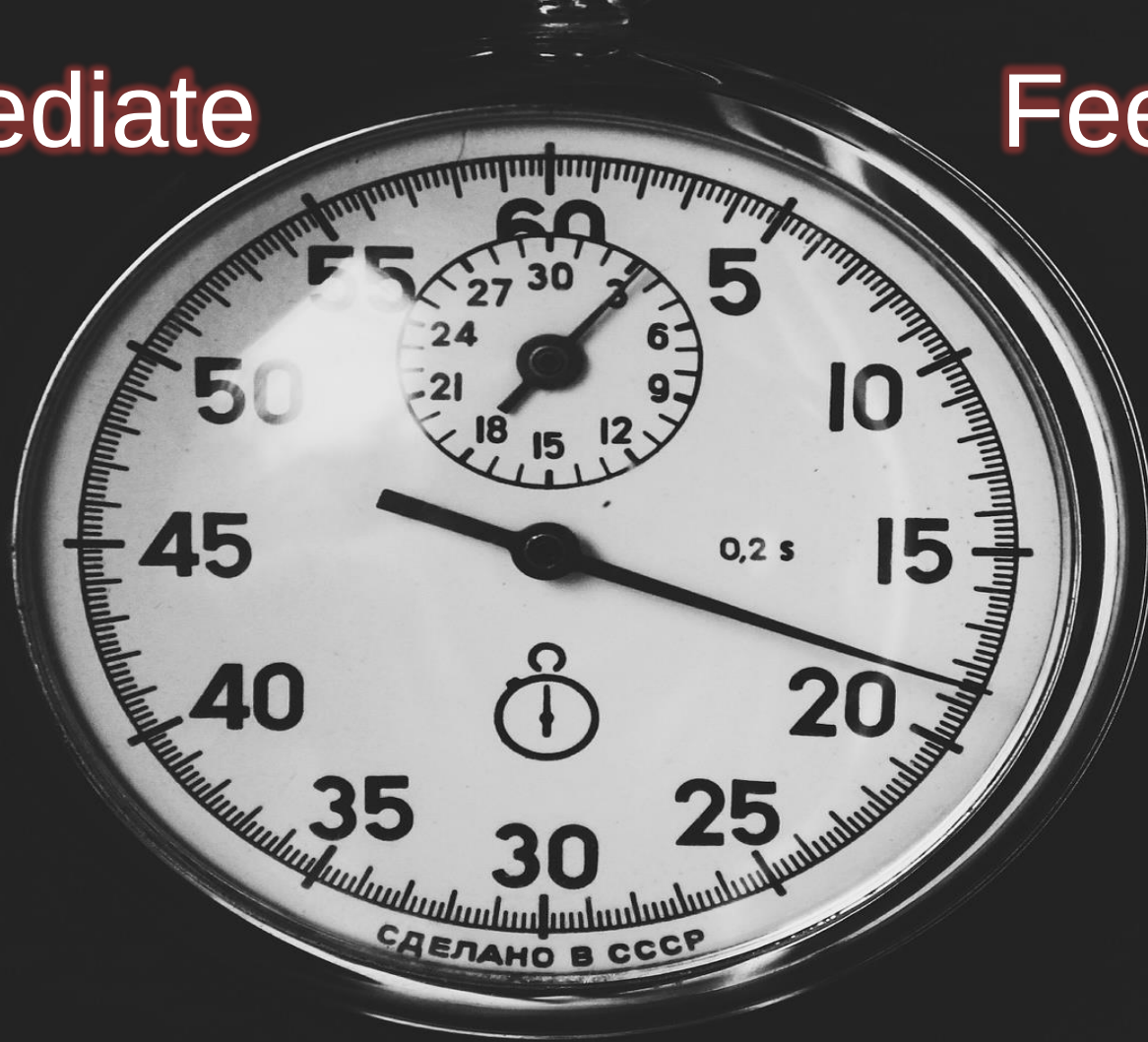
Copy
frame
designs

Formal
prompts



Immediate

Feedback



feedback improves learning

Lean Programming

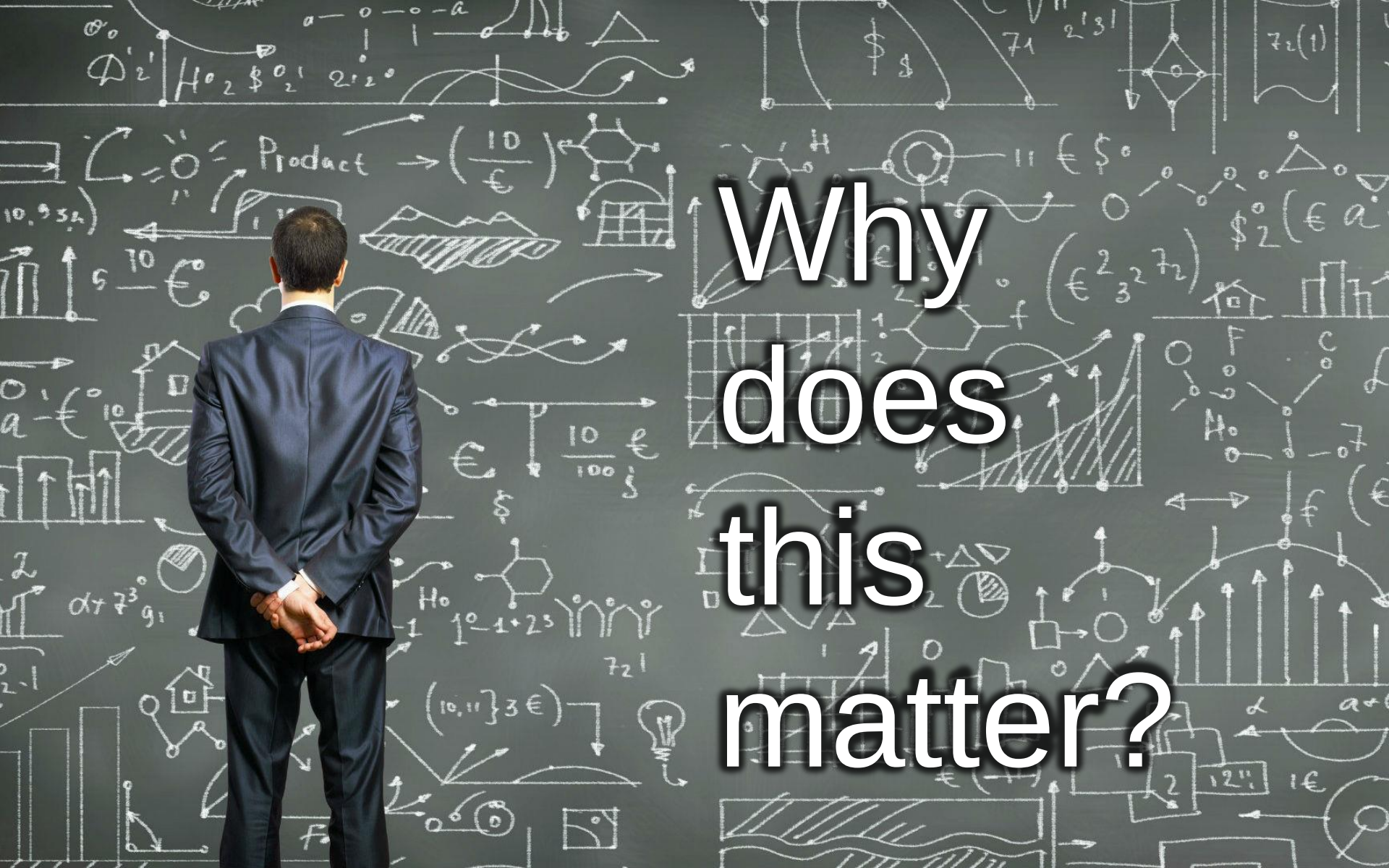
“Design very tough lessons
and let the first learners
show by errors where the
training is needed”



No previous
knowledge that
should already be
known



Only minimum
amount of practice



Why
does
this
matter?



Thank You

joshua.j.turske@wmich.edu