
Training Content Development Guidelines

Continuing
Education
and Training for
CEU and Core
Courses



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Table of Contents

Overview.....	1
I. Learning Objectives.....	2
How do I write Learning Outcomes?	2
Example Learning Objectives	3
Evaluating Learning Objectives.....	4
II. Creating Training Content.....	5
III. Learning Methods.....	6
A. Pre-Activity.....	8
B. Content Delivery	8
C. Post-Activity	8
IV. Bloom’s Taxonomy.....	9
V. Resources	10





Overview

This guide has been developed to serve as a tool and resource as you create continuing education training materials for SNA. The principles contained within are based on Adult Learning Theory and are provided to you in an effort to enhance the learning experience of the participants.

Studies have shown that adult learners are more likely to retain educational content by being actively engaged in their learning through discussion, feedback and activities. This guide briefly touches on a few key points to help you add value to your educational training; however it is not intended to serve as the only source of adult learning principles.

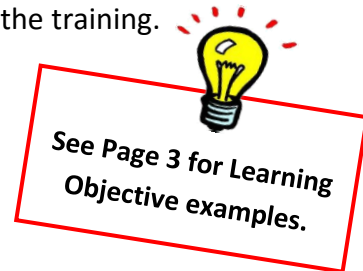
Incorporating as many of the elements, outlined in this document, as possible will improve the experience for participants and will increase the retention of information. Participant engagement should be a priority as you create your content.

To further assist you we have provided additional resources at the end of this document.

Professional Development Design Principles

I. Learning Objectives

1. Learning Objectives are brief measurable statements that describe what an attendee is expected to learn from the educational training.
2. The learning objectives **MUST** provide a detailed description of what the attendee will be able to do when the training has concluded.
3. Learning objectives should be used as a learning directive to help attendees make practical use of the information being imparted during the training.
4. Learning objectives should be measurable, meaning that upon the conclusion of the training, the attendee should be able to evaluate the session as to the extent in which the learning objective(s) were achieved.
5. The learning objectives **must** be evaluated as a part of the post training evaluation.

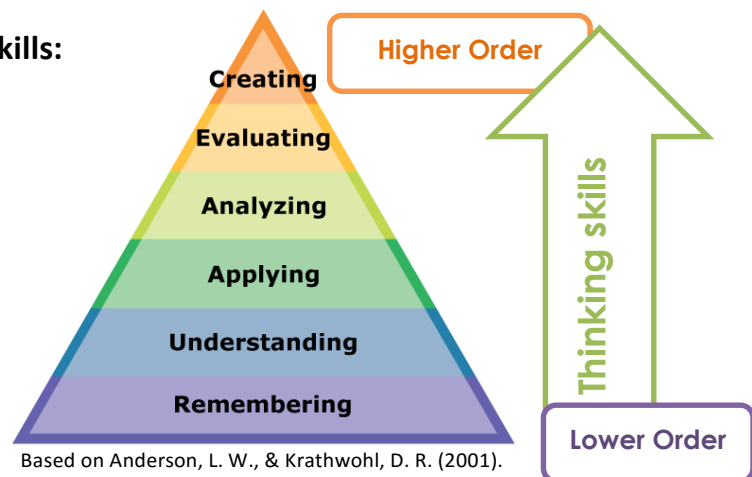


How do I write learning outcomes?

Bloom's Taxonomy of Educational Objectives (published in 1956 and revised in 2001) provides the methodology to express learning outcomes in a way that reflects cognitive skills. Utilizing this approach has become the standard and affords attendees with the ability to evaluate the degree in which the objectives have been achieved.

There are six levels of cognitive skills:

- Creating (Synthesis)
- Evaluating
- Analysis
- Applying
- Understanding
- Remembering (Knowledge)



Learning Objectives are introduced by Stating:

“Upon the conclusion of this (lecture, workshop, session, etc.) the attendees will be able to”:

- **Create a separate objective for each action.**
 - *End each objective with a period.*
 - *Use upper and lower case appropriately.*
 - *Do not abbreviate or use unusual characters.*

The participant “outcome” should be measureable, actionable or observable.

It is important to note that there are some verbs to avoid when writing learning outcomes. These verbs are vague and oftentimes are not observable or measurable. For example, how would you measure whether someone has "become familiar with" a particular tool? Use a more specific verb. See Taxonomy, attached.



Examples of Learning Objectives

“Upon the conclusion of this (lecture, workshop, session, etc.) the attendees will be able to”:

Poor choices

1. **Understand** the benefits of implementing healthy food and beverage standards/policies for middle and high schools.
2. **Become familiar with** three (3) strategies for effective marketing of healthy foods and beverages.
3. **Appreciate** the strategies used by a sample of school districts to increase participation in the National School Lunch Program as a means of revenue generation.

Acceptable choices

1. **Describe** the benefits of implementing healthy food and beverage standards/policies for middle and high schools.
2. **Identify** three (3) strategies for effective marketing of healthy foods and beverages.
3. **Summarize** the strategies used by a sample of school districts to increase participation in the National School Lunch Program as a means of revenue generation.



Evaluating Learning Objectives

It is important to evaluate each learning objective as a part of the post training evaluation that you create. You are required to include a copy of the evaluation form as a part of the application for CEU or Core Course approvals.

Example:

You may utilize a four or five point scale dependent on how you traditionally evaluate your training.

Please note the extent in which you believe the learning objectives were achieved?				
	Very much agree	Somewhat agree	Agree a little	Do not agree
Describe the benefits of implementing healthy food and beverage standards/policies for middle and high schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify three (3) strategies for effective marketing of healthy foods and beverages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize the strategies used by a sample of school districts to increase participation in the National School Lunch Program as a means of revenue generation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Creating Training Content

It is useful to divide your content into three content areas to help shape the module design and delivery. Some content elements may fit in more than one of these categories.

- **Materials and Information** that participants can read and review on their own.
 - Pre/Post activity materials
- **Knowledge and information** that benefits from listening and questioning a subject matter expert.
- **Shared knowledge and experiential learning** that benefits from interaction between participants.

Dividing your content allows you to start constructing your program into a series of segments, including pre/post-activity work.

Content

Content is described as **the body of knowledge that will be presented to meet each learning objective**. Each learning objective should be clearly addressed and identifiable within the content of the presentation.



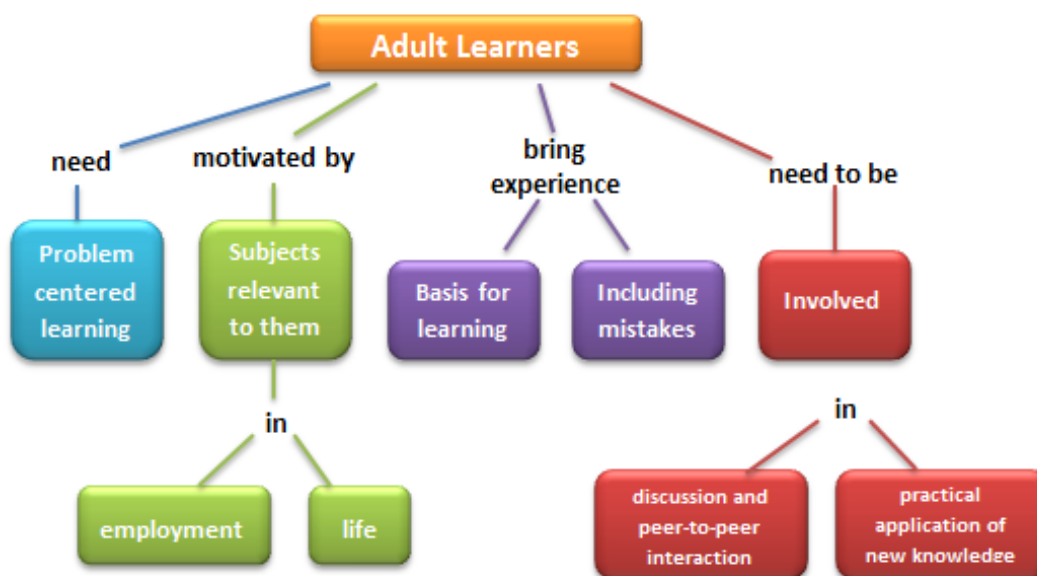
Adult Content must:

- Be congruent with purpose and objectives
- Include details beyond a restatement of objectives
- Reflect the intent of the objectives
- Be evidence-based or based on the best available evidence or data
- Exclude any type of promotional marketing or sale of products and/or services

III. Learning Methods

The following adult learning principles are based Malcom Knowles' six principles of adult learning. Adults learn:



- By being actively engaged in their learning through discussion, feedback and activities.
- By reflecting via analogy and comparison (comparing their own experiences or by comparing their experiences to the experiences of others and linking the new information to what they already know).
- By the relevance of the content to their life and work (difficult or complicated concepts lose the attention of the audience).
- By practicing and applying new knowledge and strategies (time to practice, interact and discuss new application/strategy/knowledge).
- By solving genuine problems (reviewing their own issues and daily encounters).



The education/training should, ideally include the sharing of information ahead of time and should be further reflected upon post presentation. The real-time activity is synchronous learning. This should be around 60 minutes in length.

The asynchronous portions, pre- and post- activities, are components setting up an interactive and engaging experience that maximizes the learning outcomes. Pre- and post- activities free up limited presentation time for the learning content most effectively done through live interaction.



Asynchronous	Synchronous
<p>Learning that takes place before or after live “instructor” time.</p> <p>This is accomplished through assigned tasks or reading that is done at the participants own pace.</p> 	<p>Instructors and participants are engaged at the same time, either in a live setting, or online.</p> 
<p>Asynchronous Examples:</p> <ul style="list-style-type: none"> • Pre-reading materials, including slide presentations • Self-assessment survey • Problem to solve • Pre-/post-test to establish a knowledge baseline 	<p>Synchronous Examples:</p> <ul style="list-style-type: none"> • Moderated Q&A • Problem solving exercises with brainstorming, categorizing, prioritizing • Ideation activities prompted by images, graphics, video clips • Storytelling and reflection • Quick polls • Team building discussions

I. Pre-Activity

Ideally, educational/training content should be developed with interactive learning in mind. If you utilize this approach, participants should be made aware that there will be material that comes before, or after, the actual presentation. This material will assist the participant in relating the content to their own positions.

II. Content Delivery

Content should be developed with the highest degree of participant engagement. Providing handouts of your presentation will assist participants in following along and encourages note taking. Content should be easily relatable to pre/post-activity exercises. Results from the pre-activity exercise should be quickly summarized at the beginning of your presentation. The traditional “dump” of information via didactic lecture should be avoided.

Interaction should be further encouraged via question and answer periods, and/or polling questions, throughout your content in an effort to continually engage participants.

III. Post-Activity

Following up with a post-activity exercise is desirable to reinforce the learning that has taken place during the live presentation.



Remember, incorporating material that participants can review before and after the delivery of live content will serve to reinforce their learning!

IV. Bloom's Taxonomy (Revised)

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs*	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

* **Verbs to avoid: Understand | Appreciate | Know | Familiar with | Learn about | Become aware of**

V. Resources

- **3 Tips for Writing Measurable Learning Objectives**
<http://www.learninghouse.com/blog/publishing/3-tips-for-writing-measurable-objectives>
- **A Model of Learning Objectives**
<http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/>
- **Bloom's Taxonomy of Learning Domains**
<http://www.nwlink.com/~donclark/hrHd/bloom.html>
- **eLearning Guild Research: Reconsidering Bloom's Taxonomy (Old and New)**
<http://www.learningsolutionsmag.com/articles/1105/elearning-guild-research-reconsidering-blooms-taxonomy-old-and-new>
- **Adult Learning Course Workbook PDF (ICN)**
<http://www.nfsmi.org/documentlibraryfiles/PDF/20130325091210.pdf>
- **Teaching Excellence in Adult Literacy: Adult Learning Theories**
https://teal.ed.gov/sites/default/files/Fact-Sheets/11_%20TEAL_Adult_Learning_Theory.pdf
- **Learning Theories/Adult Learning Theories**
https://en.wikibooks.org/wiki/Learning_Theories/Adult_Learning_Theories
- **Adult Learning**
http://epltt.coe.uga.edu/index.php?title=Adult_Learning
- **Andragogy Adult Learning Theory**
<http://www2.southeastern.edu/Academics/Faculty/nadams/etec630&665/Knowles.html>
- **Learning, Training and Development**
Understanding the Employee as an Adult Learner
<http://www.hrcouncil.ca/hr-toolkit/learning-understanding.cfm>

