

**NEW ZEALAND INSTITUTES OF TECHNOLOGY AND POLYTECHNIC  
QUALIFICATIONS IN INFORMATION & COMMUNICATIONS TECHNOLOGY**

**PRESCRIPTION: TR600 TRAINING**

AIM OF MODULE:	Students will develop the skills required to identify training requirements and to conduct instruction sessions using a variety of methods.
CREDITS:	7
STUDENT LEARNING HOURS:	70
CONTENT REVISED:	2002
PRESCRIPTION EXPIRY DATE:	November 2013

**Level and Assessment Schedule**

TOPICS	Highest Skill Level				Suggested Assessment Percentage
	R	C	A	P	
1. Training Principles		*			15
2. Training Sessions			*		35
3. Computer-Based Training (CBT)			*		35
4. Create a Training Manual			*		15
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## LEARNING OUTCOMES

### The student will:

- |   |   |   |
|---|---|---|
| C | 1 | Describe and explain adult learning processes and training principles                               |
| A | 2 | Develop and conduct training sessions (see note) using different training methods and support aids. |
| A | 3 | Describe and explain CBT and develop a small CBT package (see note).                                |
| A | 4 | Create a training manual or user manual for use with the CBT package.                               |

## CONTENT

### 1 TRAINING PRINCIPLES

- Adult learning processes
  - Describe types/styles of learning (cognitive, affective and psychomotor)
  - Explain cognitive levels of learning (Bloom's Taxonomy)
- Principles of training
  - Describe Training Needs Analysis (TNA)
  - Describe the processes involved in developing a training programme in terms of planning, preparation and presentation (The 3 Ps)
  - Explain various training strategies and methods that may be employed

### 2 TRAINING SESSIONS

- Plan, develop and conduct training sessions that include a variety of different training methods and support material

**Note:** Training sessions may be of varying length, but should be at least 30 minutes in total; e.g. two sessions of 15 minutes duration each or one of 30 minutes duration.

### 3-4 DEVELOPING A SMALL CBT PACKAGE

- Describe and explain CBT in terms of:
  - The interactivity learning cycle; i.e. Stimulus, response, response analysis, feedback
  - An interactive learning experience
- Investigate current hardware and software used for commercial training (e.g. CD-ROM and Web CT)
- Develop a small CBT package and demonstrate its features (e.g. context sensitive help, multiple choice tests)

## NOTES

- Students should not necessarily be expected to develop a full CBT package, but rather demonstrate principles of good design where the following features may be included:
  - A title screen/frame, including programme and author
  - Brief, but clear instructions on using the CBT package
  - Navigation buttons, scripting and appropriate use of sound, text, colour and graphics
  - Story board of screen design and information
  - A screen/frame containing questions (e.g. multiple-choice test)
  - An evaluation mechanism
  - A screen/frame that appears in response to the answers (right or wrong) to the questions and with a tally of answers

## LEARNING RESOURCES

Reference material:

- Ramsey, P. (2000) On-The-Job Learning; Creating Productive Work Environments: Dunmore Press, N.Z.
- Furjanic, S. & Trotman, L. (2000) Turning Training into Learning: How to Design and Deliver Programmes That Get Results: AMACOM, New York
- Moss, J. (1990) The Trainers Handbook 4<sup>th</sup> Edition: Moss Associates, Wellington
- Gery, G. (1987) Making CBT Happen: Prescriptions for Successful Implementation of Computer-Based Training in Your Organisation: Ziff Institute Cambridge, MA, USA