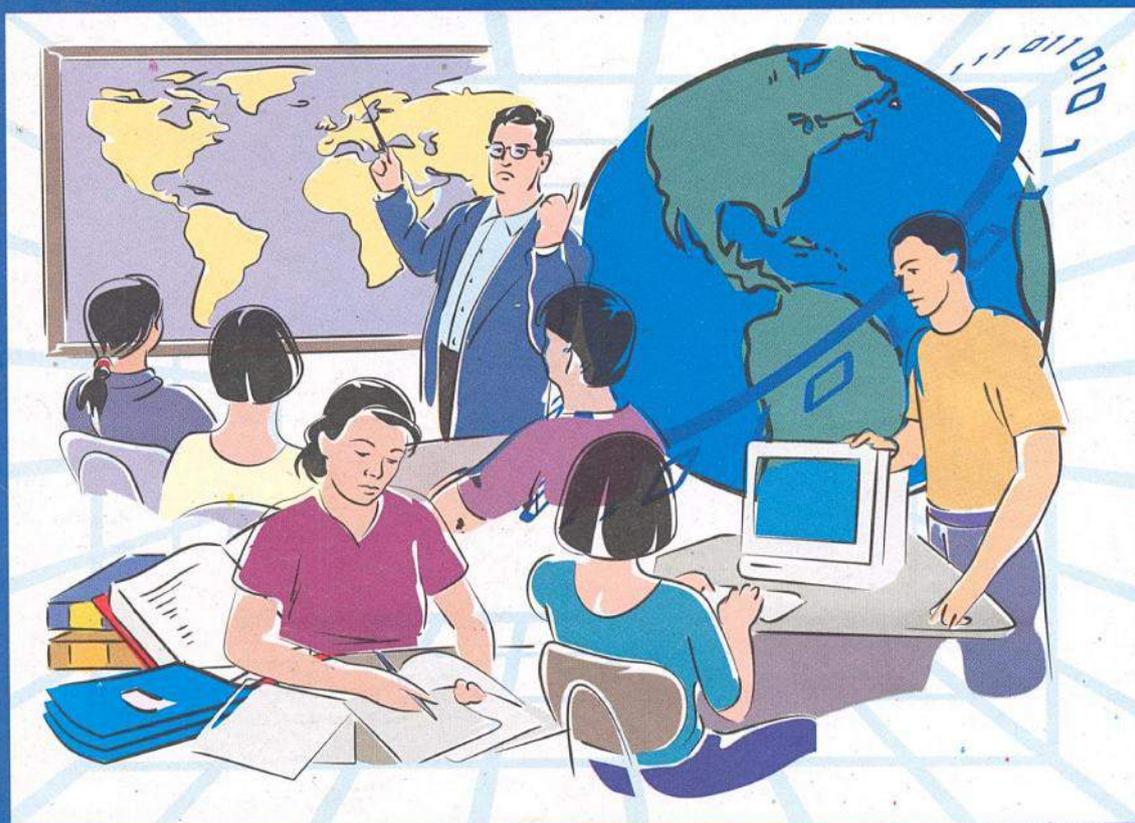


Staff Training and Development in Open and Distance Education



**Staff Training and Research Institute of Distance Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi-110068**

IGNOU



STRIDE Handbook 15

Staff Training and Development in Open and Distance Education

Author:

Dr. Sanjaya Mishra
Reader in Distance Education
STRIDE, IGNOU
New Delhi-110068

STRIDE Handbook Committee:

Prof. Santosh Panda, *Director, STRIDE & Convener, Handbook Committee*
Prof. P.R. Ramanujam, *Member*
Prof. C.R. K. Murthy, *Member*

Content Editing:

Prof. C.R. K. Murthy

Language Editing:

Prof. P.R. Ramanujam

Concept & Layout Design:

Dr. Sanjaya Mishra

Print Production:

Mr. Ashwani Kaura

Secretarial Assistance:

Mr. Manoj Sahni

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The Handbook can also be downloaded from STRIDE web page:

http://www.ignou.ac.in/institute/training_materials.htm

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Open and Distance Learning (ODL) has emerged as a powerful tool in education creating opportunities for thousands who are in search of knowledge, skills and challenging opportunities. New technologies that are emerging have changed the very nature of the teaching-learning processes in Open and Distance Education institutions. At the national level, today in India, in addition to IGNOU and its national / international network of centres, we have 14 Open Universities and more than 110 conventional universities offering programmes through distance mode. During the 11th Plan period, it is expected that the distance education system will cater to about 40% of the total enrollment in higher education. Such a large system of distance education to be of high quality in terms of its operations requires qualified and trained human resources.

In order to develop groups of trained human resources for the ODL system, short-term training programmes, capacity building activities and workshops are needed. Adoption of various interventions discussed in this handbook can contribute to systematic training of personnel in large numbers. There is also a strong need to provide continuous training opportunities to staff working in the system. To organize and conduct such training programmes and workshops in various functional areas of distance education, we need people who are expert trainers. The present handbook on "Staff Training and Development in Open and Distance Education" is a step in this direction to empower trainers for the ODL system by providing them necessary knowledge, skills and attitude in training methods and techniques. I am sure trainers in distance education shall use this handbook widely to improve the quality of training programmes.

*New Delhi
June 25, 2007*


Prof. V.N. Rajasekharan Pillai
Vice Chancellor, IGNOU

Foreword

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Contents

This handbook is the result of my long pending desire to write a small compendium on training related to open and distance education. It is the outcome of my cumulative experience over a decade at STRIDE and other places. I have tried to knit an experiential guide based on my wide readings related to training and development, research in Open and Distance Education (ODE), and experiences of conducting and organizing ODE training at STRIDE and other institutions in India and abroad. During this journey, I have immensely benefited from my interactions with workshop participants and experts in training and my observations of how trainers perform. It would be a Herculean task to acknowledge all those who have influenced and shaped my thoughts over the years. Yet, I would like to thank a large number of 'anonymous' trainers who taught me how not to conduct training. There were of course a few whose expertise and charismatic enthusiasm have had positive impact while writing this handbook.

My deepest gratitude to STRIDE and IGNOU for deputing me to a World Bank sponsored training programme on "Improving Training Quality", where I met the impeccable trio (a tripod is said to be the most stable laboratory equipment) — Prof. Tim Wentling of University of Illinois (who moved to information science from education; contrary to my moving from information science to distance education), Dr. Ronny Adhikarya of World bank Institute (now a freelance consultant) and Dato Prof. Sulaiman Yassin of Universiti Malaysia Terengganu (UMT), Malaysia (now Vice Chancellor of the same University). I learnt the basic principles of training from them, and I am indebted for their support and guidance. Some of their ideas have slipped into this handbook based on my experiences.

I have read a lot of literature on training and development over the years, apart from completing a Diploma in Training and Development from the Indian Society for Training and Development (ISTD). These readings have shaped some of my thinking and action. I would like to acknowledge some of the writers (trainers) whose ideas I have borrowed heavily to write this handbook. They are: Edward de Bano, Tony Buzan, Daniel Goleman, Lex Mckee, Peter R. Sheal, Leslie Rae, Steve Truelove and of course Tim Wentling. My sincere gratitude to all of them.

Preface

Their simple writing styles have been useful to clarify my doubts.

In spite of borrowing of ideas and influences, readers of this handbook should be able to identify the freshness of the ideas in ODE context, which is entirely mine. I have tried to present the ideas through my experience as a trainer, and therefore, have used my own examples. These are not absolutely correct and final, as they are in constant state of evolution. I would suggest you to accept or reject these as a true constructivist learner/ trainer. My sincere submission to all ODE practitioners is to accept training in ODE as a specialized branch. If you as an experienced ODE teacher (in any discipline) are interested (or just have been forced to this area by institutional necessity) in training, then you have to devote extra time and energy for this task. Are you prepared for this challenge?

Finally, my sincere thanks are to:

- Prof. V.N.Rajasekharan Pillai, Vice Chancellor, IGNOU for writing the foreword to this handbook;
- Prof. Santosh Panda, Director, STRIDE for facilitating the development of this handbook;
- Prof. P.R. Ramanujam for language editing and providing useful suggestions;
- Dr. C.R.K. Murthy for editing and proving valuable comments on the draft of this handbook;
- All members of STRIDE faculty for their suggestions at the initial stage of the handbook proposal;
- Mr. Ashwini Kawra for taking care of printing and release of this handbook.

Having noted a huge list of names, I would like to emphasize that all omissions and errors in this handbook are entirely mine. I expect the readers to provide their feedback using the format given in the last page of this handbook.

Sanjaya Mishra
Reader in Distance Education

The phrase 'Training and Development' may mean different things to different readers of this handbook. Therefore, it is important that we clarify and explain the phrase. We should understand and speak the same technical language to work through the handbook. The handbook has been designed as a guide to personnel involved in Design, Development and Delivery (3Ds) of training programmes in distance teaching institutions. Using the numerous cases and examples in this handbook, you should be able to organize effective training programmes at your own institution and for other institutions. At the very least, working through the various sections of this handbook will probably sensitize you and prepare you to think positively about staff training and development in Open and Distance Education (ODE).

Education, we know, is a process of transmission of knowledge, concepts and ideas. It is through this process that we get equipped for life, and when educated we become more knowledgeable about certain aspects of the world. Thus, education, by and large, is a long-term process. Training, on the other hand, is relatively a short-term process concerned with doing a specific job-task and applying knowledge and understanding. Very often, training is related to development and sharpening of skills of individuals to perform better in a given job situation. Both 'education' and 'training' help individuals to learn. Learning is a complex process that is internal to the individual, and is demonstrated by 'relatively permanent change in behaviour'. Continuous learning results in 'development'. It is an evolutionary process of growth and advancement of an individual. While training programmes are focused at groups, staff development is focused at an individual level. It is more holistic in nature to build upon existing knowledge, skills and experience of individual staff members to enable them to explore and unleash their full potential. The descriptions given by the Institute of Training and Occupational Learning (ITOL) in "*A Glossary of UK Training & Occupational Learning Terms*" (2000) are very useful for us:

- **Training:** Any planned activity designed and performed to help an individual or a group to learn to perform a job or task effectively. (This activity can be an off-the-job or on-

Introduction

the-job training course or workshop, an open learning package or an internet/intranet program).

- **Development:** A gradual personal growth or evolution of knowledge, skills, attitudes, behaviour that is gained through learning from a variety of experiences. (Usually applied to people with some existing skills, knowledge or attitudes wanting to improve, change employment or career path or move to higher employment levels).

The handbook has been organized into eight sections covering a range of issues involved in staff training and development in open and distance education. A brief outline of these sections are given below:

Sections

1. *Staff Training and Development in Context*

Why is it important to think of staff training and development in distance education? What has already been done in this respect? This section provides an overview of the complexities and issues in staff development and training including institutional policy, arrangements and personal career development paths.

2. *Approaches to Staff Training and Development*

This section focuses on various ways of staff development, including face-to-face training, coaching, mentoring, distance learning, web-based learning, action research, reflective practice, experiential learning, self learning, peer support, etc.

3. *Identifying Staff Training and Development Needs*

This section discusses how to identify the needs of your staff, especially the process of gathering information about staff needs.

4. *Developing Training Programmes*

Developing suitable training programme/ design based on actual needs is very important. This section discusses how to design and develop training programmes.

5. *Preparing Training Materials*

An effective training programme requires suitable training materials (handbooks, transparencies, handouts, using new technologies, etc.). This section discusses how to prepare these materials in distance education.



6. Training Techniques and Skills

Training skills should be practised, and this section highlights the importance of acquiring training skills in effective programme delivery, lists various training skills required for trainers, and describes the training techniques.

7. Managing Training Programmes

Organizing staff development programmes is not an easy task, as it requires abilities to plan, organize and implement them. This section discusses management of training, training plan, budget preparation, marketing, resource preparation and participant care.

8. Evaluating Staff Training and Development

Evaluation and follow-up activities are very important in training in order to see that transfer of training has taken place. This section discusses issues related to evaluation (including levels of evaluation) and effectiveness of staff development programmes to ensure quality training.

Resources for Trainers

This section provides a select list of training materials available on Open and Distance Education. As a trainer, you can make use of these materials in your training programmes.

Additionally, the course on "Staff Development in Distance Education" (ES-319), which is part of the Master of Arts in Distance Education (MADE) is yet another great resource for you as a trainer. It would be useful for you to complete the MADE programme, or else read the various blocks of ES-319. This course has five blocks as follows:

Staff Development in Distance Education

Block 1: Growth and Development

Block 2: Perspectives

Block 3: Implementational Aspects

Block 4: Language Issues

Block 5: International Experiences

Each of the sections in this handbook is designed to help you as a trainer/training designer/training manager/training coordinator; and therefore cover templates and exercises for your use and

practice. You may use this handbook, as per your needs and learning styles of trainees. However, to make best use of it, we suggest you to use it as a 'reflective thinking' tool by doing the exercises and undertaking training projects. Needless to emphasize that, just reading this handbook will not make anyone an effective trainer. To be a trainer of excellence, it requires continuous practice with innovation and patience. Therefore, using this handbook as a 'reflective practitioner' is highly recommended.

Reflective Exercise

What are your conceptions of 'training' and 'development'? You may like to compare your ideas with other sources; such as, a glossary, dictionary, or the World Wide Web (WWW). How are your ideas different from that given above and other sources?

Write your response in a notebook/journal.

1. My Definition of Training:
2. My Definition of Development:
3. Training (Source 1):
4. Training (Source 2):
5. Development (Source 1):
6. Development (Source 2):
7. Differences — Training:
8. Differences — Development:

Signposts used in this Handbook

In this handbook, we have used various signs to help you navigate the content and use them properly.

Contents	
<p>Each section starts with a content list. This is an advance organizer that provides you an overview of the contents in the section. While going through the contents, try to see the linkages, hierarchies in the concepts, and relationships (subordinate, coordinate, and super-ordinate).</p>	

Learning Outcomes	
<p>In every section, we list a set of learning outcomes, which are useful for you to self-assess your learning from this handbook. It also emphasizes in behavioural terms the competencies expected of a trainer in ODE. There are over 30 such statements in this handbook to master.</p>	

Reflective Exercises	
<p>Throughout this handbook, we have included 'Reflective Exercises' for you to work through and do these activities. While we have not given any answer to these reflective exercises, it is expected that you will write your responses in a reflective journal/ note book and use reflective thinking skills to benefit from it. It will also be useful, if you can compare your notes with a colleague or discuss your responses with other colleagues.</p>	

Examples	
<p>As far as possible, we have included examples in this handbook to illustrate a specific point. We hope these shall guide you to develop your own examples.</p>	



Summary

A summary is a place for recall and re-capitulation. Every section ends with a summary. We suggest that you should write your own summary to learn effectively.



Appendix Reference

In this handbook, we have also provided some examples as appendices. This signpost is a reference point to look for the appropriate appendix at the end. These appendices are used here as case/ example, and you should develop your own examples based on your need and context.

Feedback

We expect you to use this handbook as a 'reflective practitioner'. We know that working through the handbook should give you many insights and new ideas on ODE training and staff development. You will also develop new training designs, tools and methods of your own. We encourage you to share these with us. Please also send us your valuable comments in the feedback form given at the end. Your ideas and comments should be able to help us improve this handbook at the time of revision. Your responses may please be sent to Director (STRIDE).

1

Staff Training and Development in Context

1.1 Introduction

As you have picked up this handbook to study and work through, it is not necessary to convince you about the importance of open and distance education and why it has become so popular and important. However, in this section we emphasize the nature of distance education as a discipline and then discuss why it is necessary to provide staff training and staff development opportunities in any distance teaching institution. In this section, we shall also discuss staff training and development in retrospect to provide a backgrounder to the whole training and development efforts in open and distance education. At the end, we identify some of the important issues in staff training and development in open and distance education for you to discuss and debate.

1.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- Identify the characteristics of a discipline;
- Provide arguments in favour of distance education as a discipline;
- Explain the needs for training in open and distance education;



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1.5.7	Career Development
1.6	Summary

- Describe the various efforts to provide training in the field; and
- Discuss the various issues affecting staff training and development in open and distance education.

1.2 Distance Education: A Discipline

The issue of distance education as a discipline was a major debate in the 1980s. While Sparkes (1983) articulated that there is a need and also scope for establishment of a discipline of distance education through research and understanding of its characteristics, Holmberg (1986) emphasized that it is an academic discipline in itself because of theoretical explanations and practice application of the scholarship in the field. Holmberg described distance education as a discipline in terms of research programmes and in terms of curricula for university study. However, another scholar, Rumble (1988) refuted the claim of Holmberg and argued, "It can not be regarded as a discipline". During this debate, Devlin (1989) said, "Distance education is a derivative field of adult education which itself is not a discipline". But in the conclusion of the debate, Coldeway (1989) categorized distance education as an emerging discipline on the basis of the amount of new knowledge the field produced at that time. Coldeway states:

"I would guess there are few who would pronounce themselves as coming from the academic discipline of distance education at present. As distance education continues to flourish, perhaps that will change".

Now, it is time to revisit this debate and analyse the current situation to understand distance education as a discipline. The immediate question is: what is a discipline? There is no specific consensus answer to this question. Experts like Rumble, Sparkes and Holmberg used their own construct to analyse distance education to give their verdict about whether distance education should be treated as a discipline or not. We all know that a discipline is not a subject of study alone. It is also not a static one, and thus, the domain of knowledge cannot be defined within a specific category. A subject today may emerge as a discipline in next few years. At the same time there are established disciplines like Physics, Chemistry, Economics, History and Education and new disciplines like Biotechnology, Tourism Studies, Women's

Studies etc. and emerging disciplines like Knowledge Management and Collaborative Networks.

What are the characteristics common to these that establish them as disciplines?

According to Sparkes (1983) in order to become acceptable as a discipline, a specific 'body of knowledge' must:

- grow in 'degree of relevance' to real and important problems;
- grow in theoretical and conceptual depth; and
- develop its own conceptual structure.

Rumble (1988) divided his arguments into two categories:

- i) Intrinsic (focusing on the essential nature of the discipline)
 - a discipline is an area of academic endeavour marked by autonomy, internal cohesion, specialization by subject, and independence from other area of academic endeavour;
 - a discipline must have theoretical and conceptual depth and its own conceptual structure (paradigms); and
 - a discipline is an area of academic endeavour with its own recognizable 'culture'.
- ii) Extrinsic (those which are extraneous to disciplines)
 - a discipline is the basic unit to bring subject experts together;
 - a discipline is taught and researched at the higher education level;
 - a discipline has relevance to real and immediate problems; and
 - a discipline is one which is recognized as such by academics.

Liles *et al* (1995) after a review of literature on what constitutes a discipline identified six basic characteristics: (i) a focus of study, (2) a world view or paradigm, (3) a set of reference disciplines used to establish the discipline, (4) principles and practices associated with the discipline, (5) an active research agenda, and (6) education and professionalism.

We can see that the six basic characteristics as above subsume most of the criteria stated by Sparkes and Rumble. We shall use these to analyse the state of distance education as a 'discipline'.

1.2.1 Focus of Study

A discipline should have a clear focus of study, rationale and clearly defined domain knowledge. The focus of study usually has relevance to real and immediate problems. Ever since Homberg (1986, 1996) articulated distance education as a discipline based on the research areas, the focus of study has grown leaps and bounds. The social relevance of distance education to democratize higher education and deliver education in cost-effective manner is so high that the number of single mode distance teaching universities has increased manifold. Distance education is clearly focused at 'reaching the unreached' by using innovative techniques and strategies.

1.2.2 A New Paradigm

A discipline provides an opportunity to have its own views of the world. Kuhn (1975) called it as a 'paradigm', which consists general theoretical assumptions and techniques for their application. "Paradigms are always imprecise and open-ended, so that there are always unsolved puzzles which become the focus for scientific research" (Rumble, 1992). They provide an alternate viewpoint to look at and distance education as a discipline is all about an altogether new mode of teaching learning at different space and time. This paradigmatic shift in the approach to teach and learn has its own structure and divided into sub-disciplines or subject areas. Distance education has its theoretical underpinnings on learner autonomy (Wedemeyer, 1971), industrialization of teaching (Peters, 1983, 1993), transactional distance (Moore, 1977), guided didactic conversation (Holmberg, 1981), use of technology (Wedemeyer, 1978, 1993) and continuity of concern (Sewart, 1978). These provide a new paradigm to look at education in varieties of subject areas.

1.2.3 Reference Disciplines

Most disciplines emerge out of other disciplines that can be called reference discipline. Keegan (1990) stated that distance education is "a distinct field of educational research and training within the

discipline of education" (p. 7). The support of a reference discipline is useful in advancing the knowledge, methods and tools of the discipline concerned. A reference discipline is one, which the researchers of the emerging discipline use frequently. For distance education, the reference disciplines are education, psychology (Schuemer, 1993), communication technology, and management. Because of the grounding and acceptance of the reference discipline, the emerging discipline receives its strength.

1.2.2 Principles and Practices

An ordered set of principles and practices form the foundation of a discipline (Liles *et al*, 1995). Though distance education cannot boast of any generic principles, there are large base of methods and procedures, especially regarding development of instructional materials and providing support to distance learners through two-way communication. With the advent of computer-mediated communication (CMC), online learning and interactive multimedia to the world of distance education, the basic foundations of the discipline has become more and more complex.

1.2.3 Research Agenda

"For a discipline to be recognized as mature, research in its core domain of knowledge is highly necessary" (Mishra, 1998, p. 287). The research literature of a discipline shows its culture and specialized knowledge. Mishra (1998) reported a critical review of the distance education research with a focus on its culture, methods and priority areas. There are many specialized journals in the field of open distance education publishing exclusively outputs of systematic research. In a study of articles/papers published in four major journals of distance education, Mishra (1997) found that over 52% used some research methods and the average reference per article was 17.23. Mishra (2002) also identified a list of 36 areas in which the *Indian Journal of Open Learning* published articles. However, there were major variations in the focus of research in various thematic areas. Berge and Mrozowski (2001) after reviewing research in distance education from 1990 to 1999 also found similar gaps and emphasized the need for research agenda.

1.2.4 Education and Promotion of Professionalism

A discipline, to be recognized, needs to be taught and researched at the university level and there are learned associations to take care of the professional and ethical interests of the people engaged in the discipline. Distance education as a discipline is being taught at Master's degree level at IGNOU, Athabasca University, UK Open University and Deakin University. There are also many other universities that offer programmes at certificate and diploma level. The International Council for Open and Distance Education (ICDE) is the professional agency that debates and discusses the interest of professional distance education globally. There are also national distance education associations in various countries. In India, we have the Indian Distance Education Association (IDEA). The Commonwealth of Learning (COL) is an international inter-governmental agency dedicated solely to the development and promotion of distance education.

The analysis above clearly establishes distance education as a discipline in its own strength. As a discipline, it demands that personnel involved in the system should understand it and interpret it in similar ways to facilitate growth and development of the discipline and the system.



Reflective Exercise 1.1

Do you think distance education is a discipline? Justify your response.

1.3 Why Training in Distance Education?

Before we discuss why training in distance education is necessary, let us see what happens to an organization, which pays little or no attention to training (Whetherly, 1994):

- The organization does not meet the objectives;
- Change is difficult to achieve because staff have not developed the habit of learning at work;
- A high rate of staff turnover, especially of the able and ambitious;

- Underdeveloped staff who cannot be entrusted with higher responsibilities;
- De-motivated and disillusioned staff;
- Senior staff always involved in 'fire fighting'; and
- Services not delivered as promised.

All the above are symptoms of an unhealthy organization, though lack of training cannot be attributed as the sole reason for the unhealthy state. An unhealthy situation could arise in an organization due to three major categories of reasons: Environment, Behaviour and Motivation (EBM). It is possible that the leadership of the organization has not been able to create a conducive environment for the employees to perform to their optimum level. It is also possible that the staff members are not interested and motivated to do what they are doing. In both these situations, training cannot help. If the reason of any poor performance is due to lack of appropriate behaviour (Knowledge, Skills and Attitudes) then training is definitely the solution. Nevertheless, a well-managed training programme in the institution can improve the institutional image by overcoming the above unhealthy situations.

As for a new discipline like distance education, developing human resource is highly essential. The discipline in itself brings forward a new paradigm in teaching learning. It has its unique characteristics as explained by Keegan (1980):

- Separation of teacher and learner which distinguishes it from face-to-face learning;
- Influence of an educational organization which distinguishes it from private study;
- Use of technical media, usually print, to unite teacher and learner and carry the educational content;
- Provision of two-way communication so that the student may benefit from or even initiate dialogue;
- Possibility of occasional meetings for both didactic and socialization purposes; and
- Participation in an industrialized form of education (with division of labour).

Further, the use of technical media is ever advancing from audiotapes to the World Wide Web (WWW).

Personnel joining distance education institutions are new to the pedagogies of open and distance learning. Personnel employed in open and distance education come from diverse fields — academics from traditional universities, planners and administrators from various government departments, audio and video producers and technicians. Most of them suffer 'culturally induced biases' and their earlier experiences are not suitable for distance education (Koul, 1990). Even the non-teaching staff (who are not directly involved in teaching process) requires training, on team spirit and sensitivity to students needs, to adopt themselves to the new environment. The distance education system, as seen in India, also uses a large number of personnel on part-time basis drawn from the conventional system. Their turnover is also very high requiring continuous training and development efforts to maintain quality. Training becomes a necessity for all staff in the distance education system to adapt them to the demands of the new job roles in which, some of them never had any experience.



Reflective Exercise 1.2

Why training in open and distance education is necessary in your organization? Explain.

1.4 Distance Education Training: In Retrospect

Training in distance education has always been a priority internationally. The Briggs Report *Towards a Commonwealth of Learning*, 1987 states:

"A first need is for staff training. Much training in the techniques of distance education has been done on the job, although short courses have been offered at various institutions in Australia, Britain and Canada. As distance education has grown, so has the demand for professional training. This comes both from educators working full time in distance education and from regular lecturers and teachers who need to learn the particular skills of writing for distance students and of tutoring them" (EGCC, 1987, p. 138).

Training related to distance education started in 1975 at the Jordanhill College of Education, Glasgow, U.K. as a two-year part-time Diploma in Educational Technology that combined

skills of instructional design and production of learning materials. In the year 1977, the International Extension College (IEC) and the Department of International and Comparative Education of the University of London started a four-months course on distance teaching for those already working in the system. The Central Institute of English and Foreign Languages (CIEFL), India introduced a course in distance education in 1980 essentially to cover two-way didactic communication. The Fern Universität started a course called 'essentials of distance education' in the year 1987. The South Australian College of Advanced Education started a Graduate Diploma in Distance Education in 1985.

The Indira Gandhi National Open University (IGNOU), India started a Diploma in Distance Education in 1987. Though there is no accurate census of various courses and programmes available in open and distance education, its popularity can be seen from the large number of programmes in offer all over the world. Some of the prominent institutions offering professional distance education programmes are: Athabasca University, Deakin University, Indira Gandhi National Open University and United Kingdom Open University. Wide spread availability of pre-service training programmes supports the ideas propounded by Koul (1990) and are based on considered views that:

- Distance education is a discipline by itself;
- There is an obvious market for qualified personnel in this area;
- This market is going to grow, diversify and sustain itself; and
- There are people who are convinced that a career in distance education is worth accepting.

Training has received significant attention in the past. The erstwhile Division of Distance Education held the first staff development programme at IGNOU in October 1986 with assistance from the UNESCO Regional Office, Bangkok (Koul, 1989). IGNOU and the UNESCO Regional Office, Bangkok organized a national workshop on the 'Development of Training Packages in Distance Education' during January 1989. This

workshop outlined development of four training packages in the following areas after due evaluation of the existing resources:

- Course design and course preparation
- Audio and video preparation
- Academic counselling, assessment of assignment and management of support services
- Management/administration (Koul & Panda, 1989).

Following this national workshop, IGNOU conducted a Training of Trainer (TOT) workshop in January-February, 1989 for its senior academic staff who would play the role of trainers for other staff (Koul & Murugan, 1989). The Commonwealth of Learning organized a round table on 'Training Distance Educators' in April 1990 at Vancouver. This round table identified the following six major areas for training:

- General orientation to distance education
- Policy, planning and management of distance education
- Instructional design and course development
- Technology in course development
- Student support services
- Research and evaluation (COL, 1990).

In 1994, the COL organized an 'Asian Regional Workshop on Training' at New Delhi that identified the institutional training requirements in India, Bangladesh, Maldives, Pakistan and Srilanka (COL, 1994). For details of historical milestones on staff development in distance education in India see Panda *et al* (2006). It has been pointed out elsewhere (Panda *et al*, 2006) that by 2005 the Staff Training and Research Institute of Distance Education (STRIDE) of IGNOU conducted approximately 338 training programmes in various areas of distance education and trained over 7200 personnel working in the distance education system.

The training impact study of the Commonwealth of Learning reported that COL organized 114 training events in Africa, Asia, the Caribbean, the Pacific and Europe during 1990 to 2000 (Lockwood & Latchem, nd). Forty five percent of these focused on course writing and instructional design.

1.5 Issues in Staff Training and Development

Staff Training and development in distance education is often at the receiving ends of criticism not only from people who resist change, but also from enthusiasts who demand more and qualitative change in professional practice. In this sub-section we shall focus on some of the issues before us to improve the overall quality and standards of training programmes in distance education. These issues (not in order of priority) should be discussed and debated by you in your organization to take learned decisions.

1.5.1 Training Policy

Training is an essential component of staff development and continuous improvement of efficiency of individuals and overall effectiveness of the organization. This has to be recognized in principle by the top management of the ODE institutions. There should be an approved training policy covering: who needs training, how training shall be conducted, who is responsible for organizing training, etc. Appropriate training policy provides clear guidelines to training and development professionals in an

Objectives of non-academic staff training at IGNOU

- i) To prepare the staff for active participation in the system at the point of entry -- a sort of familiarization;
- ii) To upgrade knowledge and skills and consequently enhance efficiency in performing the assigned functions through continuous training;
- iii) To equip the staff to cope with varying responsibilities which have to be shouldered due to transfer of personnel from one functional area to another and also due to promotion from one cadre to another;
- iv) To cope with new technologies and systems and innovation there in;
- v) To develop a positive attitude towards work, colleagues and students; and
- vi) To inculcate a sense of belongingness to the institution.

Source: O.O. No. 22/F. No. 1-45 (1) NA/Estt./ARC/2000/109 dt. 11th May 2000.

organization; and also provides necessary motivation and interest to the staff to take training seriously. Training policy should provide an overall context and facilitate organizational development by creating a culture of learning. In respect of the training of non-academic staff, the Indira Gandhi National Open

University has a comprehensive policy (IGNOU, 1999). It states "Training shall be conducted in terms of a comprehensive policy for human resources development". It also emphasizes that "Declaration of satisfactory completion of probation and eligibility for promotion to higher posts may be made subject to successful completion of the prescribed training programmes".

1.5.2 Resources for Training

If training is to be conducted professionally, the training policy should ensure appropriate and necessary resources. Most ODE institutions in India do not have any training room, and therefore training cannot be a regular affair. Similarly, in the absence of a training room, appropriate training technologies are also not procured. Thus, training programmes are conducted unprofessionally and in *ad hoc* manner. Resources also include budget, guest house and staff to manage training activities professionally. All resources would be in place, provided the institution has a sound training policy. In the absence of a policy, talking about other issues do not have any meaning.

1.5.3 Dual Role of Teachers

Teachers in distance education institutions are in real dilemma. They perform two roles: subject matter experts and also distance education coordinators. Working in the distance education system takes most of their time and energy in developing learning materials in print, audio and video formats. Time for research and development in their own area of expertise gets reduced. In such a situation not many of them are motivated and interested to pursue distance education training as a necessity to improve their effectiveness. Some distance teachers are actually concerned about their subject knowledge and erosion of their academic powers and authority due to the approaches of distance education. It has been observed that such notions are due to a false perception of a specific format of self-learning material supplied by IGNOU as the *only way* to design instructions. Many teachers feel suffocated to fall within this narrow lane to knowledge dissemination (Mishra, 2004). In the context of counsellor training at IGNOU, Murugan (1994) says:

"Some of them do not fully recognize the need for training. Even if some do perceive the need, they are reluctant to devote the amount of time required for it."

And, a few of them discount some of the training because they believe what they receive from the personnel of the university is manifestation of their own little obsessions" (p. 12).

With experience, we can emphasize that the above perception can be changed to a large extent through a systematic approach to training methods.

1.5.4 Availability of Expert Trainers

Though distance education has been in practice since 1962 in India, there are very few distance education professionals in true sense. There is lack of discipline experts in distance education. Only a handful of teachers of 'distance education' are available at STRIDE. Professor of Distance Education is a rare species, as many universities do not have such a position, though they may be having large number of students studying through distance mode! Teachers of other disciplines by virtue of their experience of working for long years in the system do serve as experts in distance education. This is their secondary role, as they are not really expected to be subject matter experts in distance education. Though some of these experts are excellent trainers, by and large, the overall quality of training is questionable due to lack of professionals in distance education. Another important issue is that of acquiring the skills of training. This is a major problem in higher education as training skills are hardly given due importance. Most of the trainers in distance education are not trained to undertake the job as a professional. They have learnt the skills on the job and through practice.

1.5.5 Developments in Technology

Due to the advent of technology and its rapid progress, the discipline of distance education is fast developing. It creates pressure on trainers and training providers to keep themselves up-to-date and organize training programmes in cutting edge technologies suitable for distance education delivery. Distance education experts need to constantly update and upgrade themselves by attending professional development workshops/seminars/conferences to provide up-to-date training to their clientele groups.

1.5.6 Approach to Training

What should be our approach to training? What should be the appropriate duration? Who should provide training? Which mode to use? There are many questions that arise when we organize training programme for staff members. The mode of delivery is a debatable one. Many strongly feel that training on distance education should follow the distance mode. But in practice, most of the training programmes are organized in face-to-face workshop situations. It is high time that distance educators taught through what they preach. Distance training methods should be adopted to provide staff training. However, the face-to-face workshop model too has its advantages of bringing the staff members together and increase professional bonding, collegiality and interaction.

1.5.7 Career Development

The staff training and developmental activities in any organization should be geared towards the career development of individual staff members. If the staff members do not see any incentive for personal growth, it is natural that they would show less interest in these activities. Undertaking staff development activity within a continuous professional development (CPD) framework as suggested by Panda (2004) by synchronizing career goals and organizational development would increase the effectiveness of training programmes.



Reflective Exercise 1.3

Describe the context of training in distance education in your organization. Discuss the issues affecting staff training and development with at least 5 of your colleagues and summarize their views.

1.6 Summary



Over the years, distance education has emerged as a discipline with high social relevance. In this section, we emphasized this aspect of Open and Distance Education (ODE), and you should be able to recall the characteristics of this discipline such as focus of study, a new paradigm, reference

disciplines, principles and practices, research agenda, and education and promotion of professionalism. We also discussed the importance of training in ODE institutions because of the new pedagogies used in the discipline, high turnover of part-time staff and newness of the discipline itself. In this section a brief review of various training efforts in ODE has been carried out; and we provided you with some of the important issues affecting the quality of staff training and development activities in ODE. It will be useful for you as a trainer to discuss some of these issues, including the availability of resources, trainers and policy for training in your institution.

2

Approaches to Staff Training and Development

2.1 Introduction

Staff training and development in distance education is highly significant for open and distance education (ODE) institutions. We have discussed this in the previous section to impress upon you about the need for systematic training and development efforts. You have also read in the previous section about numerous efforts already made in this direction. It is time for you to think about your own organization. What are the prevalent views about staff training and development in your organization? What methods/types of staff training are adopted in your organization? Pause for a while, and think about these issues/questions to write these in a notebook/journal. The need for training and development is not common to all in any distance teaching institution. There are different categories of staff (teaching staff, non-teaching staff, and technical/professional staff) requiring different types of knowledge, skills and social abilities to perform optimally within the given context. Within one category of staff also, people have different requirements depending upon at what stage of the career they

are. A new entrant may require on-the-job induction training, whereas a senior (much experienced one) staff may need a study tour to acquire new perspectives. In this section, we shall discuss an array of staff training and development activities available to you as a trainer or training coordinator.



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 - 2.3.13 Workshops
- 2.4 Selecting an Approach to Staff Training and Development
- 2.5 Summary

2.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- Describe the systematic approach to training;
- Summarize and explain the different types of staff training and development; and
- Use appropriate approach to staff development for institutional benefit.

2.2 Systematic Approach to Training (SAT)

To make any training programme relevant for the target group and ultimately effective, it is necessary that a systematic approach be adopted to the whole process. A systematic approach to training suggests that training follows a series of events in a cyclical manner (Fig. 2.1). Following the training cycle should help you not only to design a good training but also to receive the desired results. As a trainer, you will be in a position to categorically tell the impact of your training programme. The systematic approach is also a guide for you to perform consistently as a trainer/training coordinator.

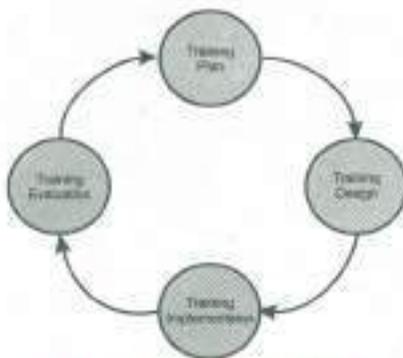


Fig. 2.1: Systematic Approach to Training (SAT)

Training Plan: Planning is the first step in a successful training. At this stage, you should be able to identify the problems, determine the training needs (see Sections 3) and specify the training objectives. You should also decide your training approach as discussed in this section.

Training Design: Design and development of a training programme (see Section 4) based on the actual needs and training objectives must be specified. The training design should also specify methods and materials (including items to measure trainee learning) (see Section 5 & 6).

Training Implementation: At this stage, it is important to do what is actually necessary to achieve the objectives. The design is now put to practice or operation. Much of the successful implementation of the design is dependent on the knowledge, skills and attitude of the trainer (see Section 6) and the organizational resources (see Section 7).

Training Evaluation: At this stage, you gather feedback from trainees and analyse them to check the successful achievement of the objectives and where necessary take steps to improve future training activity of similar nature (Wentling, 1993). Thus, this step is also a feeding mechanism to the planning stage (see Section 8).

2.3 Types of Staff Training and Development

There are a number of ways to provide staff training and development opportunities in distance teaching institutions. The most popular way is in-house training/workshop organized face-to-face. You also know that distance learning can be an effective way to provide training to staff without moving them away from their job. However, at times, staff may be taken out of their work environment to provide necessary training in the form of some apprenticeship training or participation in a seminar/conference. You may realize that training activities can be organized for individuals (on one-to-one basis) and for groups in an organization. Table 2.1 shows two-dimensional matrix of different types of training and staff development option available to us. Some of these can be grouped in different categories.

Table 2.1: Training and Staff Development Options

	Individual (one-to-one)	Group (one-to-many/many-to-many)
On the Job	<ul style="list-style-type: none"> • Coaching and Mentoring • Job rotation/experiential learning • Self-Learning • Reflective Practice • Apprenticeship 	<ul style="list-style-type: none"> • Workshops/Face-to-face Training • Working committees • Distance and online learning • Action research
Off the Job	<ul style="list-style-type: none"> • Research • Attachment • Study Tour • Consultancy 	<ul style="list-style-type: none"> • Workshop/Face-to-face Training • Conferences/Seminars • Vestibule Training • Study Tour • Collaborative research

2.3.1 Attachment Programmes

This is one of the ways to provide training to entry level and middle level staff to develop specific knowledge and skills by getting them attached to centres of excellence. It is an off-the-job training approach where an individual is attached to an expert

trainer for a specified (usually short) time as an apprentice. It is a highly participatory training, where the trainee learns by doing/working under the supervision of the expert. Attachment is also done on-the-job and in such a situation the apprentice is absorbed in the job on successful completion of job. In some situations it is also called internship.

2.3.2 Coaching and Mentoring

Coaching and mentoring are on-the-job approaches to staff development. These two are grouped together because of their similarities. Both are personalized and one-to-one approaches, where a trainee is attached to an expert in the organization for a longer period. Coaching involves working with a person to help him/her develop his/her abilities to the optimum. In sports we find an experienced coach provide personal training with whom the trainee can discuss his/her problems to get advice and take corrective action. In open and distance education institutions, coaching can be used effectively in providing remedial training such as when an employee is already having specific skill, but under-performs. An experienced coach can help in identifying the problem and sort it out. Most of the time the coach works along with the trainee; whereas, the mentor is usually an advisor, supporter and facilitator. Mentoring is similar to apprenticeship, but the former is mostly used in the context of professional training, while the latter in vocational skill training. Also, mentoring is beyond apprenticeship, as here the relationship is more informal. Mentors can help identify specific training needs of mentee and suggest various strategies to develop their capabilities. Mentors in an organization can help the new employee to adjust in the working environment and transfer learning to the job. In open and distance learning institutions, senior teachers (professors) can be trained to play the role of mentors for new teachers (lecturers) so as to enable the new teachers to develop quality distance learning materials.

2.3.3 Consultancy

Consultants are experts who can facilitate identification of solutions to a given problem. External consultants can be used in an organization to help:

- perceive the situation more clearly;
- devise alternative strategies for solving the problem;

- evaluate the alternatives;
- decide on a course of action; and
- plan the implementation and take action (Cookman *et al.*, 1992).

We can learn a lot from interacting with a consultant and working with him/her. In the beginning, a number of consultants from UK Open University visited the IGNOU under IGNOU-ODA Project to provide training to IGNOU faculty. Similarly, open and distance education institutions can also provide facilities for employees to take up consultancy for other organizations. In such a situation the consultant employee gains substantial experience of solving some external problems. Such experiences should be used in the organization, as the employee gets an opportunity to implement his/her ideas and test them in another organization before the same can be used in his/her own.

2.3.4 Seminars/Conferences

Conferences and Seminars are conglomerations of experts and people of common interest in a specialized area of study. Conferences report significant research and development activities in a particular field. They provide us an opportunity to demonstrate our research and innovation to the world of peers. For young professionals, conferences are also a place of getting exposed to the latest developments. Conferences are an excellent vehicle for staff development. In open and distance education, there are many conferences which are organized regularly. Some of these are:

- Annual Conference of Association of Asian Open Universities (AAOU).
- Annual conference of the Indian Distance Education Association (IDEA).
- International Conference of the International Council for Open and Distance Education (ICDE) (held every 2 years).
- Pan-Commonwealth Forum of the Commonwealth of Learning (PCF).

2.3.5 Distance and Online Learning

It is needless to emphasize more on the usefulness of distance and online learning as an approach to staff training. Distance

education institutions must practice what they preach. Distance and online learning methods are also cost effective especially when we have higher enrollments. These methods are as effective as conventional classroom training in terms of learning outcomes. Online training is more cost-effective than face-to-face training mainly due to the lower opportunity cost of the participants (Jung, 2005). This is something that is more important, as these training programmes can be on the job and trainers don't have to leave work to attend training. Moreover, distance and online training provide rich and contextual learning opportunities for the trainees.

2.3.6 Job Rotation

This kind of training involves movement of a staff from one job to another to help him/her understand various job roles. Thus, it is essentially an on-the-job and individual training opportunity. In open and distance education institutions, this is highly useful for training of non-teaching staff. As there are various functions involved in different departments of the distance teaching institution, it is important to regularly transfer the staff from one place to other to provide unique learning experiences. Job rotation normally provides staff with a wide perspective about the organization and allows them to develop rapport with a wide range of individuals in the organization. However, constant job rotation may also hinder development of expertise in a particular area. Hence, a transfer policy should be in place to avoid disruption of activities in the system, especially in the highly specialized units of ODE institutions.

2.3.7 Reflective Practice

Reflection, if promoted appropriately within an organization, could be an effective way of staff development. Reflection is something in which individuals engage themselves to explore their experiences in order to understand, appreciate and critically examine their work. Schon (1987) says that reflection is of two types, *reflection-in-action* and *reflection-on-action*. The former is to critically look into our practice during the process and the latter is to analyse what happened after the action. Thus, *reflection-on-action* is something like post mortem in which we look back on our

experiences to understand how things can be further improved. On the other hand, *reflection-in-action* is a formative evaluation process that asks us to constantly keep analyzing our work and take corrective steps needed. It is not easy to develop reflective practitioners in any organization. In order to develop reflective practitioners, the staff training and development manager must focus on the skills required, which are: self-awareness, description, critical analysis, synthesis and evaluation (Atkins & Murphy, 1993).

2.3.8 Research

Research undertaken on a topic of interest in a university or action research taken up on a problem faced in the organization can be a great learning and staff development activity for individuals. Research is useful in developing competence in critical thinking, analysis and interpretation of data. It helps us to create new knowledge and provides new interpretation/perspective to old things or problems faced. Providing action research opportunities in groups within the open and distance education shall be helpful in developing the system to find out better solutions to existing practices and problems. This is particularly useful for teachers in open and distance learning who should undertake research in their disciplines and distance education.

2.3.9 Self-Learning

In certain areas, we can depend on the power of self-directed learning. This is to empower people to take-up responsibility for their own learning and development. In such a case, the training and development manager in an open and distance education institution only provides a list of documents (internal/external) books, websites etc. for the employee-trainees to read and learn on their own. The emphasis here is on the individual employee. However, it demands a lot of efforts on individuals to be goal-directed in order to learn on their own. Interestingly, in organizations we deal with adults; and this is advantageous to plan for certain training through self-learning. Adults learn where there is a need to learn and they are motivated to learn. Therefore, open and distance education institutions should create an environment for self-learning. Appropriate time should be available for the staff to use the available literature to learn.

2.3.10 Study Tours

A study tour is an effective and useful way to staff development for both the new and the senior staff. This approach mostly depends on observation and critical questioning of existing practices. It is usually used in the case of off-the-job training programmes. Individuals and group of staff members can be sent on a study tour to another institution and critically observe and analyse the practices there to identify best practices and lessons that can be adopted and adapted in their own organizations. Sometimes study tours are used as exploratory means to develop contacts and increase institutional and personal networks. Though study tours may be costly, the advantages in terms of motivation and their first hand learning are enormous. Under the Distance Education Modernization Project, staff members of the Open University of Sri Lanka visited IGNOU in 2006. Such study tours are not only useful to the visiting staff, but also useful to the staff of host institutions.

2.3.11 Vestibule Training

This is an off-the-job training method, which is a replica of the actual working environment. This approach is used in highly skill specific tasks. It helps in quick transfer of learning from the training to work. The tools used are the same as that of the actual working condition. Though vestibule training is relatively costly in terms of creation of the laboratory conditions, the learning is effective. In open and distance education institutions vestibule training should be useful in technical positions such as computer operations in various divisions covering different tasks, production of audio-video materials, etc.

2.3.12 Working Committees

This is an on-the-job training method that can be organized in simulated or in real conditions. In educational institutions, many activities are performed through committees in a process called 'collegial decision-making'. A committee can also be used as a self-development activity for young members who can learn potentially about institutional policies and practices and also contribute fresh ideas and thinking to the process of decision-making. In practice, the committee approach is highly useful in developing team spirit. This method can be used effectively in a

simulated condition with an experienced trainer as a moderator and observer to provide briefing and de-briefing.

2.3.13 Workshops

This is the most popular method of staff training, both on-the-job and off the job, in most organizations. This is the common face-to-face training that uses one or more trainers and one or more methods of delivery of training. According to Derek Rowntree (1998), the workshops are used in open and distance education to:

- develop not merely the participants' knowledge but also their skills;
- carryout activities (work) rather than listen to presenters;
- focus on the experience of the participants rather than the lead presenters alone;
- share ideas and collectively think on important issues and problems; and
- facilitate learning from each other.

In this handbook, we focus on workshops as a major training approach and therefore much of the descriptions that follow in the following sections are in this direction.

2.4 Selecting an Approach to Staff Training and Development

In an organizational context, it is important to select the right kind of staff training and development for the right person and at a right time. Douglas T. Hall's career stage model suggests that as people grow older they have different interests and requirements in order to progress in their career. According to this theory, every person's working life passes through four career stages (Hall, 1976, 2002):

Stage I: Exploration (20-25 years)

Stage II: Establishment (26-40 years)

Stage III: Maintenance (41-60 years)

Stage IV: Decline (Above 60 years)

During the stage of exploration, the individual employee is searching for an *identity* of his/her own. At this stage, the employee

expects to be directed and supported. In the next stage, establishment, the employee begins to settle down and expect social acceptance and *intimacy* with peers, and is manifested by high productivity. In the maintenance stage that spans for a relatively longer period, an employ may face either stagnation, or a growth spurt or a decline. At this stage most employees are concerned with a need for *generativity* (creativity) to pass something to the next generation. The last stage is mostly after retirement and is often seen with decline of performance, as the individual is concerned with *integrity* (in terms of overall satisfaction with both work and social life).

In order to make our staff training and development effective, it is essential that the career stages of individual employees be taken in to consideration. The career stages of a teacher in Indian Universities, can be divided into the following:

- Lecturer/Sr. Lecturer (24-32 years): *Exploration*
- Reader (33-40 years): *Establishment*
- Professor (41-62 years): *Maintenance*

Therefore, staff development measures should suit their requirements to grow in their career and also facilitate their optimum productivity.

Warren (1979) has suggested the following criteria to decide an appropriate method/approach:

- Training criteria (suitability of the approach)
- Trainee response and feedback
- Trainer skill
- Approximation of the job
- Adaptability to trainee difference
- Cost

Training Criteria: The different approaches discussed in this section for staff training and development have their strengths and limitations. The approach selected should match the strengths. Therefore, selection of appropriate method should meet the objectives of staff development. However, most of the time

the open and distance education institutions are required to select multiple approaches to meet their requirements. Table 2.2 depicts the suitability of different approaches in different conditions.

Table 2.2: Suitability of Various Staff Development Approaches

Approaches	Suitability
Attachment programmes	Suitable to develop skills; provide exposure; and broaden outlook
Coaching and mentoring	Suitable to develop higher order decision-making skills; develops confidence; and team work
Consultancy	Suitable for developing expertise; develop networking skills, and experimentation of idea
Conferences	Suitable to develop awareness, provide exposure and improve interpersonal skills, and networking and collaboration
Distance Learning	Suitable for most training areas and are very cost-effective
Job Rotation	Suitable to develop diverse skills related to different job functions in an organization
Reflective Practice	This is a meta-cognitive skill; and suitable in most situations
Research	Suitable for problem solving; and to develop analytical skills
Self-Learning	Most cost-effective; and suitable for information-based learning such as rules and regulations
Study Tour	Suitable to provide exposure and new perspective
Vestibule Training	Suitable for high risk and skill-based areas
Working committees	Suitable for developing team-spirit and collaborative working
Workshops	Suitable for knowledge transfer and skill development

Trainee Response and Feedback: Choice of an approach in a particular context should also consider to what extent the trainee or the staff could get feedback in their learning progress to take remedial measures. For example, the possibility of feedback is high in coaching than in individual research.

Instructor skill: Choice of an approach will also be dependent on the availability of expert trainers with functional skills/abilities relevant to the job functions. For example, if a good coach or mentor is not available in your organization, it is not possible to choose this approach to train/develop staff members.

Approximation to the job: The issue here is which approach shall be to the best possible extent facilitate near transfer of learning to the job from the training environment. In this category, say the vestibule training may be the most approximate, but creating such an environment may not be cost-effective.

Table 2.3: Summary of the Strengths and Weakness of Staff Training and Development Approaches

Approaches	Feedback to Trainee	Trainer Skills	Approximate job	Adaptability	Cost
Attachment programmes	High	Average	High	High	High
Coaching and Mentoring	High	High	High	High	Low
Consultancy	Low	High	Low	High	High
Conferences/Seminars	Low	Low	Low	Low	High
Distance & Online Learning	Average	High	Average	Average	Low
Job Rotation	Low	Low	High	High	Low
Research	Low	Low	Average	High	High
Self-Learning	NA	NA	High	High	Low
Study Tour	Low	Low	Average	Average	High
Vestibule Training	High	High	High	Average	High
Working Committees	Average	High	Average	Average	Low
Workshops	High	High	Average	Low	High

Adaptability to trainee difference: Can a particular approach be adapted to the different learning style and pace of the individual trainee? Individual staff development approaches may be highly adaptive, whereas group-training situations may not offer the same flexibility. However, when the training group is homogenous, it is possible to adapt to specific requirements.

Cost: This is the most important criterion for consideration while choosing an approach to staff development. The staff training budget to a large extent will dictate what approaches should be adapted. While considering the cost, we need to identify the planning, development, and implementation costs of a training programme.

In Table 2.3 a summary of the strengths and weaknesses of the various staff training and development approaches in the context of open and distance education institutions is provided.

2.5 Summary



In this section, we have discussed the systematic approach to training, various types of staff training and development, and how to select an appropriate training and development approach. It has been emphasized that the systematic approach to training is a cyclical process of planning, designing, implementation and evaluation. The available approaches to staff training vary from the common 'workshop' to least used attachment programme and reflective practice. We have also discussed the importance of the career stage theory of Douglas T. Hall in selecting an appropriate staff development approach, and the criteria for decision-making, which includes suitability of the approach to the objectives, trainer skills, trainee feedback, approximation to job, adaptability to individual trainee difference and cost. Selection of a particular approach is dependent on many of these factors.

**Reflective Exercise 2.1**

Match your responses to the questions in the 'Introduction' of this section to the discussions thereafter.

Reflective Exercise 2.2

Following are some situations for staff training and development in an open university. What approach you will follow and why?

- a) Ramesh has recently joined as Junior Assistant in the Registrar's Office. There are about 26 such staff in the university who need training.
- b) Dr. Raghav Sharma is in his mid-career and has joined this university only a few weeks back. At this stage he is the only staff who needs orientation to open distance learning.
- c) The university is thinking of adopting a new technology for managing the academic processes. The software vendor has given a list of other institutions using the technology. To implement the system, the vice-chancellor has asked you to suggest a staff development approach for the directors of the schools and divisions.
- d) Dr. Anita Moitra has joined as a lecturer in the discipline of sociology that has two professors and three readers. It is her first job. She needs training.
- e) Alok Das is a section officer in the material production and distribution division for the last eight-years. He is in the same job since joining the university. He is due for promotion, and fears a posting in some other division would create difficulty for him.
- f) The university has developed an online system for office records management and document handling for the staff distributed in all the 50 regional centres and 1000 study centres. There are about 1200 staff to be trained to implement the system.

3

Identifying Staff Training and Development Needs

3.1 Introduction

As discussed in the previous Section, determining training needs is the first step of a successful training and development programme. As a trainer, you will recognize that training needs are of different types: individual, occupational and organizational. In any organization all these needs have to be addressed in a synergetic manner to provide better results. Out of experience, you will also appreciate that training is not the solution to all performance problems in an organization. If staff members do not recognize the need for training or if they do not see the need for change, any amount of staff training and development would not improve the situation. In this section, we shall focus on how to determine staff training and development needs in open and distance education institutions.



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3.6	Reporting Training Needs
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3.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- Explain the benefits of training needs analysis;
- Describe the processes involved in training needs analysis;
- Identify different types of training needs;
- Conduct needs identification, job analysis, task analysis and skill gap analysis for any position in a distance teaching institution; and
- Prepare a report of the training needs analysis.

3.2 Training Needs Analysis

There is inherent confusion on this topic in the available literature; and thus, it is necessary to explain here what we mean by training needs analysis. We are using Training Needs Analysis (TNA) as a broad phrase to describe the entire process of deciding 'what' should be included in a training programme. The process is divided into three steps (Wentling, 1993):

- Needs identification
- Needs analysis
- Gap analysis

"A training need is a need for human performance improvement that can best be met by training of some kind" (Peterson, 1992, p. 14) Many use 'analysis of training needs' interchangeably with TNA, whereas the former has more to do with analyzing the identified needs to examine the training problem into its component parts.

3.2.1 Types of Training Needs

Training needs are essentially of three types: individual, occupational and organizational.

Individual Needs: This category of training needs is essentially related to individuals than a group. It may be related to the job being performed by the individual or to his/her future aspirations. However, while identifying individual training needs, it has to be differentiated from 'want' and must be related to organizational needs. There is always a thin line between 'needs' and 'wants' and, this has to be looked into carefully. For example in an open university, the desire of a faculty member to receive training in advanced multimedia may be looked as a want, if the university is focusing more on print. Individual training needs emerge due to:

- Change of job
- Increased responsibilities
- Need for career development

Occupational Needs: An occupational training need is related to a specific category of job. For example, teachers in distance learning system are expected to write study materials by following the

'principles of self-learning materials'. They need to be trained in this task. The academic counsellors are expected to provide tutor comments while evaluating assignments. This is a new expectation that is not common in the conventional set up, and thus the part-time academic counsellors need training. Occupational training needs emerge due to deficiency in performance standards.

Organizational Needs: In order to be useful, all types of training needs should be related to the organizational needs. Such needs are related to the entire organization. Organization wide training needs emerge due to technological changes, environmental changes, legislative changes and manpower composition changes (Gautam & Shobhana, 2005). In open and distance education institutions, some of the examples of organizational needs are due to:

- Introduction of a new system/software of admission;
- Use of a new technology for production of training materials;
- Use of the interactive TV to teach;
- In-flow of students with higher computer skills, mobile phones and internet access;
- Need for attending training for promotion to higher position or due to a recently introduced rule;
- Transfer of a group of staff from regional centre to headquarters;
- Promotion of a group of staff from lower cadre to higher cadre, etc.

3.2.2 Benefits of TNA

As identified in the previous section, TNA is the first step in successful conduct of training and it is part of the systematic approach to training. However, TNA is not conducted always, as there are perceived training needs already available in the organization. Conducting training based on the result of actual TNA rather than perceived training needs should help in (Sheal, 1989):

- identifying actual performance problems;
- gathering information about the target groups;
- identifying important topics;
- understanding of the staff attitude towards training;
- increasing participation of the staff in the training process;

- taking stock of existing resources on training;
- setting objectives of training; and
- providing means of measuring the training effectiveness.



Reflective Exercise 3.1

Identify at least five training needs in your organization. Categorize them as individual/occupational/organizational and explain why do you think these need to be addressed.

3.3 Training Needs Identification

The first step in TNA is needs identification. It is important to identify whether there is a need for training or not. We have also defined earlier that training needs is a need for human performance improvement. This inherently accepts the fact that training need exists because of some existing or possible performance problem in an organization. The easiest way to express the performance problem is as follows:

$$A - B = C$$

where

A is Expected/Desired level of performance;

B is Current/Actual level of performance; and

C is Performance problem.

If the actual level of performance is less than the desired level of performance in an organization, then it is obvious that a problem exists. However, it is important to note here that the existence of a performance problem is a necessary condition for training, but not sufficient to justify the training needs. The causes of the performance problem could be due to one or more of the following (Wentling, 1993):

- Staff members do not know how or when to perform;
- They are not motivated; and
- They are prevented by the organization or the environment (lack of resources).

If the performance problem can be attributed due to lack of Knowledge, Skills or Attitude (KSA), then training is a possible solution.

To identify the performance problem, there are various ways, such as observation of the tasks performed, analysis of work samples, questionnaire/ interview/ feedback from employees, their supervisors and the clients (stakeholders). It is important that desired performance standards are available for the tasks under review. Say for example:

- A data entry operator is expected to enter at least 150 student records per day;
- A lesson writer must include learning objectives in behavioural terms;
- An academic counsellor must provide tutor comments in assignments evaluated by him/her.

Let us examine the last example above. Suppose a review of work samples of a group of academic counsellors revealed that they are not writing tutor comments, and thus a performance problem exists. Can we attribute the same to lack of training? May be so, as the academic counsellors may not know what is a 'tutor comment' and how they should write comments in assignments. But, it may also be so that they know it, but are not motivated to do the extra work due to low payments. It is also possible that they do not write tutor comments due to pressure of evaluating large number of assignments in short time. In both of the latter situations, training cannot be solution to the performance problem. If the performance problem is due to lack of 'know how' then we can categorically state that a 'training need' exists.

3.4 Needs Analysis

By needs analysis we mean 'analysis of training needs' to examine in details the needs by breaking them into parts to develop training content. This process includes job analysis and task analysis and helps in understanding the nature of job performed and the tasks involved there in. This process helps the trainer to prepare a list of jobs/tasks broken into component parts. The results of the needs analysis are useful in formulating training objectives.

3.4.1 Job Analysis

As the phrase suggests, job analysis involves breaking down a job into its major component parts. This allows us to identify what are expected from different job positions in an organization. As

trainers, you may not always conduct job analysis. These may already be available in the form of job descriptions. Nevertheless, let us see the procedure of conducting job analysis (Wentling, 1993):

1. Identify precisely the job to analyze.
2. List all the tasks that are expected in the job.
3. Verify the list of job tasks through expert review and/or interview of staff performing the job and/or observation.
4. List the task on a job analysis worksheet to determine how frequently each task is performed, relative importance of each task, and the difficulty level. The task of job analysis may be given to a small group of staff performing the job to react.
5. Analyze the data to prioritize the various tasks performed for this job.

Legends:

- (a) 1- Seldom 2- Occasional 3- Weekly to monthly 4- Daily to weekly 5- Daily
 (b) 1- Marginally important 2- Moderately important 3- Extremely important
 (c) 1- Easy 2- Moderately difficult 3- Difficult 4- Very Difficult

		Example: Job Analysis Worksheet Job Position: Teachers at IGNOU				
		Tasks	Frequency Performed (a)	Level of Importance (b)	Learning difficulty (c)	Total Score
(i)	Prepare self-learning print materials					
(ii)	Prepare academic note for audio/video programme					
(iii)	Write audio/video script					
(iv)	Develop concept note for new programmes/ courses					
(v)	Prepare assignments questions and term-end examination papers					
(vi)	Evaluate student performances					
(vii)	Develop curriculum for courses and programmes					
(viii)	Prepare programme guides					
(ix)	Conduct orientation for academic counsellors					
(x)	Carryout needs analysis of a programme					
(xi)	Carryout programme evaluation and course evaluation					
(xii)	Coordinating print related tasks					
(xiii)	Any other					

Reflective Exercise 3.2

Develop the job analysis worksheet and conduct a job analysis for a specific position in your organization.

**3.4.2 Task Analysis**

The process of task analysis is breaking down each task into specific steps. It helps in identifying different elements of a task and/or procedures involved. These would be extremely useful in development of training objectives. Task analysis will also help in determining the critical steps or important elements in the tasks, so that appropriate emphasis can be

Example: Task Analysis Worksheet

Task: Prepare Self-Learning Materials (Print)



Steps/components (Based on Rowntree (1994))	Frequency Performed (a)	Level of Importance (b)	Learning difficulty (c)	Total
(i) Prepare the profile of your learners				
(ii) Write objectives of the lesson				
(iii) Outline the content				
(iv) Sequence and organize your ideas/content				
(v) Develop activities and feedback				
(vi) Find examples and graphics				
(vii) Decide on access devices				
(viii) Write the first draft (use simple conversational language)				
(ix) Revise, edit and finalise the first draft				
(x) Conduct developmental testing				
(xi) Prepare CRC				

Legends:

- (a) 1- Seldom 2-Occasional 3-Weekly to monthly 4-Daily to weekly 5-Daily
 (b) 1- Marginally important 2- Moderately important 3- Extremely important
 (c) 1- Easy 2- Moderately difficult 3- Difficult 4- Very Difficult

built into the training programme. The process of conducting task analysis is the same as that of the job analysis, except that for each task a specific and detailed sub-elements/steps are included. The task analysis worksheet along with the gap

analysis (to be discussed later in this section) is usually given to a group of staff performing the task to complete task analysis.



Reflective Exercise 3.3

Develop task analysis sheet and conduct task analysis for a specific task as identified in the exercise 3.2.

3.5 Skill Gap Analysis

This is the third component of TNA. The needs analysis helps to identify the jobs and tasks. But, in order to plan an effective training programme, it is important to know how well the employees are performing these tasks. This assessment is called gap analysis and is useful to prioritize the training areas. The skills



Example: Gap Analysis Worksheet

Job: Lesson Writer

Task: Preparation of SLM

List of components	Proficiency Rating	Check this box if proficiency is a problem	Can the problem be addressed by training? If yes, check this box
(i) Outline the content			
(ii) Sequence and organize the content			
(iii) Write the objectives of the lesson			
(iv) Develop activities and feedback			
(v) Use simple and conversational style			
(vi) Prepare a learner profile			
(vii) Conduct developmental testing			
(ix) Edit and finalize the first draft			
(x) Decide on access devices			
(xi) Find examples and graphics			
(xii) Prepare CRC			

Legend:

- 1 Can't complete any part of the sub-task (Poor)
- 2 Can complete less than half of the sub-task (Satisfactory)
- 3 Can complete more than half (Good)
- 4 Can complete the entire task but takes too long (Very Good)
- 5 Can complete the task within time standards (Excellent)

assessment can be performed through self-reporting by the staff through a gap analysis worksheet. The supervisors may also be asked to rate the proficiency of their subordinates in order to identify the gap in expected performance and actual performance. It is also possible to give a sample test to the staff members to understand their level of expertise. If you use a gap analysis worksheet, this will follow the following steps:

1. List the task analysis report from highest score to the lowest in the worksheet.
2. Ask a group of staff members to self-rate themselves.
3. Summarize the data. Low proficiency score mean the gap is higher.
4. Discuss the results of the gap analysis to develop training objectives.

3.6 Reporting Training Needs

Having conducted a TNA, it is important to report the same to the appropriate authorities in your organization so as to take action on the TNA. Normally conducting TNA is the task of the training division. A good TNA report is a participatory one, which is owned and accepted by the community. Therefore, involvement of all the stakeholders in the process is highly essential. The TNA report should explain the rationale of the study and its possible implications. It is also necessary that no individual is identified in the process of TNA, and a holistic report is presented with all functional details about the tools used, processes involved and the findings: The recommendations, and the identified needs should be backed up by data and in no way reflect any opinion of the researcher or training manager. While writing the TNA report special care needs to be taken to avoid judgments and fault-finding type of sentences. A TNA report should have the following components:

- Executive summary
- Introduction (background)
- Scope and limitations
- Methods and Instruments used
- Analysis and findings
- Conclusion and recommendations
- Appendices

Though your report may not necessarily follow the above format, it is important that you communicate the findings of TNA in such a manner that this can be made the basis for designing appropriate training programmes.



Reflective Exercise 3.4

Using gap analysis worksheet, prioritize the training needs within a specific job in your organization. Prepare a detailed report based on the data gathered.

3.7 Summary



If you look back at the learning outcomes identified in the beginning of this section, you will find that we set out to discuss how to identify training needs in an open and distance education (ODE) institution. In the process, we clarified about different types of training needs (individual/ occupational/ organizational), and also explained that identification of a performance problem is not necessarily due to lack of training. We also discussed the process of conducting job analysis, task analysis, and skill gap analysis using appropriate forms/ questionnaires. At the end, we emphasized the importance of a structured and well-written TNA report to take appropriate decision and design training programmes.

4

Developing Training Programmes

4.1 Introduction

Having identified the training needs in an organization, it is important to develop appropriate training programmes. Transforming the training needs into tangible training design is a task that should be done carefully. This is also useful, if you are offering training programmes to a wide clientele by designing a variety of programmes needed by them. In this section, we discuss how you may transform the training needs into training objectives and how you can design effective training programmes.



Contents

4.1	Introduction
4.1.1	Learning Outcomes
4.2	Training Objectives
4.3	Organizing Training Content
4.4	Developing a Training Design
4.5	Preparing a Course Description
4.6	Development of a Lesson Plan/ Session Plan
4.7	Summary

4.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- Write measurable training objectives for a training programme;
- Organize training content;
- Develop a training design;
- Prepare a 'course description' or a 'programme brochure'; and
- Develop lesson plans.

4.2 Training Objectives

Training objectives are the foundation of an effective training programme. To develop a training programme, we must know what we intend to change and what the training should be able to do better than the participants are not able to do at present. "Objectives are statements of specific outcomes to be achieved by training" (Ford, 1999, p. 74). It is often used synonymously with goals

and aims. However, goals and aims are broad statement of intent that gives us some idea about what is about to come (Race, 1989). Objectives are more focused and precise that help us to know when we reach/achieve them. Wentling (1993) emphasized the following for the objectives:

- They help the trainer develop and conduct training with appropriate knowledge and skills;
- They provide the trainee with a clear understanding of what they will be able to do as a result of training; and
- They help both trainer and the trainee to evaluate the learning due to training.

In the literature of education and training, objectives are also referred as 'behavioural objectives', 'instructional objectives', 'learning outcomes', etc. with little variations (Mishra, 2005). In the recent past the use of the phrase 'learning outcomes' is gaining popularity, because of the use of competence standards in the vocational industry and the inadequacy of the 'behavioural objectives' that limit objectives within the behaviouristic framework. Thus, learning outcomes include personal outcomes such as interpersonal skills, teamwork, etc. as well as the emphasis is on demonstration of the achievement of the learning through evidence. According to Allan (1996) learning outcomes may well subsume a form of learning objectives, but the abandonment of the descriptor 'behavioural' is absolutely crucial in allowing outcome led design to shed the mantle of behaviourism which is antithetical to higher education" (p. 104). Learning outcomes can be categorized into three types:

- Subject-based outcomes
- Personal transferable outcomes (e.g. working with others)
- Generic academic outcomes (e.g. thinking critically).

Well-written learning outcomes are likely to include the following:

- a *verb* that indicates what the trainee is expected to be able to do at the end of the training;
- a word or words that indicate *what* or with what the learner is acting; and

- a word or words that indicate the nature (context or standard) of the *performance* required and evidence that the learning was achieved (Moon, 2002).

This is similar to the three components of objectives:

- *Conditions* under which the task be performed;
- *Performance* verbs in unambiguous terms; and
- *Standards* of the expected performance (Mager, 1990).

Moon (2002) suggests that the use of stem/phrase such as “you will be able to” or “you should be able to” in the learning outcomes be replaced by “you are expected to be able to”, as the former are phrases that denote learning to happen with more certainty. But in practice, it really never happens so, as no training can make the entire trainees equally competent. Every trainee brings in his/her own experience to the training and thus, the individual difference also goes into the final achievement of the objectives. This is an important issue, generally ignored by the trainers, even with lots of experience.

Now, let us take a few examples of training objectives. But, before that, let's answer the question – where do objectives come from? If you are thinking in terms of the results of the TNA, you are in the right direction. The training objectives emanate from the TNA. In a recent study (Mishra, 2005) on the competencies of the academic counsellors at IGNOU, the following items were identified as the areas that need training inputs:

1. Knowledge about how distance education works;
2. Knowledge of multimedia approaches in distance education;
3. Knowledge of the systems and procedures of the university;
4. Knowledge of needs and circumstances of adult learners; and
5. Knowledge of further education opportunities and job opportunities in the subject discipline.

These needs must be articulated in terms of appropriate training objectives/learning outcomes. And, in order to do so, let us take up the first two statements as examples:



After completion of the training programme, you are expected to be able to:

- Describe the techniques and processes involved in distance education;
- Define distance education in your own words;
- Identify the characteristics of distance education;
- Explain the use of multimedia approach in distance education; and
- Discuss the merits and de-merits of the multimedia approach.

As you can see from the above example, one 'need statement' may result in one or more statement of objectives. You may also have observed that the above examples of objectives relate to knowledge component alone. In practice and in reality, learning is often categorized into three types: cognitive, psychomotor and affective (Hienich *et al*, 1999). The outcomes of a training can, therefore, be observed and assessed in three categories:

- knowledge and intellectual abilities;
- physical action and motor skills; and
- feelings and attitudes.

A group of researchers led by psychologist Benjamin Bloom (1956) further categorized the cognitive domain into six levels (from lower to higher): knowledge, comprehension, application, analysis, synthesis and evaluation. This is often referred as Bloom's Taxonomy. In 2001, a team of research led by L.W. Anderson revised the Bloom's Taxonomy (Krathwohl, 2002). The original Bloom's Taxonomy was uni-dimensional with both *noun* and *verb* together. For example, in 'the learner will be able to identify the three major theories of learning'; 'identify' is the *verb* and 'theories of learning' is the *noun* represented in a uni-dimensional framework. In the revised taxonomy, both *noun* and *verb* form two separate dimensions the *noun* forming *knowledge dimension* and the *verb* forming *cognitive process dimension*. However, knowledge formed the lowest category of the objectives in the cognitive domain in the original taxonomy with other sub-categories. Table 4.1 gives the structure of the knowledge domain. For the cognitive process dimension, the six categories in the original taxonomy have been retained with changes to label those in their verb form to fit usage in the objectives. The knowledge category has now been renamed as *remember*; while comprehension is now *understand* as it is widely accepted as a

synonym to comprehension. Application, analysis and evaluation become *apply*, *analyse* and *evaluate*; and synthesis has changed place with evaluation with a new name *create*. Thus, the new hierarchical structure of the revised taxonomy in the cognitive process domain is: remember, understand, apply, analyse, evaluate and create. Table 4.2 gives the detailed structure of the cognitive process dimension of the revised taxonomy. Based on the two-dimensions, a multiple grid (Table 4.3) can be prepared for use in writing learning outcomes/objectives. In order to facilitate appropriate use of verbs in the learning outcomes Tables 4.4, 4.5 and 4.6 give list of verbs in the cognitive domain, psychomotor domain and affective domain.

Table 4.1: Structure of the Knowledge Dimension

1. **Factual knowledge** (the basic elements that a student must know to be acquainted with a discipline or solve problems in it).
 - 1.1 Knowledge of terminology
 - 1.2 Knowledge of specific details and elements
2. **Conceptual knowledge** (the inter-relationships among the basic elements within a larger structure that enable them to function together).
 - 2.1 Knowledge of classifications and categories
 - 2.2 Knowledge of principles and generalizations
 - 2.3 Knowledge of theories, models and structures
3. **Procedural knowledge** (knowledge about how to do something; methods of inquiry and criteria for using skills, techniques and methods).
 - 3.1 Knowledge of subject-specific skills
 - 3.2 Knowledge of subject-specific techniques and methods.
 - 3.3 Knowledge of criteria for determining when to use appropriate procedures
4. **Meta-cognitive knowledge** (knowledge of cognition in general as well as awareness and knowledge of one's own cognition).
 - 4.1 Strategic knowledge
 - 4.2 Knowledge about cognitive tasks (including contextual and conditional knowledge)
 - 4.3 Self-knowledge

Source: Mishra (2004).

Table 4.2: Structure of Cognitive Process Dimension

1. Remember (retrieving relevant knowledge from long-term memory)
1.1 Recognizing
1.2 Recalling
2. Understand (determining the meaning of instructional messages including oral, written and graphic communication)
2.1 Interpreting
2.2 Exemplifying
2.3 Classifying
2.4 Summarizing
2.5 Inferring
2.6 Comparing
2.7 Explaining
3. Apply (using a procedure in a given situation)
3.1 Executing
3.2 Implementing
4. Analyse (breaking material into its constituent parts and detecting how the parts relate to one another and to an overall purpose)
4.1 Differentiating
4.2 Organizing
4.3 Attributing
5. Evaluate (making judgements based on criteria and statements)
5.1 Checking
5.2 Critiquing
6. Create (putting elements together to form a novel, coherent whole or make an original product)
6.1 Generating
6.2 Planning
6.3 Producing

Source: Mishra (2004).

Table 4.3: Taxonomy Table

Knowledge Dimension ↓	Cognitive Process →	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual							
Conceptual							
Procedural							
Meta-cognitive							

Source: Mishra (2004).

Table 4.4: Verbs in Cognitive Process Dimension

Remember	Understand	Apply	Analyze	Evaluate	Create
Define	Describe	Translate	Distinguish	Judge	Plan
List	Clarify	Apply	Analyze	Evaluate	Create
Recall	Paraphrase	Use	Differentiate	Select	Design
Name	Interpret	Execute	Organize	Check	Formulate
Tell	Demonstrate	Implement	Attribute	Critique	Suggest
Recognize	Illustrate	Do	Deconstruct	Criticize	Construct
Identify	Exemplify	Carry out		Measure	Produce
	Classify			Choose	Generate
	Categorize				Assemble
	Group				Arrange
	Summarize				
	Abstract				
	Generalize				
	Infer				
	Conclude				
	Extrapolate				
	Predict				
	Compare				
	Contrast				
	Match				
	Explain				

Source: Mishra (2004).

Some experts in the context of training categorize objectives as:

- Prerequisite objectives that the trainee must have before beginning the training. This is also called qualifying objectives or pre-requisites.
- Enabling objectives that are facilitating in nature to perform the ultimate objectives; and
- Terminal objectives that the trainees will be able to demonstrate at the end of the training. While writing the training objectives, we are concerned about these objectives.

Table 4.5: Verbs in Psychomotor Domain

Adapt	Fill	Measure	Rearrange	Construct	Store
Adjust	Fix	Mix	Reduce	Control	Strike
Administer	Formulate	Modify	Repair	Cut	Tally
Assemble	Grind	Move	Replace	Design	Transfer
Blend	Handle	Open	Report	Detect	Turn
Build	Harvest	Operate	Revise	Develop	Twist
Burn	Heat	Organize	Rotate	Disconnect	Type
Calibrate	Isolate	Place	Select	Dismantle	Use
Change	Knead	Plant	Separate	Display	Vacate
Choose	Link	Prepare	Show	Dissect	Wash
Clean	Load	Proceed	Sort	Draw	Weigh
Collect	Loosen	Produce	Start	Fasten	Wipe
Connect	Manipulate		Stop	Store	Write

Sources: Cited from Burz & Roberts (1998) and Wentling (1993)

Table 4.6: Verbs in Affective Domain

Accept	Challenge	Discuss	Obey	Seek
Act	Change	Dispute	Observe	Share
Agree	Choose	Evaluate	Organize	Show
Approve	Combine	Follow	Praise	Solve
Argue	Compare	Give	Prefer	Suggest
Arrange	Complete	Help	Propose	Support
Ask	Comply	Influence	Question	Verify
Assist	Conform	Initiate	Read	Visit
Attempt	Cooperate	Join	Report	Volunteer
Attend	Criticize	Judge	Request	Weigh
Avoid	Debate	Listen	Resist	
Balance	Defend	Maintain	Respond	
Believe	Discriminate	Mediate	Revise	

Sources: Culled from Burze & Roberts (1998) and Wentling (1993)

While writing objectives, the following suggestions of Phil Race (1989) may be considered:

- Don't list too many objectives
- Make them personal
- Avoid unnecessary jargon
- Make them as specific as possible
- Relate them to the experience of the learners
- Don't write too many objectives
- Make them motivating and attractive
- Relate them to assessment.

4.3 Organizing Training Content

The process of organizing training content actually starts at the time of job and task analyses. The priority of the content sequence is drawn from the TNA. However, it is possible that the training may follow a different pattern due to the demand of the subject and/or the profile of the target group. The sequence of the topics in a training programme is very important because of its impact on the learning process. In order to organize the content, Wentling (1993) suggests the following guiding principles:

- Move from simple to complex
- Move from general to specifics
- Use an existing logical organization
- Move from known to unknown
- Use job performance order.

There can be various ways of organizing. For example, the content can be organized as a work-flow (process) as in any operation or in chronological manner (to show events) or in developmental stages (as in biology).

4.4 Developing a Training Design

Earl (1987) defines design as "The plan, structure and strategy of instruction used, conceived so as to produce learning experiences that lead to pre specified learning goals" (Quoted in Truelove, 1997). The training design is a 'blueprint' of what you are going to do in a training programme. It specifies the contents to be covered and how the learning activities are planned. A good training design includes the following information about the training programme:

- Aim
- Objectives
- Target Group
- Competencies (K-S-A listing as derived from TNA)
- Workshop content organized in a logical sequence
- Workshop strategies and methods.

The training design emphasizes the methods to be followed in the delivery of the training. In order to select appropriate methods, it is necessary that we have clear understanding of 'how adults learn?' The andragogical assumption about the adult learners (Knowles, 1970) emphasizes that:

- Adults have a 'self-concept' that is self-directing (which mean, they can articulate their needs);
- Adults are rich reservoir of experience (therefore, anything based on their previous experience or having practical application makes them interested);
- Readiness to learn of adults is related to developmental tasks of their social roles (thus, the training programme should match the requirement of the adult learners' 'teachable moments'); and
- Orientation to learning of adults is increasingly problem centred with immediate application (which means, training programme should emerge from actual problems).

Peter R. Sheal (1989) lists 10 principles of adult learning that should be taken care of while designing training programmes. These are:

Adults learn better;

1. In an informal, non-threatening environment (create such atmosphere).
2. When there is a need to learn or they want to learn (motivate them; identify need; develop need based programmes).
3. When their individual learning needs and styles are catered to (use a variety of methods, techniques and tools).
4. When their previous knowledge and experience are valued and used (use group techniques, case study, etc.).
5. When there is an opportunity for them to have some control over the learning content and activities (use flexible training approaches, CBT, etc.).
6. Through active mental and physical participation in the learning activities (use activities to do, rather than lectures alone).
7. When sufficient time is provided to the assimilation of new information, practice of new skills or development of new attitudes (don't overload content in short period of time; give sufficient time for interaction and discussion).
8. When they have opportunities successfully to practice or apply what they have learnt (provide hands on training and application level of activities).
9. When there is a focus on relevant and realistic problems and the practical application of learning (emphasize the 'what' and 'why' of training and explain how it is related to the job performed by the trainees).
10. When there is guidance and some measure of performance so that learners have a sense of progress towards their goals (use assessment techniques to provide feedback).



A detailed example of training design is given in Appendix-1.



Reflective Exercise 4.1

Using the template/framework of Appendix-1, develop a training design on a topic of your choice.

4.5 Preparing a Course Description

A course description is a general overview of the training programme and gives all information about the programme. It is also used as a marketing tool to promote the training programme. In organizations, decision makers need a basic document for approving the training programme and its budget. A typical course description includes the following:

- Course Title
- Introduction/Rationale/Background
- Training Objectives
- Target Group/Audience
- Training methods
- Course Contents
- Venue of training
- Logistical arrangements
- Duration and schedule
- Trainers/resource persons

Course Title: The title of the training programme should be as specific as possible and reflect the content and type of training.



Example

Workshop on Development of Self-Learning Materials.
Orientation Programme for Academic Counsellors.
Regional Workshop on e-Learning.

Rationale/Background/Introduction: This section gives a brief on the background of the training programme to establish the context. It describes a general rationale of the course and explains why it is being offered.



Example

The technologies of the internet and the World Wide Web (WWW) have made significant impact on teaching and learning the world over. In a knowledge-based society the demands for workforce with up-to-date knowledge and skills have grown tremendously resulting in pressures to create more and more opportunities for life-long learning. The internet is the natural means of delivering just-in-time education and training to a large number of people separated by space and time from the educational delivery institutions. This form of education and training has been gaining popularity in a variety of nomenclature: e-Learning, Web-based Learning, Online Learning, Virtual Education, etc. Realizing this the Staff Training and Research Institute of Distance Education (STRIDE) has planned a three-days workshop on e-Learning.

Objectives: We have already discussed the objectives at Section 4.2. The course objectives provide an understanding of the intent of the course.

	<p>Example At the end of the three-day workshop, participants are expected to be able to:</p> <ul style="list-style-type: none"> • Describe and discuss the characteristics of e-learning environment; • Critically analyse the usefulness of various technologies used in e-learning; • Use Internet and the Web for delivering education and training; and • Discuss issues related to design, development and implementation of e-learning.
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Target Group: A description of the target group for whom the programme has been designed and who will benefit from the programme should be clearly expressed.

	<p>Example 1 Target Group: The workshop has been planned for in-house faculty of IGNOU who are at least keyboard friendly and have an email account. The present workshop will accommodate only 20 participants</p>
	<p>Example 2 Target Group: This Workshop is intended for training executives, senior trainers, educational planners, learning technology managers, and teachers in Universities, Colleges, and Schools, who are interested in exploring the potentials of the Internet to promote, produce and deliver education and training on the Web. Academics and administrators from the Distance Education Institutions and Open Universities will highly benefit from the Workshop. To participate in the workshop, participant must have access to Internet and email, and they are keyboard friendly. Since the workshop language will be English, it is expected that all the participants are fluent in English.</p>

Methods: In this section, we need to explain the training methods to be employed in conducting the training programme/course. In the training design, these are already identified, and we need to put the same in the course description.

	<p>Example Methods: The workshop will follow an integrated delivery method with a combination of lecture presentations, online laboratory practice, and discussions. The workshop will be delivered face-to-face, but shall be web-enhanced through a discussion group on the Web. Participants will work in small groups and the workshop moderators will facilitate collaborative learning, as teamwork and collaboration is very important for implementation of e-Learning.</p>
-------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Course Content: The course description should also inform about contents to be covered in bulleted form to inform trainees about what they should expect in the training programme.



**Example
Tentative Workshop Topics**

Topics to be covered in the workshop:

- e-Learning: attributes, opportunities and challenges.
- e-Learning Management Systems (LMS) and related technologies.
- Designing e-Learning environments.
- Designing collaborative e-Learning environments.
- Developing e-Learning environments including virtual mentoring.
- Creating web documents
- Information and interface design.
- Digital audio and video production.
- Assessing learning outcomes in e-Learning.
- Evaluating e-Learning environments.

Venue and Accommodation: We should adequately describe the venue of the training, logistical arrangements to reach the venue and different types of accommodation available for the participants to choose.

Resource Persons: We should indicate who are the resource persons/facilitators of the training programme. It is a good idea to provide a brief bio of the resource persons to help establish the quality of the programme, especially if the resource persons are well known.

Training Fees: In the case of the fee-based training programmes, it is important to spell out clearly the fees in both Indian Rupees as well as in Dollar terms. You should also clearly indicate what are the benefits the participants are going to receive in lieu of the fee paid. Many institutions also indicate their cancellation policy for confirmed registration in the course description/brochure.

Testimonials: Testimonials are useful tools to promote and sell a training programme. If you are running a training programme regularly, it is useful to record/solicit testimonials from individuals who have successfully completed the same earlier. While including testimonials in the programme brochure, care

should be taken to choose the persons giving testimonials so that you reach and attract the target group easily.



Example

Workshop Fees: The fee for the workshop for Indian participants is INR 7,500/- (Seven thousand five hundred only). For participants from other Commonwealth countries the workshop fee is USD 500/- (Five hundred US Dollar only). The workshop fee includes all workshop materials, morning and afternoon snacks, lunch (during workshop sessions) and one-day tour.

Cancellation fee shall be levied on confirmed registrations as follows:

- a) 2 weeks prior to workshop starting date: 50% of workshop fee
- b) 4 weeks prior to workshop starting date: 25% of workshop fee

Workshop fee should be paid in Demand Draft in favour of "**Name of the Organization**". The workshop fee excludes travel and accommodation costs.

Contact and Registration Process: A course description or a training course brochure shall be incomplete without the contact details and registration procedure of the training programme. Give multiple ways of reaching the organizers such as telephones, mobiles, email, facsimile, website, etc.

4.6 Development of a Lesson Plan/ Session Plan

A lesson plan is a 'blueprint' for conducting training activities in a session. Therefore, it is a plan of action by the trainer to conduct the training session in a systematic manner. As a person responsible for the development of the training programme, you should ideally develop the lesson plan for all the sessions. However, if you are not the sole trainer, other trainers may use your lesson plans by appropriate adjustment. The lesson plan is a timed schedule of each action that the trainer and trainee do in a session. A lesson plan covers the following components:

- Objectives
- Content points
- Duration for each main topics
- Methods
- Explanation
- Evaluation methods/tests
- Resources needed



Example 1: Training Plan

Session: 1-1
Session Title: Inauguration
Duration: 90 Min.
Trainer

Objectives

The objectives of this session are to:

- Welcome the participants;
- Introduce the major objectives of the workshop;
- Explain the procedures to be followed;
- Introduce the participants to each other;
- Form working groups; and
- Formally inaugurate the workshop

Specific Steps

Main Points	Duration	Methods	Comments
Welcome	5 min	Lecture	Welcome Address by organisers
Overview of the workshop	10 min	Lecture presentation	Slide show
Inaugural address	20 min	Lecture	Depends on expert
Participant introduction	30 min	Briefing	Groups of two will talk to each other about their educational qualification, specialization, experience, interests, family etc. and introduce each other to the plenary
Group formation	20 min	Discussion	Discipline based groups or mixed groups to be decided at this stage
Vote of thanks	5 min	Lecture	By organiser



Example 2: Training Plan

Session: 1-2

Session Title: Open and Distance Education Concept, Growth and Evolution

Duration: 90 Min.

Trainer:

Learning Objectives

At the end of this session, the participants are expected to be able to:

- Describe the nature of Distance Education, and generations of DE;
- Differentiate amongst distance learning, open learning, flexible learning and life-long learning;
- Describe the process of distance teaching-learning; and
- Relate distance education and educational technology.

Resources Needed

- Video on Distance Education
- Test items
- Transparencies

Specific Steps

Main Points	Duration	Methods	Comments
Open and Distance Education	30 min	Slide presentation	
Open and Distance Education	30 min	Video show	The video show will be paused from time to time to make specific points. Participants will be asked to take note during video show to discuss in the plenary
Open and Distance Education	20 min	Plenary discussion	The trainer will write down major points on the white board or flip chart for the benefit of the participants.
Review Question	5min	Questioning	To clarify issues
Summary	5 min	Review	Continue from review questions and plenary

**Reflective Exercise 4.2**

Develop a course description for the training design that you have prepared in reflective exercise 4.1.

Reflective Exercise 4.3

Develop lesson plans for each of the sessions in the training design in reflective exercise 4.1.

4.7 Summary



In this Section, we have emphasized on the development of a training design that is based on the results of TNA. We discussed formulation of training objectives and the principles of content sequencing. Examples of action verbs in the cognitive process domain, psychomotor domain and affective domain were identified, and we explained the revised Bloom's Taxonomy in a two dimensional matrix of *verbs* (cognitive process domain) and *nouns* (knowledge domain). The knowledge domain includes factual, conceptual, procedural and meta-cognitive knowledge.

In this section, we also discussed with examples development of a course description document and its different components. How to prepare a lesson plan also formed part of the discussions in this section. Appendix-I illustrates the components of a training design that can be used as an example to follow for designing training on other topics.

5

Developing Training Materials

5.1 Introduction

Organizing an effective training programme requires training support materials as planned in the training design. The 'chalk and talk' approach is no more effective in training. In order to keep the trainees interested and motivated, we need to address to their learning styles. It is important to hold the attention of the trainees to what is being presented by you as the trainer. Preparing appropriate training materials related to content areas of the training programme as outlined/identified in the training design shall help you to meet the multiple intelligence¹ of the trainees. There are different types of training materials, ranging from simple to complex in terms of preparation and use. Also, the costs of these vary a great deal. As a trainer, you should be able to identify the most cost-effective and result-oriented training materials for use in open and distance education training situations. In this section, we shall discuss some of the commonly used and simple training materials.



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5.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- Select the best training materials;
- Prepare training materials appropriate to the training design; and
- Describe the advantages and limitations of various training materials.

5.2 Visual Training Materials

Visual or audio-visual materials are supposed to provide additional inputs to the learning experience by clarifying concepts and serve as an 'aid memoir'. A good visual training material should ensure legibility; reduce the effort required to interpret the message; increase the viewer's active engagement with the message; and focus attention on the most important parts of the message (Heinich *et al*, 1999). There are a variety of audio-video training materials, such as pictures, posters, flip charts, overhead transparencies, slides, audio tapes, videotapes, computer-based multimedia, etc. In this sub-section we focus on simple training materials that you can prepare yourself without much effort and technology requirements. Discussion on sophisticated training materials is beyond the scope of this handbook and readers are advised to see other related documents, as given in the trainer resource section.

Some of the major advantages and limitations of the most widely used visual training materials are given in Table 5.1.

Table 5.1: Advantage and Limitations of Visual Training Materials

Training Materials	Advantages	Limitations
Flip Chart is basically a pad of A1 size paper mounted on a easel by ring holes. The sheets on the pad can be flipped over the top of the easel. These normally come with thin rulings invisible at a distance.	<ol style="list-style-type: none"> 1. They are portable and can be used anywhere. 2. They are easy to use and information written can be retained for future use. 3. They can also be used without preparation. 4. They are cheap and require very little training to use. 	<ol style="list-style-type: none"> 1. Unless used carefully, flip charts can look amateurish. 2. Its portability can cause damage to pages. 3. It is only a support tool to lecture presentation and thus, highly teacher-centred.
Overhead Transparencies are acetate sheets of A4 size that can be used on overhead projectors. These days computer based presentations such as Microsoft PowerPoint have taken over OHTs, where LCD data projectors are used.	<ol style="list-style-type: none"> 1. They are portable and can be available widely. 2. The trainer always faces the audience. 3. Images can be large, bright and scalable to suit the group size. 4. Ease of production. 5. Improves the professional image of the trainer. 	<ol style="list-style-type: none"> 1. Requires electricity. 2. Some OHPs are noisy. 3. Bulb burnout is a common problem with OHPs. 4. Unless professionally prepared, there is a tendency to provide more information in a single acetate sheet, thus losing impact.

5.2.1 *Flip Chart Preparation*

1. As flip charts can be used in a training session without prior preparation, it is important that you decide in advance which part of the presentation requires advance preparation. Make notes on 5" X 3" cards.
2. Spread a flipchart on a table and write using a whiteboard marker.
3. Preferably write only the main points in capital letters. Follow the invisible lines on the flipchart to write on a straight line.
4. Leave one page break after each flip chart, as this can be used during the presentation.
5. Use multiple colour markers to emphasize your points.
6. If you intend to refer back a sheet, mark it with colour stripes.
7. If you want to draw diagrams during a training session, it is better to trace the outline of the same in advance using a light pencil.

5.2.2 *Overhead Transparency Preparation*

1. Before preparing OHTs, it is a good practice to outline your entire presentation in small library cards of 5" X 3" size. It is important to remember the KISS principle — Keep It Short and Simple.
2. Use keywords and phrases (which you will explain during the presentation) rather than complete sentences.
3. Decide a uniform pattern (portrait or landscapes) for all the OHTs.
4. Leave $\frac{3}{4}$ " margin in all sides of the acetate.
5. Use bullets rather than numbers, while listing non-sequential items.
6. Restrict yourself to 7 ± 2 ideas/line (Miller, 1956) per sheet.
7. Use underline, boxes, etc. to emphasize your point.
8. While writing text on OHTs, the letter size should be in accordance with the extent to which the image will be magnified on the screen, the size of the group and its distance from the screen. The thumb rule is to have at least 20-point font size for distance up to 10 meters. Beyond this, for every five meter increase in distance the font size should increase by 20 additional points.
9. Don't use all capitals in the OHT.

10. As far as possible add graphics (line drawing, pictures, etc.) to every OHTs. Remember a picture is equivalent to thousand words!
11. Use colour to provide appeal and emphasize your point. Use complementary colours such as Green-Red, Blue-Orange, Yellow-Violet, etc. (see Table 5.2).
12. Use computers for preparation of transparencies.

Table 5.2: Effective Combination of Colour for OHTs

Background	Foreground image and text
White	Dark Blue
Light gray	Blue, Green, Black
Blue	Light Yellow, White
Light Blue	Dark Blue, Dark Green
Light Yellow	Violet, Brown



Reflective Exercise 5.1

Prepare the OHTs for at least one training session of the training design in reflective exercise 4.1. (If you can prepare for all the sessions, these can be shared as a resource).

5.3 Printed Training Materials

Printed training materials are those in which a message is printed/typed on a sheet of paper and passed on to the trainees during the session. These can take the form of general information about the training or specific task-based information to work on or just to reinforce what has been said in a session. Therefore, depending on its use, printed training materials can take the form of a training manual, self-learning text, handouts, cases, journal articles/chapters and games. Naturally, the scope of this section does not allow us to discuss all these here, and therefore, readers are advised to refer other documents listed at additional materials. In this sub-section we shall discuss some of the commonly used printed training materials. These printed training materials can support a lecture, discussion or other training activities. These materials can be easily reproduced and distributed in large numbers. Some printed training materials can

also save a lot of time during a session and this improves the efficiency of the training experience.

5.3.1 Handouts

Handouts are the most common form of training materials distributed during training sessions. These may cover a mix of texts and images to clarify and reinforce some of the ideas/concepts presented during a session. A good handout should:

- Serve a purpose for both the trainee and the trainer;
- Enhance rather than replace training;
- Aid in the process of note-taking;
- Act as a starting point for further study and research;
- Provide information without spoon feeding; and
- Be capable of being easily assimilated by trainees at the beginning of the training session (Chin, 2004).

While preparing handouts, you should take care of the following suggestions:

- Give brief and clear instructions.
- Try to limit your handout to one page.
- Present information in the sheet using graphics, table, charts, bulleted list, etc.
- If the handout is an activity, make the task clear by stating the purpose and provide the steps to be performed.
- Before using the handout, ask some of your colleagues to 'try it out' to know whether it is making any sense.

5.3.2 Case studies

Case studies as training tools have been used ever since the Harvard Business School introduced this method way back in 1954. The case method is a higher order-training tool that combines cognitive, psychomotor and affective skills. It helps the trainee to critically analyze a situation devoid of emotional attachment with the real problematic situation. Case studies provide a challenging, stimulating and engaging learning environment for the trainees where they can use their prior learning and experiences to:

- Participate in a discussion;
- Analyse critically the situation;
- Offer solutions to the problem;
- Take decisions;
- Present recommendations to a group; and
- Influence others and the situation.

Case studies may be prepared from real-life experiences or in fictional manner. However, the case studies should be as realistic as possible to enthuse the trainee to accept it as a challenging problem to offer solutions to the problem. Interestingly, a case can have different solutions, and therefore, it provides multiple perspectives to look at a problem. A case can be as long as 40/50 pages or just 3-4 pages depending on where it is used. In a training session a short case that can be read in about 15-20 minutes is most appropriate. Writing a case is a creative task that involves the following parts:

1. Generation of an idea for the case in relation to the objectives to be achieved.
2. Building a narrative around the idea to weave a story that shall include the establishment of the context, description of problem and its associated scenarios; and providing different perspectives of the stakeholders.
3. Listing a few questions at the end to discuss the case.



Example of a Case: Course Development at ABC Open University

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ABC Open University (referred as ABCOU) is a national level institution in India. Though relatively a young university with just over 20 years of history, ABCOU has made a name for itself in the map of Indian Higher Education. It offers over 100 programmes at certificate, diploma, degree, postgraduate degree and research levels in a variety of disciplines covering Humanities, Sciences, Social Sciences, Management, Computer Science, Health Sciences, Engineering and Agricultural Sciences. Academic programmes of ABCOU are offered through the Schools of Studies. As in any other university, the Academic Council is the highest academic body of ABCOU which sets the academic standards and approves programmes before they are launched and

admissions take place. The Academic Council has established specific norms and procedures for development of the programmes. Every programme undergoes the four stages:

- Phase I: Approval of the programme proposal by the School Board concerned.
- Phase II: Approval of the programme concept by Academic Programme Committee and Planning Board.
- Phase III: Approval of the Detailed Programme Report (including the Syllabi) by the School Board and the Academic Council.
- Phase IV: Approval of the programme launch by the Academic Programme Committee.

ABCOU follows a course team approach to development of courses and programmes. Each programme consists of a few courses; each course consists of a few lessons/ units, which are self-instructional in nature. The lessons/ units are specially designed to promote self-learning and are characterized by its features like self-sufficiency, self-evaluating, self-directing, self-explanatory, and self-learning. These are materials designed for active learning by distance learners who are separated by space and time from the ABCOU.

Each programme has a Programme Design Committee or the Expert Committee involving subject matter experts drawn from universities spread all over the country. This committee prepares the detailed programme structure, which is later on taken up by the smaller course teams to develop the detailed lessons including appropriate instructional design. The course team normally includes 6-8 members drawn from within and outside the university with expertise in the subject matter, graphic design/media and instructional design with an internal faculty member being the Course Coordinator. The course team members are responsible for reading, vetting, and suggesting the appropriateness of the lessons/ units for the specific target group. In addition, the courses are also edited for the content accuracy, language errors, and the instructional design (normally called format editing) to maintain house style and uniformity. As per the statutory requirements, approval of the School Board concerned is required for all the people involved in the whole process; and the Chief Executive Officer of ABCOU appoints them for specific tasks. The course writers, editors, translators and all involved in the course development process except the internal salaried members of the discipline are paid by the university for their services.

Recently, reports of inaccurate representation of some of the Hindu Gods and Goddesses in one of the courses of ABCOU appeared in the media spreading shock waves amongst the university teachers to think and re-think about the existing practices of course development. The particular incident has become a matter of national debate and at some places the University faced public protests and student unrest destroying national property. As a matter of great concern related to faith and religion of people of the democratic and secular society, ABCOU has withdrawn the whole course immediately. However, by that time the course materials were already sent to more than 5000 students; and a large volume of the same material are in the store, as the study materials are printed in large bulk to reduce cost. These materials shall no more be used, as the University has decided to withdraw the course. The loss to the exchequer is obvious.

The University is now re-thinking its academic processes, and many within the university strongly feel that "the number of teachers in the university is not in proportion to the workload they have". "The University has expanded very fast without any thinking and/or without adequate support". Most of the course materials are written by outside experts and the internal faculty only coordinates the course development activity. There are now about 250 teachers in the University.

In a recent internal memo, the Chief Executive Officer of ABCOU said:

"The University has been practicing course-team approach to good effect to prepare its study materials since inception. The materials received from outside experts, once transformed by in-house faculty, were discussed in detail within the course-team and comments made by the members were incorporated to enhance comprehensibility and bring the materials to the level of learners. But it seems that due to pressure of work, the membership in the course teams had to be relaxed and in some cases even one member course teams worked on some courses. In spite of the fact that the delays that arise due to wider consultations in the course-teams could be contained, this has obvious limitations. This mechanism needs to be re-visited and reassessed."

An analysis of the withdrawn course (with disputed attributions and facts) revealed that the lesson/ unit in question was written by someone outside the University in English and then translated into Hindi by another person who is also not an employee of ABCOU. In fact, the problems in the text were first

identified in the Hindi version, though the problem cannot be attributed to poor translation. The relevant course materials were developed under the coordination of a senior internal faculty member; and the Director of the School concerned printed the material in question, whose name and the printer's details are also included in the credit page of the course. The credit page also indicates that the copyright of the material is with ABCOU.

The situation is too complex for ABCOU to handle.

Questions for Discussion:

1. What is the problem?
2. Who should be made responsible for the loss of image of the university and wastage of money?
3. Develop a flow chart for the course development process followed by ABCOU and identify the checkpoints to ensure academic quality.
4. What steps would you recommend to avoid such situations in future?

5.3.3 Games and Exercises

Steve Truelove (1997) differentiated games and exercises used in training as follows:

Games	Exercises
<ul style="list-style-type: none"> • Are competitive • Involve scoring or racing to produce winners • Have rules • Have players 	<ul style="list-style-type: none"> • Do not have roles • Maintain objectivity • May be conducted individually or in groups

Games are used as training events, especially in developing skills in the affective domain (e.g. team building, interpersonal relations, culture sensitivity, etc.). Example of use of games in open and distance education can be found in Lockwood (1998) and Dodds (1983). In games the process is very important, and therefore while preparing games, you need to make it clear for the trainees to gain insights. The use of games should be planned



carefully and timed so that it does not become a play without learning. In appendix-2, a card game to teach issues related to 'Designing Online Learning' has been presented.

The exercises are used to provide opportunity for group work and also to assess individual trainees. For assessment of student learning in every session, you need to have appropriate exercises in advance. For details of developing the questions, see the resources mentioned in the additional resource section.



Reflective Exercise 5.2

Write a case study on a topic relevant to the training design prepared by you.

5.4 Summary



Training material preparation is an important step in conduct of effective training programmes. In Open and Distance Education (ODE) as a trainer, you have to develop most of your training materials. In this section, we have discussed some of the tips on preparing simple as well as complex training materials, such as flip charts, case studies, games, etc. We have also illustrated these with examples for you to emulate and develop your own training materials.

Notes

1 Howard Gardner of Harvard University suggested seven intelligences: mathematical/logical (calculate), linguistic (write), visual/spatial (draw), physical (build), intra-personal (reflect), interpersonal (discuss) and musical (compose). It is emphasized here that the training design and the materials for training should focus on these different needs of the trainees.

6

Training Techniques and Skills

6.1 Introduction

We all know who is an effective trainer when we go through a training programme. Yet, it is difficult to list the characteristics of a trainer. We have all studied in a face-to-face situation, where an individual stand before a group of students to teach. We call that individual a 'Guru', a 'teacher' or a 'lecturer', and not a 'trainer'. Why is it so? In this section, we attempt to present to you the range of skills associated with a trainer that differentiate the trainer from a teacher. Interestingly, more and more teachers these days are using the skills of trainers apart from their traditional lecture and tutorials.

6.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- List the skills of a trainer;
- Use a variety of training methods;
- Use training aids appropriately and effectively; and
- Deliver effective training sessions.

6.2 Skills of a Trainer

As a trainer or training coordinator, you will probably do all the activities mentioned in this handbook. Most of these are pre- and post-training activities; whereas, the effectiveness of a trainer is judged most of the time by his/her role and performance during-the-training. In this section, we intend to emphasize this to improve your skills as a trainer. The most important aspect of being a trainer in open and distance education is first to have expertise in a functional area of



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open and distance education. Without sufficient depth in the research and developments in a particular area, no amount of trainer skills would be useful in a training session. Your lack of knowledge and experience on the subject would be obvious in the training session, as subject expertise is directly related to confidence and ability to communicate correctly. At the same time, that a good subject expert need not be a good trainer. Leslie Rae (2001) has identified that effective trainers should have the following skills:

- Organizational knowledge;
- Management and operational roles and functions;
- Training knowledge and skills;
- Programme preparation skills;
- Sensitivity and resilience;
- People skills;
- Commitment;
- Mental agility and creativity;
- Self-awareness and self-development;
- Sharing;
- Credibility;
- Humour; and
- Self-confidence.

Let's discuss in brief each of these skills.

Organizational knowledge: As a trainer in open and distance education institution, you need to be aware of the overall organizational structure, its rules and regulations. Understanding of organizational policy towards training and how staff members perceive training would be useful for you to plan and design appropriate training programmes. Most organizations have their own internal politics, power centres and bureaucratic procedures. As a trainer, a holistic view of these shall help you to establish rapport and credibility.

Operational roles and functions: Open and distance education institutions have unique operations and various staff members have different functional roles usually not found in conventional higher education institutions. As a trainer, it is important to understand these roles and functions, and you should be able to identify areas where training is needed.

Training knowledge and skills: This is a must for a trainer, though in many open and distance education institutions it is believed that anyone can become a trainer! This handbook has been designed to improve the training knowledge and skills of people like you, who are subject experts and experienced ODL teachers and have added responsibility of training. To be an effective trainer, you need to be one step ahead of others and have the requisite knowledge and skills of: training design, methods and techniques associated with staff training and development.

Programme preparation skills: As a trainer, you are also supposed to plan and organize training programmes. Therefore, you should be able to see through a training programme from the beginning to the end as a manager.

Sensitivity and resilience: As a trainer, you should be sensitive to the needs of the trainees and listen to every suggestion/feedback given by them during a training session. In a training programme conducted by one of my colleagues, the out station participants complained on the first day that the guesthouse does not have mosquito repellent; and thus, the trainees could not sleep well. The training coordinator showed sensitivity by personally organizing for mosquito repellent in every trainee's room by evening!

A training programme or session is a complex and difficult time. As a training coordinator, you have to arrange for and accommodate many things. In such a situation, you should have sufficient resilience to face any unforeseen circumstances.

People skills: As a trainer, your job is to be amongst people and transfer your knowledge and skills to them appropriately. Therefore, you should develop skills so that you are accepted as a trainer amongst the people to whom you train. You may be in a position of power as a trainer, but that does not automatically give you an acceptance as a trainer. You need to conduct yourself appropriately to get accepted, not by force or power, but by effectiveness as a trainer. You should know when to talk, when to listen, how to question, how to facilitate discussion, and how not to be judgmental. People consider you as arrogant trainer, if you are forceful, forthright and ask hard-hitting questions! Many

trainers who do not bother for the feelings of the trainees behave in this manner.

Commitment: This is an obvious requirement of a trainer, but difficult to articulate. If you are committed, it shows on your behaviour. If in a training session, you are not interested to listen, don't show enthusiasm, come without preparation; it is obvious that you are not committed for the training. To be sincere to your task is, in other words, commitment!

Mental agility and creativity: Training is a live event and as many individuals are involved, the dynamics of a training session/programme should keep you as a trainer on your toes. As a trainer, you should be proactive, active and fast reactive to situations and requirements. You should be creative enough to handle situations and bring back the training sessions to the track. You should think out-of-the-box to deliver training in creative ways without being the predictable and repetitive.

Self-awareness and self-development: As a trainer, you should be aware of your strengths and limitations. Self-awareness has direct relationship with increased confidence. Understanding our limitations is the first step towards self-development. You should take appropriate steps to develop your individual competency to be a role model.

Sharing: Effective trainers are those who work together with others by quickly developing rapport. They also have an attitude to share and give their knowledge and experience rather than withholding information in bureaucratic style. Ability to work in teams and share ideas and skills need to be developed by actually working together and not being critical about others.

Credibility: This is a difficult skill. If you are not an effective trainer, you will have no credibility. If you are not creditable, you are not an effective trainer. Thus, it is a vicious cycle. To be credible, your colleagues and trainees should believe you to have authentic, up-to-date and reliable knowledge. Ability to handle questions during a training session improves credibility of a trainer. If you are not able to provide satisfactory response or fail to

provide correct response, your credibility as trainer is bound to decrease!

Humour. Using humour at the right time, in a right way and in right measure is very important for a trainer. But humour is not everybody's cup of tea! Therefore, if you are not good at it, it is better to avoid humour that may fall flat during a session. However, you should be able to accept humour of others during a session and be smart enough to blend the situation to your benefit.

	Reflective Exercise 6.1 Assess yourself as a trainer.		
Skills	OK	Needs work	Comments/improvement
1. Subject knowledge (Area: _____)			
2. Organizational knowledge			
3. Operational roles and functions			
4. Training knowledge and skills			
5. Programme preparation skills			
6. Sensitivity and resilience			
7. People skills			
8. Commitment			
9. Mental agility and creativity			
10. Self-awareness and self-development			
11. Sharing			
12. Credibility			
13. Humour			
14. Self-confidence			

Self-confidence: It is a pre-requisite for being an effective trainer. Confidence of a trainer shall come from the subject expertise and training skills. However, it is possible that in spite of knowing both content and training skills, your confidence may disappear before a group. The only solution to avoid such a situation is practice, practice and practice. Experience of delivering more training helps a lot. Having little butterflies before every training session is somewhat good (rather it is needed to perform better), but you should show a confident image to the trainees. Remember — Be confident even when you are not!

6.3 Mastering Training Methods

One of the major skills of an effective trainer is to use appropriate training methods in the face-to-face training sessions. There are a number of methods that can be used in training sessions. These range from the widely used simple lecture method to the least used, complex games and exercises. In this sub-section we shall discuss some of the methods that you, as a trainer must master to be effective. It is also important to mention here that reading about these methods shall not make you an effective trainer. You need to use these methods as frequently as possible to have diverse experience and develop mastery over the methods. Moreover every training situation is unique and provides a new challenge to the trainer; and, it is your ability to quickly understand the situation and adopt/adapt the right method will decide your effectiveness as a trainer. We have already discussed case studies and games in Section 5, and so these will not be repeated here.

6.3.1 Lecture Presentation

This is the most common form of training/teaching that we all are familiar with. University teachers are quite comfortable with this method, which is more suitable for large group training and transmission of factual information. Trainee participation ranges from nil to minimum, and therefore, the trainer can schedule the lecture to precise timing with least effort. However, pedagogically, lecture is a teacher-centric approach and thus does not involve the trainee. This requires much effort from the trainee to listen to the lecture and remember from the beginning to the end. The trainee may however take note during the session, and ask questions at the end. Most lecture presentations these days are

facilitated through the use of overhead projectors or data projectors to make the lecture visually attractive.

6.3.2 Role Plays

Role-playing is a type of instructional simulation where trainees enact an incident and give other participants an opportunity to observe and provide their feedback. Role-plays can be pre-designed, where the trainer is expected to script the roles to be played by the characters and ask a group of trainees to perform the roles before the whole group. In some cases role-play can be open-ended, and can be performed without any dramatization. Role-plays are suitable for providing training related to customer care, student counselling, dealing with grievances, etc. Role-plays help trainees understand perspectives and feelings of other people in a wide range of work-related issues. In order to make role plays effective, the trainer should brief the whole group on what to focus in the role play; provide opportunity to all of them to practice the behaviour; and carryout a debriefing session. Role-play being a learner-centred participatory method, it demands prior knowledge of the task to actively engage one self and learn in the process.



Reflective Exercise 6.2

1. Conduct role-play sessions for developing the skills of a counsellor using the following situations. Remember to focus on the *Selecting-Listening-Structuring* components of the skill.
 - a) A student wants to join a programme.
 - b) A student has not received the assignment question in spite of repeated requests and is really furious.
 - c) A student has failed in a course and thinks that the evaluator has done him/her injustice.
 - d) A girl student is about to drop from a programme due to marriage.
2. Conduct de-briefing for all these situations.

6.3.3 Discussions

Discussions or group discussions are widely used in training situations especially to draw out the experiences of the participants. It is an active participatory method where participants share their knowledge, opinions and ideas on a

topical issue. Discussion is useful when the issue is debatable and there is a need to induce or change attitudes. Discussions can be held among trainees or between the trainer and the trainees. Discussions can be organized in three forms: (i) Structured discussion, (ii) Group discussion, and (iii) Panel discussion. In structured discussion, the trainer provides a set of questions/points for discussion. It follows a set agenda and the trainer facilitates the discussion through questioning techniques. A group discussion is normally done with small number of trainees, who take the control of discussion on the topic and self-organize themselves to discuss the topic and present the group findings/views to the plenary. It is useful to develop team spirit, consensus building and decision-making. The third category of discussion (i.e. panel discussion) is to have 3-5 experts to share their views/opinions on the topic with the trainee group. Panel discussion is useful to get different perspectives on a specific topic. For example, if the topic of discussion is 'quality in open and distance education', then the panelists could include: an expert on quality; an expert on ODE practices; an employer of ODE graduates; and a student who has studied through ODE. These panelists shall bring their own views about quality in ODE to help the trainees construct their own meaning about the topic.

6.3.4 Demonstrations

Demonstrations are powerful training methods to impart skill training (psychomotor). Demonstrations show the trainees how to do a task well in a real or simulated environment. To make demonstrations effective, as a trainer you should follow the following five steps of PESOS:

- *Prepare* the learner/trainee by explaining the significance of the task and why it is important to do it well.
- *Explain* the process by detailing out the theory behind it.
- *Show* the process by doing it yourself.
- *Observe* the trainee practice the process under your supervision.
- *Summarize* and let the trainee reflect on the learning.

Demonstrations are highly effective in computer training and operation of various electronic gadgets.

6.3.5 Brainstorming

Brainstorming is a method of creative problem solving, where participants allow their mind to 'freewheel' and make suggestions on the topic. The basic rules of brainstorming session are to allow uninterrupted thinking, no criticism or 'judgment on others' ideas, and encourage collaboration and group thinking. Apart from following these basic rules, as a trainer you should also state the problem in clear and concise terms, invite suggestions, record the views and summarize the points emerged. Once a big list of ideas is generated, the same group or another group may like to analyze the suggestions for its use. Say, for example, the topic of brainstorming was "improving student enrollment in ODL system". Then the suggestions can be categorized as 'must do', 'should do' and 'nice to do'. Brainstorming is a quick method to generate solutions and can engage the stakeholders in the process. However, if not handled by experienced trainer, a brainstorming session may lead to conflict. It may also lead to adoption of unscrutinized ideas.

6.3.6 In-basket Exercises

As the name suggests, trainees in this method are given series of files, papers, and letters as in the office 'in-tray' to work on and send to the 'out-tray'. Using in-basket exercise, we can train executives to take appropriate decisions according to the rules of the organizations. It helps the trainees to identify documents in terms of urgency and importance and to take speedy action. For example at IGNOU, the position of Director of a School is held on rotation basis amongst professors. Therefore, all the professors are future directors and their main job is to up-hold the academic credibility of the programmes on offer by following the Acts, Statutes, Ordinances, Rules and Regulations of the University. They also have to handle many day-to-day administrative and financial issues. In order to train the professors to take up the task of a Director effectively, we may design an in-basket exercise consisting of sample letters, files and note sheets that require application of the university rules and regulations. The trainees are then asked to go through the in-basket to offer their noting and reasons for doing so (though in reality the latter is not expected). An experienced trainer should then provide feedback

on each task performed by the trainees to discuss and clarify the appropriateness of the action taken.

6.3.7 Drill and Practice

The 'drill and practice' method is to increase the efficiency of the staff in performing a task. The purpose is to develop mastery learning. As a trainer, your job is to provide corrective feedback and remedial training. The trainees are expected to undertake the drill themselves and thus require high interest and motivation. In distance education, academic counsellors' may be asked to practice the skills of providing 'tutor comments' on assignment responses of the learners. Expert trainers are then supposed to look at these comments to provide feedback to the trainee academic counsellors who should practice till the writing of tutor comments are acceptable as 'teaching type'.

6.3.8 Selecting Training Methods

Though the choice of a training method is done at the stage of training design, based on the objectives to be achieved, we can identify certain criteria for doing so. There are four major criteria:

- *Primary focus:* teacher-centred/learner-central method.
- *Learning activity:* participatory/non-participatory.
- *Behavioural impact:* skill training/knowledge transfer/attitude.
- *Population served:* technical and functional/management/supervisory.



Reflective Exercise 6.3

Identify situations for which you will use the following training methods:

- Discussions
- Brainstorming
- In-basket exercise
- Demonstrations
- Drill and practice

	Reflective Exercise 6.4 How do you rate yourself as a trainer using different training methods?				
	Methods	Excellent	Very Good	Good	Fair
Lecture					
Role plays					
Discussion					
Demonstration					
Brainstorming					
Case study					
Games					
Drills and practice					
In-basket exercise					

	Reflective Exercise 6.5 Tick (✓) mark the appropriate characteristics of the training methods:								
	Methods	Primary Focus		Learner activity		Behavioural Impact		Population Served	
	Teacher centred	Learner Centred	Participatory	Non-participatory	Skill training	Knowledge transfer	Attitude change	Technical/Functional	Management
Lecture									
Role play									
Discussion									
Demonstration									
Brainstorming									
Case study									
Games									
Drill and practice									
In-basket exercise									

6.4 Improving Presentation Skills

Presentation skill is just one part of being an effective trainer, but it is the most important one as people judge your competence based on how articulate you are in a presentation. Though we can

improve and develop presentation skills, we should also understand that some people are better than others when it comes to presentation. It is also not possible to provide a 'quick do list' recipe for making effective presentations. Imbibing presentation skills take time and practice, and therefore your efforts at improving this will evolve you into a better trainer than others. There are three major reasons for poor presentations: lack of confidence, poor planning and lack of practice. Lack of confidence is the biggest obstacle to effective presentation. Truelove (1997) says lack of confidence leads to nervousness and anxiety, thereby falling into negative cycle of avoidance — no practice — no improvement. As a trainer, it is common to come across the following utterances from fresh trainers or nervous trainers:

"I will look like a fool before this group"

"What the trainees will think about me and my presentation?"

"I do not have enough material to talk"

All these are results of lack of confidence on one's own abilities. Here we would like to identify some important points that you as a trainer should consider in order to improve your presentation. It is always a good idea to take video recording of the presentation to review what went wrong and learn from it. In the absence of video, you may also like to ask some of your colleagues to sit during your presentation and provide you inputs. We would also like to suggest you to use a trainer evaluation form to get feedback from the trainees about your presentation. Objective review and continuous practice shall definitely improve your presentation skills. We can divide any presentation into three parts: preparation for presentation; presentation proper; and post-presentation review.

6.4.1 Preparation

This is the most important step of any good presentation. If you do not spend enough time researching and structuring your presentation content and methods, it is obvious that you will have a low confidence as you will know your weaknesses. Participants in a training programme are adults and expect you to come prepared. Even if you have done the same presentation for 10 times earlier, it is necessary to prepare as the audience may be

different. May be the time for preparation shall be less in such a situation. At this stage you need to take care of the following:

- Preparation of your lesson plan or review of lesson plan (if you are using someone else's lesson plan);
- Preparation of your training materials (OHPs, tests, etc.);
- Review of the training site;
- Acquainting yourself with the training aids;
- Understanding the overall trainee profile; and
- Dry rehearsal of the session (particularly important for fresher).

6.4.2 Presentation Proper

Some of the suggestions for improving presentation are as follows:

1. Wear something comfortable and appropriate for the occasion. This will boost your confidence to a large extent.
2. Don't think about your anxieties. Rather think positively about the preparations that you have made and the impact that you will make.
3. Arrive at the training session at least 15 minutes before time and relieve any tension by talking to people and taking deep breath.
4. Never start the sessions with an apologetic note such as: "I am not sure why I have been asked to be before you" or "I do not consider myself competent on this topic". You may think these as humbleness but many trainees may consider it to be your lack of confidence.
5. Project enthusiasm and maintain eye contact with the audience.
6. Start the session with a bang! Use appropriate level of voice to "break the ice" by asking a stimulating question or sharing an anecdote. Essentially, at this point you should grab the attention of the trainees to tell them the following:
 - objectives of the session;
 - relevance of the session;
 - what you are going to do;
 - what you are expecting from the trainees.

7. Follow the lesson plan step-by-step. It is a good practice to make the session interactive by asking questions; and involve the participants in the learning process.
8. Use visual aids appropriately. Consider switching media in 10-15 minutes so as to make the participants active. Remember that the attention span of adults range from 15-22 minutes. Use of multiple media during a training session breaks the monotony.
9. Encourage trainees to ask questions and provide comments. Give appropriate feedback without being evaluative or judgmental.
10. Help trainees to relate their new learning to workplace.
11. Keep your presentation to minimum so that learners have enough time for reflection, application and practice. Avoid information overload.
12. Frequently summarize your presentation to take the trainees along with you in an incremental manner.
13. Assess participant learning and review the session at the end to recapitulate what you have done. It is a good practice to go back to the objectives and re-state what the participants have achieved.
14. Don't put hands in your trouser pocket where you may be tempted to jingle your coins and/or keys. Avoid common repetitive mannerisms that may be noticed by the trainees.
15. Don't stand before the projection screen or by obstructing the view area of the projection system.
16. Don't move from one end of the room to the other end too frequently or prowl around a specific group of trainees.
17. While using the flip chart, write without showing your back to the trainees.
18. While speaking, pause effectively. Don't be worried by short silences because of a difficult question asked by you. Give time to the trainees to think and respond. Don't just jump to provide answers to your questions.
19. Follow a democratic process to allow trainees to participate in discussion. Don't just ask questions to one person or allow one trainee to take the floor all the time.
20. During a presentation, it is better to avoid sitting, as you would like to see everyone clearly. If you have to sit, don't sit on tables. Take a chair in which you can sit comfortably and see most of the participants.

21. During the presentation, you need to handle questions/comments/interruptions carefully. Handling these appropriately will help you to finish your presentation on time. There are trainees of different abilities during a session; and therefore, the interruption you will receive would be of different nature. You need to differentiate between a question and a comment. In case of the later, a simple nodding of your head or yes/no will suffice, while questions could be of different types, and they require different treatment. For example, an *inquisitive* question "Has the Bloom's Taxonomy revised? I hear someone talking about it" needs response of yes/no type. Here you need to only provide the reference source, if available. In a *probing* question "what is the relationship between objectives and assessment?" you probably have to go beyond information and provide analytical research-based data to prove that there exist a relationship. Probing questions are indicators of a good training session. There is another type of question, where the trainee already knows what you are presenting, and would like to put you to test. *Testing* questions are the most difficult to answer, and require tactful handling of the same. It is possible that you don't know the answer or you are not prepared to touch that part of the question asked. In such a situation, it is good to avoid the question by allowing the person to speak more about it. But, you should be genuine to state that this is beyond the scope of the session.
22. Time management is highly essential. If you are a good presenter, then the trainees will expect more from you. That does not mean you should go on and on. Any time overrun during a session in a training programme is bound to affect other sessions. As we expect to be respected by all, we must respect other trainers and should not eat into their time! We come across a few experienced trainers and subject matter experts, who tend to forget the time allotted and keep on talking beyond the scope of the topic. Such trainers do not bother about the delay they have caused for the other sessions, and how bad their feedback will be at the end of the workshop.
23. Conduct evaluation of the training session using a standard format (Appendix-3). Collect feedback anonymously to analyse later.



6.4.3 Post-Presentation Review

The post-presentation review is done to improve your own training skill, and therefore, this stage is highly important. Analyze the session evaluation form to generate summative data. Look at the positive and negative aspects of it. Though you should be happy about the positives as strengths, it is very important to analyse the negatives and find out the reasons and possible future strategies to improve. This is a stage of self-reflection, and in Donald Schon's view it is 'reflection-on-action' (Schon, 1987). Use the analysis of this review as input to future presentations.



Reflective Exercise 6.6

Present a few training sessions and conduct evaluation of the same to identify your strengths and weakness.

6.5 Summary



Have you conducted training sessions as indicated in this section? If yes, you will realize that the training skills discussed in this section are highly useful. In this section, we identified the importance of presentation skills and listed tips in conducting effective presentations. We also discussed the skills of an effective trainer. There are many training methods that are used in open and distance education training; and in this Section we discussed some of them such as role-plays, discussion, brainstorming, in-basket exercise, demonstration, drill and practice, presentation skills, etc.

7

Managing Training Programmes

7.1 Introduction

No training programme can be good without quality organization and implementation. We refer to these as 'management of training'. As a training coordinator or training manager, you perform a variety of tasks. Some of these are already discussed in earlier sections of this handbook. In this section, we would like you to focus on some of the skills related to management of training programmes. These are planning, budgeting, marketing, preparing, implementing and evaluating skills. Some of you as trainers may consider these skills as something that your administrative officer should have and provide you the necessary

support. Such ideal condition comes to us rarely. Most often you as a trainer shall be asked to perform many of these tasks.



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7.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- Develop a training programme;
- Prepare budget estimate for a training programme;
- Promote the training programme through appropriate strategy; and
- Manipulate available resources optimally to organize training.

7.2 Planning

This is the most important aspect of management of a training programme. For some of us, this is the biggest phase that continues till the beginning of the training programme. While for others, it

ends with the preparation of a 'blueprint' that is executed step-by-step. You should be able to plan for a training programme systematically by giving consideration to the following:

- a) The training needs analysis (TNA) report (Section 3);
- b) Training design preparation (Section 4);
- c) Preparation of a course description document (Section 4);
- d) Estimate of the budget (income and expenditure); and
- e) Approval of the appropriate authority to act upon the plan.

The course description document along with the training design document should form the bases of the training programme. While the training design is used for the implementation of training, the course description document shall be used for obtaining necessary approval and marketing of the programme. The course description document and the budget estimate are used as tools of decision-making by the approval authority to provide green signal to act upon the plan.

7.3 Budgeting

This is one of the most important and tricky aspects of the training programme, and not everybody is comfortable with it. However, it is also not so complex. We avoid it, as it is to do with finance and accounting. But, given time and opportunity, you should be able to prepare usable and realistic budget for the training programmes conducted by you. A typical training budget includes two parts: expenditure and income. There are certain factors that affect the training budget such as the number of trainees participating in a programme, number of resource persons, cost of equipments, hiring of venue, transportation, etc. An in-house training programme may not require some of these budget items, but it is useful to cost for all possible items during the planning stage. A typical budget heads for a training programme is given in Table 7.1.

Based on the total cost we can calculate the cost per trainee, as follows:

$$\text{Per Trainee Cost} = \frac{\text{Total cost}}{\text{No. of trainees}}$$

The estimate of expenditure gives us an idea about how much we will spend in order to conduct a training programme. For a

decision-maker, this is extremely important, as he/she would be able to see what will happen, if the amount is not spent. If you are conducting training to attract people from other organizations, the cost estimate shall help you to decide per trainee cost depending on how much profit you would like to generate on the investment/expenditure.

Table 7.1: Budget Heads for a Training Programme

Items of Expenditure	Cost (in Rs.)
(i) Training materials (cost per person X No. of trainees)	
(ii) Training kits (Bags, files, pens, etc.) (cost per person X Total No. of trainees)	
(iii) Office stationary (a lump sum amount, depending on the need)	
(iv) Working Lunch & refreshments (cost per person X No. of participants, including organizers)	
(v) Payments to resource persons (No. of resource persons X Cost per hours/session X No. of hours/ sessions)	
(iv) TA/DA for participants (not required, if in-house programme)	
(vii) Local transport (cost of vehicle per day X No. of days)	
(viii) Hiring of venue (cost of the venue per day X No. of days)	
(ix) Cost of equipment (computers, LCD, etc.) (Hiring charges per day X No. of days)	
(x) Miscellaneous (Banner, photographer, etc.) (lump sum amount)	
(xi) Overhead charges (estimated cost of total person-hours spent in design and delivery of the programme)	
Total expenditure:	

7.4 Marketing

This is extremely important for training providers (say for example like STRIDE, IGNOU). Without proper marketing of your training programmes, you will not be able to reach the target audience to attract them. Some organizations prepare a consolidated training calendar for a year and mail it to prospective

individuals and institutions. If you can anticipate and list the training programmes, that would be very good even for in-house training programme, as the internal staff can schedule their priorities based on the pre-announced dates of training.

Preparation of a brochure that is attractive enough is very important. The course description document prepared by you shall be useful in preparing the brochure. The brochure should be designed professionally. Remember, a prospective trainee shall have his/her first impression about the training based on this brochure. Don't forget to mention about the accommodation and logistic arrangements, as this is found to be a big hassle in any training programme. Therefore, clear instructions about booking of hotel rooms, cancellation, etc. must be given. It is useful to have a registration form along with the brochure. The registration form should, apart from the conventional data like name, address, etc., also include the food preference (veg/ non-veg) of the trainee, mode of travel to the venue, pick up facilities required on arrival with date and time. These are useful to provide personal attention to the needs of the trainees during the training programme.

These days websites are used as marketing and communication tool for training programmes. Having developed a brochure and a website, it is important to promote the training programme to the prospective clientele. The use of postal mail using a database of addresses is the most common form to send the brochures. But, with the use of the websites, we can use online mailing lists and discussion boards to promote the training programme. The website can also be submitted to major search engines on payment of a nominal charge. This will provide high visibility of the programmes.

Important: If you are planning a workshop for national and international participants, the lead time for marketing should be about 4-6 months to receive appropriate response.



Reflective Exercise 7.1

Prepare a budget for a 6 days national workshop on a topic related to distance education for about 30 participants.

7.5 Preparing

This task starts as soon as the authority decides and approves the training. The training design forms the basis of all the preparation work. The venue and dates are confirmed and a timetable is prepared. Some of the major preparatory activities are:

- Preparation of training materials for use during the training. This includes resourcing/researching any available material and duplicating the same. (Section 5);
- Identifying trainers/resource persons;
- Preparing the training site; and
- Arrangements for accommodation and logistics

Preparing Resource Persons: This is the most difficult task, if you are not the sole trainer in a training programme. In such a situation, you need to identify trainers who can deliver according to your training design. Though you should be flexible to accommodate other trainers' individual styles, your objective should be the objective of the training. You should look for trainers who are experienced in open and distance education and also have the necessary skills in conducting training in the topic/area. In the field of open and distance education, this is a real difficult task, and therefore, it is expected that this handbook shall help develop a critical mass of ODE trainers. Having identified possible resource persons, it is important to contact them sufficiently ahead of the training dates. It is a successful strategy to give them option of topics to see how they can fit in your programme. Never change a programme schedule on the request of the resource person. Give him/her alternate topics to choose from depending upon his/her availability. Remember, the training schedule has a design and a set of objectives to achieve, and any change may adversely affect your plan and overall objective. Confirm the resource persons, and send them the training plan for their specific session with request to adopt/adapt the same to focus on the achievement of the objectives.

Preparing the training site: Many organizations do not have a training room. In such a situation either training is organized in the available open room or on a hired space. It is both an advantage and a disadvantage; advantage, because you can arrange the room according to your need, as many training rooms

have fixed furniture. Disadvantage may be, because the ambience may not be suitable for training. However, whether or not training room is available, training has to be conducted due to individual, occupational and organizational needs. Therefore, while preparing the training site, you should consider:

- Appropriate sitting plan and arrangement of furniture (See Fig. 7.1 for alternatives);

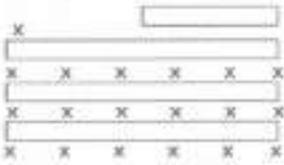
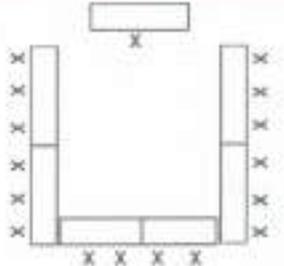
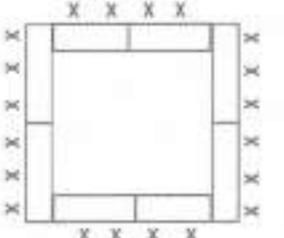
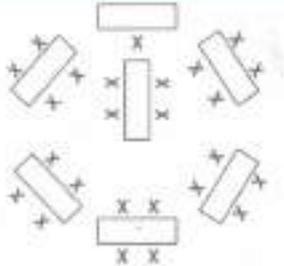
 <p>Conference Session</p>	<ul style="list-style-type: none"> • Large number of people can be accommodated depending on the size of the hall • High trainer control • Reduces interaction
 <p>U-shape</p>	<ul style="list-style-type: none"> • Allows discussion and interaction • Small group work relatively easy to conduct with movement of chairs • Trainer can move around easily
 <p>Square shape</p>	<ul style="list-style-type: none"> • Useful for small group work • Trainer can take any position • Sometime, this also becomes a round shape/table arrangement
 <p>Cabaret style</p>	<ul style="list-style-type: none"> • Emphasize more group work and less trainer presentation • Highly informal atmosphere, mostly used in lunch/dinner presentations • Trainer is essentially a facilitator who moves from table to table.

Fig. 7.1: Sitting plans in a training room

- Position of the OHP/LCD, Flipchart, Whiteboard, etc.;
- Lighting, air-conditioning, ventilation, fire fighting equipments and exist doors;
- Electric supply and provision of alternative power generation system; and
- Public address system, if the hall is large.

Table 7.2: Material Preparation Checklist

Items	Day 1	Day 2	Day 3	Day 4	Day 5
Flip chart					
Flip chart markers					
Pointer					
Handouts					
OHTs					
OHP					
Laptop computer					
LCD					
OHT Pen					
Marking Tape					
Cello Tape					
D. Tape					
Stapler with pin					
Punching machine					
Glue stick (Gum Tube)					
Post it notes (various size)					
Clip Binder (various size)					
A4 Executive bond (210 GSM)					
A4 size paper (photocopy)					
A4 size colour paper					
Clear folder					
2D Folders					
Certificate cover A4					
Banners					
Name tags (Table & necklace style)					

Other arrangements: Based on the accommodation requests, it is important to confirm bookings and provide necessary information to the trainees. Arrangements for local transport on the training days and for receiving the trainees and resource persons should be made according to the need. Another important aspect of preparation is to have sufficient supply of stationeries during the training programme. A check list of items that should be arranged are given in Table 7.2.

7.6 Implementing

You have planned well and prepared hard; it is time now for the show. Interestingly, this show is like a theatre, where things happen on real time. There is no re-take. So, implementation of the training design is very important as per the script. There is little difference here from the theatre. In theatre, you have control over the characters and the audience is passive. Here we want our target audience to be active, and therefore, apart from the script, you as the training coordinator need to be alert and dynamic to adjust and accommodate the needs and demands of the trainees. Most of the time, it has been observed that well implemented programmes are those that maintained schedule (both content wise and time-wise). We all like punctuality and relevance, and therefore, your job is to keep an eye on the watch and also to intervene during a session to bring it back to the track. Many training coordinators also try to negotiate the training agenda or today's agenda with the trainees, so that expectations, if any, can be accommodated. Taking appropriate care of the trainees is another vital issue of successful training programme. A happy trainee would look at everything positively, whereas a dissatisfied trainee would find fault with everything! It is important for you to provide quality 'customer care' during the training. Whatever be the problem you are facing, the golden rule is to 'SMILE' all the time. Listening to the suggestions and acting upon them gives indication to the trainees that you are interested in them and committed for the task you are doing. You should take care of every smaller detail to keep the trainees happy.

During training programmes much of the interpersonal problems arise due to poor service and dissatisfied trainees. Therefore, attention to provide quality service to the trainees would help you implement training successfully. Attending to *reasonable* requests

MINI-CASE: A colleague of mine and myself went to attend a training programme in another city. We had only the address of the institute. We were not provided with any guide/directions on how to reach the place. With much difficulty we could locate the institute. It was a Sunday, and to our surprise there was no information about our accommodation at the Guest House. After much persuasion, the attendant allotted us rooms, and informed that no food shall be available for lunch or dinner. We struggled the whole day for food, as the institute is far way from the city and located in a residential area. No restaurant was visible nearby. We could locate a *Dhaba* to have our dinner, and of course the night was sleepless due to mosquitoes. Our training was supposed to start on Monday morning at 9.30 AM. Both of us reached on time at the training venue. Needless to emphasize that both of us were in no mood further to attend the training, which was on quality!

without discrimination should be our motto. We have emphasized here 'reasonable', as we have seen many unreasonable requests for absence/leave during a training programme. Our suggestion to such trainees during a programme is to weigh their 'loss' and 'benefit' for not attending a session and take decision accordingly as an adult without seeking permission from the coordinator. Most of the time the trainees stayed back. Some important service measures that you can implement are:

- Send directions on reaching the place of accommodation.
- If some one will receive the participant, give how to locate that person.
- Keep welcome letter in the room/reception for the participants.
- Announce about the free facilities, their timings, etc.
- Make all announcements in the plenary.
- Keep time for shopping and city tours.
- Arrange vehicle for city tour.

Try to give positive surprises by delivering more than what you have promised in the training brochure.

7.7 Evaluating

Evaluation of a training programme is important to receive feedback from the trainees and improve the training practice.

Evaluation can take place in two ways in a training programme:

- Formative evaluation
- Summative evaluation

The next section is entirely devoted to various ways of summative evaluation, which is essential for the training evaluation. Whereas, formative evaluation is on-going and takes place before and during the training. For example, the training materials to be used should be subjected to developmental testing as a formative evaluation strategy. For the training coordinator, a mid-course review of the training programme can also be formative evaluation. This is very important and useful where the training is for a longer period (say 15 days to one month). The mid-course evaluation gives an opportunity to adjust the second half of the training programme according to the need of the trainees. Therefore, the skills of monitoring and evaluation are highly important for trainers and training manager.



Reflective Exercise 7.2

Develop a training brochure on a topic of your choice.

Reflective Exercise 7.3

How formative evaluation can be conducted during a training programme? Based on your experience suggest a formative evaluation strategy.

7.8 Summary



Management of training programmes is a difficult but not an impossible task provided you are prepared to accept the challenges. Most of the time academics think

coordination/ management is not the task of a trainer and can be delegated to someone down the line. We strongly recommend in this section to come out of this tendency and take up the challenge of managing programmes effectively. The role of a trainer is both academic and managerial. We have discussed in this section that

the smallest deficiency in service can hinder the academic quality and overall effectiveness of the training programme. We are sure you will not take the risk of delegating the important task to someone else! However, you need to equip yourself with some of the important aspects of managing training programmes such as planning, budgeting, marketing, preparation, implementation and evaluation, as discussed in this Section.

8

Evaluating Staff Training and Development

8.1 Introduction

If we go back to the systematic approach to training and the training cycle, we will find evaluation at the end of the process providing feedback to training need analysis. Interestingly, to many trainers and training managers, evaluation of training is a ritual of form-filling and report-writing, without looking into the impact of the training imparted. For most organizations, training in general and evaluation of training in particular are non-strategic activities and therefore, conduct of training is OK, but evaluation can be skipped or neglected. However, the situation is changing and we as trainers are quite often faced with intimidating questions. Some of these questions are:

- What are the benefits of training?
- What impact does your training has on performance?
- How can you say that increase in performance is due to training?

As a trainer, you might have faced such questions too. In this section, we shall discuss the systematic approaches to conduct evaluation of training, so that we can answer categorically to some of these questions. However, we will not go into details of questionnaire design, scaling, etc. for evaluation as these would be outside the scope of this handbook.

8.1.1 Learning Outcomes



On successful completion of this section, you are expected to be able to:

- Define evaluation;
- Explain the need for evaluation of training;



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8.1	Introduction
8.1.1	Learning Outcomes
8.2	Evaluation: What and Why?
8.3	Principles of Evaluation
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8.4.4	Results Level
8.5	Transfer of Training
8.6	Return-on-Investment (ROI)
8.7	Summary

- Describe the principles of evaluation;
- Describe the four levels of evaluation of training;
- Evaluate training programmes;
- Discuss factors affecting transfer of training; and
- Calculate return on investment of a training programme.

8.2 Evaluation: What and Why?

"Evaluation is the process for gathering information about the worth or quality of something as a way of making decisions designed to increase its worth or quality" (Newby *et al*, 2000, p. 220). It is the systematic acquisition of feedback on the use, worth or impact of some activity, programme or process in relation to its intended outcome (Naidu, 2006). Though evaluation is put at the end, it is in fact a continuous and on-going process that takes place at all the stages of the training cycle. Depending on the time of evaluation, we can categorize evaluation as *formative* and *summative*.

Our experiences show that not many participants put their views on paper, but they share their views with you during and after the session through informal discussions. Therefore, we suggest you not to miss the informal occasions to collect valuable feedback, which you may not get through formal evaluation, explained below.

Formative evaluation: It is concerned with identifying the weaknesses during the process of training. It allows us to monitor the progress of the trainee and make appropriate changes to the training plan to attain the desired proficiency level. Formative evaluation is also called continuous evaluation.

Summative evaluation: As the term indicates, it is evaluation at the end of the training programme. Such evaluation can tell us about the worth of a training programme, though it can also indicate how we can improve the quality of the training programme and what areas can be improved upon.

The purpose of evaluation is primarily two fold: (i) to improve the training programme by providing the necessary feedback to the training system; and (ii) to assess the value of training to the

participants and to that of the organization. A systematic evaluation of training can provide us valuable information on the following:

- performance of the trainees;
- performance of the trainers,
- areas requiring improvement on delivery of training;
- changes that can be attributed to training;
- how much value can be placed on the said changes; and
- benefits of the training in cost-terms.

Evaluation is useful to all the stakeholders of the training — trainees, trainers/training coordinator, training department and senior management. Senior management staffs responsible for approving training budget are always worried about quantifiable outcomes of training to justify the investments made. Similarly, the training department should also be concerned about evaluation of training to estimate the impact it has made in terms of performance improvements. The trainers and trainees are interested in their own development vis-à-vis organizational goals. Appropriate feedback through evaluation can guide them on their performance.

8.3 Principles of Evaluation

We have discussed earlier that evaluation is a process of collecting information about the worth of the training. In order to conduct evaluation in a systematic manner, we should follow the basic principles of evaluation. These are:

1. *Clarity of purpose:* At the outset, we should be clear about the purpose of the evaluation. The purpose shall decide the nature of data and quantum of data to be collected and how the data should be collected.
2. *Objectivity:* The evaluation process and the evaluator should be very objective, and therefore use valid and reliable instruments for data gathering. Objectivity in data analysis and interpretation in a detached manner shall help report writing and communication.
3. *Integrated evaluation:* Evaluation should not be considered in isolation. A systematic evaluation is one where the evaluator

is involved from the very beginning and observes all the processes there in. This means, evaluation should not be the end exercise, but it should be planned at the beginning itself.

4. *Evaluation should be tailor made:* No evaluation procedure or practice can be standardized or recommended as 'one fit size' for all. Every training programme is unique, and therefore evaluation should be specially designed for the purpose.

8.4 Levels of Evaluation

Kirkpatrick (1994) has presented one of the best-known evaluation models. According to him, evaluation can be conducted at four levels: reaction level, learning level, performance level, and results level.

8.4.1 Reaction Level

This is the first level of evaluation represented by the reaction or satisfaction of the participants. It is often measured with the help of an Immediate Response Questionnaire (IRQ). The results of the evaluation depict the trainee's perception of the training programme. It is the most common evaluation practice in training programmes. In order to be useful, the reaction level evaluation should ask appropriate questions, and then it is important to have clarity on what areas of the training reaction may be sought. The questionnaire may be designed in a way that limits subjectivity.

Most of the time close-ended questions are asked, but open-ended questions can also be asked to supplement and validate the data supplied in the close-ended questions. As an evaluator you should also be clear about how results of the evaluation should be used to improve the next training programme. Apart from questionnaires, interviews, group discussions, and asking the trainees to write a report can also be used as methods of data collection at the reaction level. Appendix-4 gives an example of a questionnaire used in a training programme on self-learning material development.



8.4.2 Learning Level

It should not be forgotten that the objective of a training programme is to improve the knowledge, skills and attitude of the trainees. In this level, we are interested in assessing did the participant/trainee learn anything? This is often done through a

pre-test -- post-test or only post-test of learning, and this require development of appropriate assessment tools. These may include (Naidu, 2006):

- Actual performance on an authentic site or simulated condition;
- Oral responses which comprise verbal and or visual presentations to questions; and
- Written responses which comprise typed or hand-written responses to questions.

Using a set of objective type questions is one of the simple ways of assessing the learning of the trainees. Some of the suggestions for developing objective type questions are given below:

True - False: In this type of questions, a statement is given and the learner is asked to choose between true or false. As such true-false type question seems easier to design, but one has to keep few points in mind:-

- Don't use textbook sentence.
- Keep a series of true-false items with approximately equal true and false statement.
- Statements should be absolutely true or false and there should not be ambiguity with respect to this.
- Avoid negative as well as double negative statements.

One limitation of true-false type question is the 50 percent guess factor. However, this limitation can be overcome by including a large number of items in the test. In a 10-item true-false test, research has shown that the chances of answering at least 70% of the items correctly on the basis of chance alone are about 1 out of 6.



Example

The following four sentences are either **True** or **False**. Write 'T' for True and 'F' for false in the box provided after reading the statement.

- Access to communication technology in a country is a criterion to judge its economic development.
- India has entered the information age.
- Information is a basic resource for human survival.
- The condition of telephone network in India is superior to that of her neighbour Sri Lanka.

Matching: Matching type of question contains a list of 'premises' to be matched with a set of 'responses'. The learner is required to read the 'premises' and match them to the responses based on certain 'key'. For the learner identifying, this key is important. While designing matching type questions consider the following points:

- Group only homogenous 'premises' and 'responses'.
- Use distracters in the response. In the whole set, keep at least 1-2 more responses than premises.
- Keep the list of premises and responses short.

 Example	
Given below are two categories — one has clusters of users/audiences/people/institutions and the other has clusters of communication technologies. Please match the user cluster with appropriate technology cluster.	
Category A	Category B
(i) A village school without electricity.	(i) Radio, Television, Video Cassette Player
(ii) A small company in a medium sized town	(ii) Telephone, Videotext, Telex, Television, Radio, Fax.
(iii) A very big commercial firm in metropolitan city	(iii) Telephone, Radio.
(iv) A family of four earning Rs. 15,000/- a month, living in a rural locality.	(iv) Radio, Poster.

Fill in the blank: In this type of questions, certain keywords or phrases in a sentence are taken out and kept as blank spaces for the learners to fill. Blank spaces could be filled either out of the memory of the learner or on the basis of the list of options available to fill in the blanks. In the later case it becomes a variation of multiple-choice questions. Normally, having multiple blanks in a sentence is better than a single blank space.

 Example	
Fill in the blanks with appropriate words.	
(a) The mouse is an _____ device.	
(b) A light pen is a _____ device and it is connected to the _____ of the computer.	
(Options: input, photoelectric, digital, input-terminal)	

Sequencing: Sequencing type questions are also called re-arrangement type questions. The question contains a list of items that has to be arranged in a specific order e.g., chronological, procedural, evolutionary, etc.



Example

Arrange the following in ascending order according to their year of happening.

- (a) Use of printed word for educational purposes.
- (b) First publication of the London Gazette.
- (c) First printing press in India.
- (d) First newspaper published in India.

Multiple-choice: This is the most versatile of all objective type test items. The multiple-choice item mainly consists of:

- a STEM, which is at the top of the item, and can either be a direct question or an incomplete statement;
- a KEY, the correct answer among the options;
- a set of OPTIONS, usually 3,4 or 5 alternatives including the key; and
- DISTRACTERS, all options other than the key.



Example

Choose the best word/expression.

1. The reach of broadcast is increased manifold when it is hooked to
 - (a) Radio
 - (b) Antennas
 - (c) Satellite
2. A fax machine is connected with a
 - (a) Telephone
 - (b) Television
 - (c) Radio
3. Videotext facilitates access to a large amount of information when the home television is
 - (a) Turned into a computer terminal
 - (b) Connected with video cassettes
 - (c) An audio cassette

Multiple-choice items are useful in measuring all levels of cognitive ability. They are highly reliable, and scoring these items is also accurate. However, it is difficult and time consuming to construct these items. It places a high degree of dependence on student's reading ability. While preparing multiple-choice items, the following points should be considered.

- Avoid statements that fail to present a complete thought or question.
- Avoid stems that ask for a series of multiple true-false responses.
- Eliminate excessive wording and irrelevant information.
- When using incomplete statements, avoid beginning with the blank space.
- Provide sufficient information in the stem to allow students to respond to the question.
- Make sure there is only one right answer.
- Make all alternatives possible and equally attractive to both less knowledgeable and skillful students.
- All alternatives should be approximately of equal length.



An innovative puzzle has been in use for testing learning for different workshops on self-learning material development at STRIDE (see Appendix-5). This can be given at the beginning and the end of the programme. We can calculate learning from the training programme by using the following formula:

$$\text{Learning} = \frac{\text{Post-training score (\%)} - \text{Pre training score (\%)}}{100 - \text{Pre training Score}} \times 100$$

This can be calculated individually for all the trainees and also for the group.

8.4.3 Performance Level

This is also identified as the 'behaviour level', and is concerned with what changes in job-behaviour resulted due to participation in a training programme. Thus, it is evaluation on-the-job to assess the worth of a training programme. Mostly, this is done through follow-up activities after a short span of time, and involves someone like a 'supervisor' to report on the performance of the trainee prior to and after attending a training programme.

This level of evaluation is an assessment of the real 'transfer of training' to the job condition. Performance level evaluation can also be done through analysis of work samples, and job improvement plans, besides observation and appraisal of job-behaviour by self, peer-group and immediate supervisor. For example, a workshop on development of self-learning material can use work samples of the participants before and after the training to establish whether it had any effect. A job improvement plan can be prepared by the trainee at the end of the training as a 'work plan' that can be followed-up after say 3-months to see whether the trainee has translated the same into action.

8.4.4 Results Level

It is the highest level of evaluation in Kirkpatrick's model that measure the impact of the training programme in relation to the bottom line and efficiency improvement in the organization. It is perhaps the most difficult and least used form of training evaluation. It is a time consuming and expensive process. At this level, the measures of evaluation focus on outputs, quality, costs, time, and customer satisfaction. However, it is difficult to establish correlation between training and any of these, as there may be many other intervening variables. We can use this level of evaluation in many areas where tangible results can be visible. For example, after training, the number of mistakes by data entry operators has reduced to, say 10% from 30% before training, then the 20% savings in terms of reduction in errors can be attributed to training in terms of cost and time efficiencies.

Reflective Exercise 8.1

Develop an evaluation strategy for a training programme designed by you. Prepare appropriate evaluation tools to implement the strategy.



8.5 Transfer of Training

Transfer of training to the job condition has become a major issue for trainers and training evaluator. "Positive transfer of training is defined as the degree to which trainees effectively apply the knowledge, skills and attitudes gained in a training context to the

job" (Baldwin & Ford, 1988). We know that there is a transfer problem in almost all training programmes. At the same time, this is not entirely due to the training design. Thus, evaluation of a training programme when looked from the viewpoint of level 3 and 4 of Kirkpatrick model should also look into why the transfer of training has not happened at the desired level. Baldwin and Ford (1988) provide a framework for describing transfer of training and they identify three major factors:

- Training Design
- Trainee Characteristics
- Work environment

Training Design: Undoubtedly the training design is the most important aspect of any training. Evaluation of training actually focuses on this aspect of the training to a large extent. To facilitate transfer of training four basic principles of training design should be followed. These are:

- Use of identical stimuli and response elements in the training and transfer settings;
- Use of general principles, rules and theories underlining a practice help transfer in other contexts;
- Use of different training stimuli for one concept to strengthen trainee's understanding and its applicability in new situation; and
- Provision for practicing the new knowledge and skill.

Trainee Characteristics: Trainees' personality characteristics and level of motivation not only effect learning and retention but also generalization and maintenance of learning in the work context. Therefore, if the trainees are not motivated, then, transfer of training is not going to take place. This also puts pressure on trainee selection and keeping them motivated.

Work Environment: Any amount of excellent training can't produce change at the workplace, if the environment is not favourable to implementation of new ideas. If necessary support at the work place is not provided, valuable lessons learnt at training can't be put to practice. This is a big problem in many distance education institutes attached to the conventional

useful in many institutes particularly due to the fact that the work environment does not allow them to prepare distance-learning materials in the way they should be done!

Therefore, any evaluation of training at level 3 and 4 should focus on the factors affecting transfer of training.

8.6 Return-on-Investment (ROI)

Return-on-investment (ROI) is called the fifth or ultimate level of evaluation (Phillips, 1998). It measures the monetary benefits from a training programme vis-à-vis the costs involved. It is usually presented as a percent or cost benefit ratio. With an increasing trend of accountability for the money spent in all activities, ROI has become popular also in training. ROI of a training programme can be calculated by using the costs and benefits of the training. The cost-benefit of training is calculated by the formula:

$$\text{C-B Ratio} = \frac{\text{Benefits of Training}}{\text{Cost of Training}} \quad (1)$$

Return on investment uses the net benefits divided by the training costs. Net benefits are the benefit of training minus the cost of training. Thus the ROI can be calculated by the formula:

$$\text{ROI (\%)} = \frac{\text{Benefit of Training} - \text{Cost of Training}}{\text{Cost of Training}} \times 100 \quad (2)$$

The problem in return-on-investment or cost-benefit analysis is converting all tangible and intangible benefits of training to monetary benefits, which is difficult in educational institutions.

Reflective Exercise 8.2

1. What kinds of 'transfer of training' problem you envisages in a training programme planned by you? How you will minimize these?
2. Identify the possible benefits of the programme. How you will record data about these benefits?



8.7 Summary



Evaluation of training is important to provide us feedback on the impact of the training. We discussed in this section how evaluation could take the form of

formative or summative evaluation. While the formative evaluation is an on-going process, summative evaluation provides us an overall picture of what happens to a training programme, and how we can improve it in future. Evaluation of training can be done at four levels: reaction, learning, performance and results. However, return-on-investment can also be considered as a fifth level. In this Section, we have also highlighted the problems of transfer of training and factors affecting transfer of learning from training to job/ work place.

Resources for Trainers

A. Resources from STRIDE

1. *Handbook-1: Open and Distance Education*. Available at <http://www.ignou.ac.in/institute/handbook1/handbook1.htm>
2. *Handbook-2: Effective Learning: A Practical Guide for Open and Distance Learners*. Available at http://www.ignou.ac.in/stridehandbook2/EL_index.htm
3. *Handbook-3: Academic Counselling in Open and Distance Learning*.
4. *Handbook-4: Assessment and Evaluation in Distance Learning*. Available at <http://www.ignou.ac.in/Institute/handbook4/HANDBOOK%204.htm>
5. *Handbook-5: Development and Revision of Self-Learning Materials*. Available at <http://www.ignou.ac.in/institute/handbook5/HANDBOOK%205.htm>
6. *Handbook-6: Editing in Distance Education*
7. *Handbook-7: Media and Technology in Distance Education*. Available at <http://www.ignou.ac.in/institute/handbook%207/HANDBOOK%207.htm>
8. *Handbook-10: Planning and Management of Distance Education*. Available at <http://www.ignou.ac.in/institute/handbook10/HANDBOOK%2010.htm>
9. *Handbook-11: Cost Analysis in Open and Distance Learning*. Available at <http://www.ignou.ac.in/institute/handbook11/HANDBOOK%2011.htm>
10. *Handbook-12: Programme Evaluation in Open and Distance Education*. Available at <http://www.ignou.ac.in/institute/handbook12/handbook%2012%20index.htm>
11. *Handbook-14: Psychological Skills for Open and Distance Learning*. Available at <http://www.ignou.ac.in/institute/handbook14/HANDBOOK%2014.htm>
12. *Glossary of Terms Used in Distance Education*. Available at <http://www.ignou.ac.in/institute/glossary/glossary.htm>
13. *Manual for Programme and Course Coordinators (2006)*. Available at http://www.ignou.ac.in/institute/manual/PCCM_index.htm
14. *Selected Bibliography on Self-Learning Materials Development*
15. *Training Manual for Non-Academic Staff in Distance Education (1993)*
16. *Self-Learning Material Development: Developer's Handbook (2000)*
17. *Learning Activities in IGNOU Study Materials*.

B. Resources from Commonwealth Educational Media Centre for Asia (CEMCA) (<http://www.cemca.org>)

1. Reddi, Usha V. and Mishra, Sanjaya, Eds (2003) *Educational Multimedia: A Handbook for Teacher Developers*. CEMCA: New Delhi. Available at <http://cemca.org/EMHandbook/educational.htm>
2. Naidu, S. (2006). *E-Learning: A Guidebook of Principles, Procedures and Practices*. New Delhi: CEMCA. Available at <http://cemca.org/e-learn.htm>
3. *Manual for Educational Media Researchers: Knowing Your Audience*. Available at <http://cemca.org/books/index.html?>
4. *Teleconferencing: A Training Toolkit*. Available at <http://cemca.org/books/teleconf.pdf?>

C. Resources from Commonwealth of Learning (<http://www.col.org>)

1. *Copyright & Distance Education: A trainer's toolkit*. Available at http://www.col.org/colweb/webdav/site/myjahiasite/shared/docs/copyright_toolkit.pdf
2. *An Overview of Open and Distance Learning* (Kit 01: 278 pages)
3. *Designing Materials for Open and Distance Learning* (Kit 02: 360 pages)
4. *Planning & Management of Open and Distance Learning* (Kit 03: 408 pages)
5. *Use and Integration of Media in Open and Distance Learning* (Kit 04: 396 pages)
6. *Quality Assurance in Open and Distance Learning* (Kit 05: 290 pages)
7. *Learner Support in Open and Distance Learning* (Kit 06: 294 pages)
8. *Creating learning materials for open and distance learning: a handbook for authors & instructional designers*. Available at <http://www.col.org/colweb/webdav/site/myjahiasite/shared/docs/odlinstdesignHB2.pdf>
9. *Costing Open and Distance Learning (CD-ROM)*. Available at <http://www.col.org/TrainingResources/CostingODL/>
10. *Planning and implementing open and distance learning systems: a handbook for decision makers*. Available at <http://www.col.org/colweb/webdav/site/myjahiasite/shared/docs/odlplanningHB.pdf>
11. *Tutoring in open and distance learning: a handbook for tutors*. Available at <http://www.col.org/colweb/webdav/site/myjahiasite/shared/docs/odltutoringHB.pdf>
12. *Practitioner Research and Evaluation Skills Training (PREST) series*. Available at <http://www.col.org/colweb/site/op/edit/pid/3147>
13. *The Knowledge Series* is a topical, start-up guide to distance education practice and delivery. New titles are published each year. Available at <http://www.col.org/colweb/site/pid/3129>

D. Other Resources

1. Kirkpatrick, D. (1994). *Evaluating Training Programmes*, San Francisco, CA: Berrett-Koehler
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3. Rae, L. (2001). *Develop Your Training Skills*, London: Kogan Page
4. Sheal, P.R. (1989). *How to Develop and Present Staff Training Courses*, London: Kogan Page.
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8. *Schoolnet Toolkit*. Available at <http://www.unescobkk.org/index.php?id=1792>

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Training Design

Aim: To enable the participants to develop Self-Learning Materials (SLM) for use in open learning situations.

Objectives

After attending the workshop, the participants shall be able to:

- explain the concept and philosophy of Distance Education (DE);
- discuss the curriculum design and development in process in DE;
- describe the principles of learning and adult learning;
- discuss different types and formats of Self-Learning Materials (SLMs);
- develop access devices;
- develop learning steps;
- develop and use test items in SLMs;
- write/develop SLMs; and
- revise/edit SLMs.

Target Group

- Teachers/academics in Correspondence Course Institutes (CCIs)
- Teachers/academics in Open Universities
- Training managers in business and industry interested in developing open learning packages
- Authors/writers interested to improve the utility of their text-books
- Any one interested in developing SLM, but has a strong academic background in a discipline.

Competencies

The competencies to be developed and sharpened in the 5 days workshop will include

Knowledge of

- distance education
- curriculum design and development
- adult learning principles
- evaluation techniques
- format and types of SLMs
- approaches and process of developing SLMs

Skills of

- developing learning steps
- developing access device, structure, objectives, introduction etc.
- developing test items
- editing

Attitudes to

- appropriate and accept the use of SLMs in all kinds of teaching-learning situations across disciplines

Workshop Phases**Phase I: Pre-workshop**

In this phase (in distance mode) the trainees shall be supplied with a handbook and work at their home/workplace. The handbook would be in self-learning format and learners will go through it before attending the actual workshop in phase II.

Phase II: Workshop

This will be the face-to-face workshop where specific skills shall be sharpened. The duration shall be of 5-days only. For details see contents and strategies.

Phase III: Post-workshop

This phase will be in distance mode, and trainees would be working at their home/workplace as finalized in the Phase II. They will submit regular report to the coach during the period. Phase III will be considered successfully completed, if the trainee provides evidence on transfer of learning of phase II inputs. They will submit a short-project report and a evaluative note of about 1000 words on the workshop itself, the benefits received and how to use the new learning in future.

Contents and Strategies

Session No.	Duration	Contents	Strategies/Methods
Day 1			
1-1	90 min	Inauguration	Inauguration includes introductory icebreaking session immediately after the inaugural address-icebreaking session through introduction of participants in pair. Formation of Groups.
1-2	90 min	<ul style="list-style-type: none"> ■ Conceptual approach to DE ■ Evolution of DE ■ What, why and how of DE? 	<ul style="list-style-type: none"> ● Introductory lecture: Slide presentation ● Video: Overview of DE ● Discussion in plenary
1-3	90 min	<ul style="list-style-type: none"> ■ Curriculum design and development in DE ■ Review of existing practices in CCIs and OUs ■ Review of existing practices in CCIs and OUs ■ Curriculum planning and development ■ Specification of goals and objectives 	<ul style="list-style-type: none"> ● Introductory lecture: Slide presentation ● Group Work through Reciprocal Teaching ● Reflective Thinking and Journal Writing
1-4	90 min	<ul style="list-style-type: none"> ■ Principles of adult learning 	<ul style="list-style-type: none"> ● Lecture Presentation (Slide show) ● Progressing doubling exercise ● Discussion in plenary
Day 2			
2-1	90 min	<ul style="list-style-type: none"> ■ Self-Learning Materials-Types and various formats ■ Tell & Test ■ Tutorial in print ■ Reflective action guide ■ Various formats in use 	<ul style="list-style-type: none"> ● Lecture-cum-Demonstration ● SLM reading exercise ● Discussion in plenary
2-2	90 min	<ul style="list-style-type: none"> ■ Characteristics of SLMs 	<ul style="list-style-type: none"> ● Text book Vs SLM: difference identification individual exercise and Journal Writing ● Slide presentation
2-3	90 min	<ul style="list-style-type: none"> ■ Access Devices ■ Structure ■ Objectives ■ Types ■ What to use ■ Introduction, glossary, summary, signposting, etc.) 	<ul style="list-style-type: none"> ● Slide presentation ● Demonstration of examples ● Paired problem solving ● Discussion in plenary
2-4	90 min	<ul style="list-style-type: none"> ■ Evaluation and Assessment ■ Concepts ■ In-text questions ■ SAQs ■ Types of tests 	<ul style="list-style-type: none"> ● Slide presentation ● Demonstration of examples ● Discussion in plenary

Session No.	Duration	Contents	Strategies/Methods
Day 3			
3-1	90 min	<ul style="list-style-type: none"> ■ Process of developing SLMs ■ Planning: Develop learners' profile; decide on the aims and objectives; outline the content; choose media ■ Preparing: Sequence the content; develop activities; think graphics; decide access devices and format ■ Writing: start 1st draft (style, language); revise and edit, developmental testing; and finalize. 	<ul style="list-style-type: none"> ● Slide presentation ● Group/Individual SLM development exercise ● Tips on help and guidance, use of computer, library etc.
3-2	90 min	<ul style="list-style-type: none"> ■ Developing SLM-I ■ Learners profile ■ Aims and objectives 	<ul style="list-style-type: none"> ● Slide presentation ● Demonstration of examples ● Mentoring ● Individual/Group work
3-3	90 min	<ul style="list-style-type: none"> ■ Developing SLM-II ■ Outline the content ■ Media use ■ Sequencing of content 	<ul style="list-style-type: none"> ● Slide presentation ● Demonstration of examples ● Mentoring ● Individual/Group work
3-4	90 min	<ul style="list-style-type: none"> ■ Developing SLM-III ■ Develop activities ■ SAQs ■ Specify graphics and other access device 	<ul style="list-style-type: none"> ● Slide presentation ● Demonstration of examples ● Mentoring ● Individual/Group work
Session No.	Duration	Contents	Strategies/Methods
Day 4			
4-1	90 min	<ul style="list-style-type: none"> ■ Developing SLM-IV ■ Writing Draft material 	<ul style="list-style-type: none"> ● Slide presentation ● Mentoring ● Individual/Group work
4-2	90 min	<ul style="list-style-type: none"> ■ Developing SLM-IV Contd..... 	<ul style="list-style-type: none"> ● Individual/Group work ● Mentoring
4-3	90 min	<ul style="list-style-type: none"> ■ Developing SLM-IV Contd..... 	<ul style="list-style-type: none"> ● Individual/Group work ● Mentoring
4-4	90 min	<ul style="list-style-type: none"> ■ Developing SLM-V ■ Editing : Format and Language 	<ul style="list-style-type: none"> ● Slide presentation ● Editing exercise in pair ● Mentoring

Session No.	Duration	Contents	Strategies/Methods
Day 5			
5-1	90 min	<ul style="list-style-type: none"> ■ Developing SLM-IV ■ Developmental testing and finalization (Use of DTP, Computer) 	<ul style="list-style-type: none"> • Slide presentation • Peer Review exercise • Developing Developmental testing Design • Individual/Group work • Mentoring
5-2	90 min	<ul style="list-style-type: none"> ■ Presentation and exchange of developed SLM-I 	<ul style="list-style-type: none"> • Critical Commenting on units based on a checklist • Individual work plan for phase III
5-3	90 min	<ul style="list-style-type: none"> ■ Presentation and exchange of developed SLM-II 	<ul style="list-style-type: none"> • Critical Commenting on units based on a checklist • Individual work plan for phase III
5-4	90 min	<ul style="list-style-type: none"> ■ Valedictory 	<ul style="list-style-type: none"> • Plenary session to conclude the workshop • Workshop evaluation

Specific Strategies

1. **Lecture presentation:** This will be used to impart information and knowledge to the participants through the use of OHTs and/or computer. Every lecture presentation shall be supplemented by the supply of training materials and reference made to it during the lecture.
2. **Individual/Group Work:** Participants actually work on the tasks assigned to them.
3. **Discussion in plenary:** Issues arising out of lecture, video, individual or group work to be discussed in a large group where all the participants actively participate.
4. **Exercises:** These are activities in which participants work individually or in-groups. The exercises are as follows:
 - (a) **Adult Learning Exercise:** This will be a progressive doubling exercise, which will go as follows:
 - The whole group is divided into two of equal size.
 - Members of the group-I are asked to think of something, which they feel they know /do well. Once you find out what it is, write down how you became good at it. (5 min.)
 - Members of Group-II are asked to think of something, which they feel they don't do well (e.g. an unsuccessful learning experience) and write down the causes of this unsuccessful learning experience. (5 min.)

- Then members of both groups join in pairs in their same group to discuss and share common items (10 min.)
 - Pairs join in fours to discuss for further 10 minutes and then finalize a brief report.
 - Discussion in plenary (15 minutes)
- (b) *SLM Reading Exercise*: Participants are given different formats and types of SIMs to read for 15 minutes and then they are asked to write down what they think about it, especially its type and characteristics. After this participants are given a checklist to see whether the same SLM has all the qualities described in the checklist (10 minutes). Compare your earlier writing with the checklist analysis (5 minutes).
- (c) *Textbook Vs SLM Exercise*: Participants are given a chapter from a textbook and a unit of SLM and asked to identify the difference between the two. Write down the points and share it with your neighbour (45 minutes). This will be followed by lecture presentation, which will relate this exercise to the theoretical background.
- (d) *Editing Exercise*: The units prepared by individuals/group to be edited by their neighbour individual/group and the editor(s) shall provide comments/suggestion for further improvement.
- (e) *Peer Review Exercise*: Units developed by participants shall be subjected to peer review to elicit their comments. Preferably subject experts amongst the participants will do it or teachers in the University (IGNOU) would be requested to do the needful and provide comments in written as far as possible.
5. *Other Strategies*:
- *Reciprocal Teaching*: Each person in the group will summarize the discussion/presentation made by the facilitator. Others will put questions on various issues arising out of the summary, which the person summarising would clarify and also predict the usefulness of the learning of new concepts to future work.
 - *Paired Problem Solving*: In this process the trainees shall be grouped in pairs to discuss the issue of access devices in self-learning materials and raise questions for discussion in the plenary. They may also try to solve

their own questions based on their knowledge and experience. This could be shared in the plenary.

- *Reflective Thinking*: This is an individual work. Based on the issue, the trainee will reflect on his/her experience and practices in his/her own organisation.
- *Journal Writing*: Each trainee based on their reflective thinking shall write a short-note on his/her journal.

Card Game**Cue Card Game on
Designing Online Learning**

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Premises

1. Everyone has creative abilities, and can design something.
2. One who thinks can design something of value.
3. We have all designed and created something, at sometime of our life.

Pre-requisites

1. Basic reading text on "Designing Online Learning" by Sanjaya Mishra, published in the Knowledge Series of the Commonwealth of Learning in 2001.
2. Set of Cue Cards.
3. Drawing Sheets, Double Sided Adhesive tape, Color Sketch and Marker Pens.

Cue Cards

1. Each card set has 4 sets of 34 concept cards each in A, B, C, D series plus one blank card in each series.
2. The blank card can be used to write individual members idea/concept as their contribution to the process.
3. The group also receives a blank card of their chosen series at the end to add any further idea of their group.

Theoretical Background

1. Kolb's theory of active experiential learning.
2. Constructivist learning approaches (Social construction of knowledge).
3. Collaborative and Cooperative learning.
4. Cognitive learning approaches (use of mind maps).
5. Behaviorist learning approaches (use of cue cards).
6. Peer appreciation and acknowledgement.

Duration

90 minutes; variable

Flexibility

1. The duration of the game can be decided as per the situation.
2. Number of groups may vary, but each group should preferably have 4-5 members.
3. The group formation should preferably be heterogeneous, but can be done randomly.

Methodology

1. Distribute the basic reading text for reading as home task to the participants, before the actual session starts.
2. Introduce the topic and the objectives of the session, as well as the game (5 min.). Tell the task: "Designing an Online Course: Identifying issues"
3. Explain the process of the game (5 min); distribute this sheet
 - 3.1 The plenary may be divided into groups of 4/5 participants each
 - 3.2 Each group is given a set of Cue Cards consisting of 136 cards (34X4).
 - 3.3 The groups play the cards, by distributing 15 cards to each member.
 - 3.4 Each group member tries to prepare a conceptual sequential structure on the topic with the help of rest of the cards.
 - 3.5 At any particular time, each member will have only 15 cards; and prepare the set in only one series (say A, B, C, D).
 - 3.6 Members in the group can't pick cards thrown by others.
 - 3.7 The game will continue for 20 minutes or till at least one member declares that he/she has prepared the best set, whichever is earlier. (Remember: there are multiple right approaches and set).
 - 3.8 Members can make use the blank card in a series to use any idea of their choice to make a set.
 - 3.9 Once a member has prepared a set, he/she will explain the rationale to the group. The group will discuss the set for 15 minutes to add or change one or more cards.
 - 3.10 Each group will be given one extra blank card in the series of their choice to add any new idea of the group for the final presentation.
 - 3.11 The groups, based on the discussion, shall prepare a conceptual mind map/diagram on a sheet of drawing paper for display (20 min).
 - 3.12 Each group will make presentation about their work to the plenary, and respond to questions/comments by others. Each group gets 5 minutes for presentation.
 - 3.13 General discussion should follow all the presentation for about 10 minutes.

3.14 The basic reading text should not be used at any time during the game.

Outcomes

1. Each group will prepare a conceptual map/diagram on the drawing sheet to represent their shared learning about 'designing online learning'.
2. Better-informed, exposed and outspoken participants as a result of collaborative and cooperative learning.
3. Improved communication, polished poster presentation, and teamwork.

Limitations

1. Motivating the groups to play the card game is a challenge.
2. Some participants may consider offensive to play cards in an educational context.
3. The cue cards can be limited in ideas and concepts; and some participants may be more knowledgeable.

One set of cards is given here.

<p>Internet, the backbone of online learning, is an interlinked network of networks that allows computers worldwide to connect to it, and to communicate or exchange data with each other. The Internet is based on Transmission Control Protocol - Internet Protocol often called TCP/IP. Information is routed in "packets" according to TCP/IP specifications.</p> <p style="text-align: right;">A</p>	<p>World Wide Web commonly referred as WWW works on the Internet through its own HyperText Transfer Protocol or HTTP.</p> <p style="text-align: right;">A</p>	<p>Internet is an interactive platform that uses the a variety of media such as;</p> <ul style="list-style-type: none"> • Text, plain or formatted • Hybrid text/graphics documents, such as Adobe Acrobat • Colour images, still and animated or videos • Sound • 3-D models • Interaction or simulation using JavaScript, VB Script, ActiveX. <p style="text-align: right;">A</p>
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The WWW supports real time, text-based chat and audio/video communication. The basic unit of the WWW is a web page, consisting of one or more of the media types. A set of connected pages constitutes a website. Clicking on links in each page accesses other pages on a site.

A

Wbsites are hosted in a computer called a server. Individual client computers interface with the server computer through a web browser (such as Microsoft Internet Explorer or Netscape Communicator); when a specific address is typed into the address bar of the browser, the server supplies the requested web page.

A

Text: Preparing text-based learning material is relatively easy and can be done with only computer keyboarding skills. Text-based materials are also easily accessed and understood by learners. A typical web page is prepared using HyperText Markup Language or HTML instructions; HTML files can be created using common word processing software, such as Microsoft Word.

A

Text: The WWW supports other text formats, such as Rich Text Format or Adobe Acrobat's Portable Document Format or PDF, which can be embedded within HTML-coded pages.

A

Graphics and images are useful to clarify or illustrate concepts in an online learning programme. Graphics and images can be created, or digitised using a scanner and imported into a computer using specific image manipulation software, such as Adobe PhotoShop or Adobe Illustrator. Images are then imported into an HTML web page.

A

Common image formats include the Graphic Interchange Format (.GIF) and Joint Photographic Experts Group (.JPEG), which use compression technology to make image file sizes smaller for quicker web display or download. Though graphics and images are useful learning tools, their preparation requires some skill and experience in using graphic design software. Graphics or images generally have a bigger file size than plain text, and take longer to download or to display on screen.

A

<p>Audio and video are useful to show practical and real life activities. Hazardous and costly experiments can be captured using video for presentation on the WWW, for repeated use. With new digital audio and video <i>progressive download</i> and <i>streaming</i> capabilities, audio and video can be transmitted directly over the internet, though transmission quality still depends on the learner's network connection and available bandwidth.</p> <p style="text-align: right;">A</p>	<p>Popular audio and video file formats and software include Apple's Quick Time, Windows Media Technologies and RealNetwork's Real Systems. Another emerging format is the Motion Pictures Experts Group (.MPEG), although the disadvantage of MPEG is that the whole file must be downloaded before it starts to play. If high bandwidth is available, all these technologies can deliver high quality video and sound.</p> <p style="text-align: right;">A</p>	<p>Animation and 3D-models can be very powerful in teaching and learning spatial applications, but need high bandwidth to display well. The WWW animation standard is animated GIF files, although Java, Shockwave and Macromedia Flash are also used. Designing quality animation and 3-D models also requires high degree of skills and experience in the appropriate software.</p> <p style="text-align: right;">A</p>
<p>Communication tools used on the Internet is either asynchronous such as email, mailing lists, and bulletin boards or synchronous such as text-based chat, audio chat, and videoconferencing. Web-based communication for teaching and learning has been popularised by the constructivist-learning paradigm, which is based on collaborative learning principles.</p> <p style="text-align: right;">A</p>	<p>Electronic mail users send and receive email text messages asynchronously through a programme (like Microsoft Outlook or Eudora Pro) installed on the user's computer, which sends and receives information through an email server provided by the user's Internet Service Provider (ISP) or office network. However, web-based email (like Hotmail or Yahoo Mail) allows users to access their account from any computer with an Internet connection.</p> <p style="text-align: right;">A</p>	<p>Mailing lists are many-to-many communication channels on the Internet, managed using specialised software such as Listserv, Majordomo, and Listproc. People email instructions to join or leave a list to the computer running the service. Lists can be moderated or unmoderated, and can be used to collaboratively discuss and debate education or training issues within learning communities. However, too large a group can hinder rather than help the learning process.</p> <p style="text-align: right;">A</p>

<p>Discussion board systems such as WebBoard, Yahoogroups or Smartgroups are similar to mailing lists, with the additional feature of everyone's messages being available on the WWW as a series of discussions. Messages are displayed online as they are received or as appended replies to the original message, allowing simultaneous coverage of many topics.</p> <p style="text-align: right;">A</p>	<p>Internet Relay Chat commonly called Chat is the standard for synchronous, multi-person, text-based interaction. You can text-chat or voice chat one-to-one, or in a conference. Some systems have an electronic whiteboard on which a teacher may "write" information viewable by all online chat participants, simulating a classroom situation. However, synchronous text or voice chat can create organisational problems – especially in globally offered web courses, where there are time zone issues.</p> <p style="text-align: right;">A</p>	<p>Asynchronous: in online learning, an event in which people are not logged on at the same time. For example, the instructor might publish a lecture on a website and learners would read it when their schedules permit. Contrast with <i>synchronous</i>.</p> <p style="text-align: right;">A</p>
<p>Synchronous: in online learning, an event in which all of the participants are online at the same time and communicating with one another. For example, an instructor might schedule a guest lecturer to take question at a particular time; all interested people would connect with the lecture when the guest is online. Contrast with <i>asynchronous</i>.</p> <p style="text-align: right;">A</p>	<p>Market research on the demand and need for an online course should be the starting point. The resulting report should contextualise the project, outlining its benefits or disadvantages and potential obstacles.</p> <p style="text-align: right;">A</p>	<p>Learner Profile will help you understand who your potential learners are, and how you can best fulfil their learning needs. Consider hardware/software issues, access to internet and costs.</p> <p style="text-align: right;">A</p>

<p>Analyse the Organisational Profile: Your organisation must be prepared to undertake an online learning project. Consider the availability of expertise, infrastructure and faculty development.</p> <p style="text-align: right;">A</p>	<p>Electronic mail users send and receive email text messages asynchronously through a program (like Microsoft Outlook or Eudora Pro) installed on the user's computer, which sends and receives information through an email server provided by the user's Internet Service Provider (ISP) or office network. However, web-based email (like Hotmail or Yahoo Mail) allows users to access their account from any computer with an Internet connection.</p> <p style="text-align: right;">A</p>	<p>Pedagogical features: Online teaching and learning must meet the requirements of the subject and the needs of the target learner group. Online learning can be a supplement to face-to-face instruction, equally mixed with face-to-face instruction, or it could be the main delivery method, instead of face-to-face instruction. The last category is the most challenging for educators and instructional designers.</p> <p style="text-align: right;">A</p>
<p>Media mix: An appropriate media mix for the course, taking into account the suitability of a given media to a particular subject, such as using 3-D models for an architectural drawing, will increase the effectiveness of student learning and contribute to the successful achievement of course objectives. Media delivery options must be decided during course content planning, so that the appropriate media creation tools can be used for content development.</p> <p style="text-align: right;">A</p>	<p>Interaction: Interaction is a major contributing factor to successful learning experiences. Different possible learning technology combinations based on three basic interaction modes of student-teacher, student-student and student-material should be considered.</p> <p style="text-align: right;">A</p>	<p>Assessment: Assessment and evaluation of learner performance is crucial. Although online examination brings a number of authenticity, security and certification issues, evaluation models should take the WWW's constructivist student-centred approach into account. Online course developers now use alternative assessment tools such as evidence-based tests, where learners submit projects online, learning diary submission, and participation in discussion forums or peer-based evaluation.</p> <p style="text-align: right;">A</p>

<p>Learner responsibilities: The nature of online learning requires learners to be very self-motivated. The role of the instructor is to challenge learner curiosity and help learners achieve personal learning goals. Online learning should therefore be designed according to adult learning principles, in which learners have as much responsibility as their teachers, if not more. Learners need to be informed of their role and responsibility prior to starting the course.</p> <p style="text-align: right;">A</p>	<p>Integrated systems for online learning are needed because the generic web environment does not provide: a standard way to organise course materials; prior evidence of the environment's instructional effectiveness; tools to support basic instructional activities such as course design, organisation of groups spaces and personal spaces, grading, and easy integration of multiple media files; and models to support learning strategies that involve collaborative learning, knowledge building and multiple representations of ideas and knowledge structures.</p> <p style="text-align: right;">A</p>	<p>Institutional preparation: Any project-related hardware or software should be installed and tested. All involved faculty and staff should be trained in the systems and equipment, and should be familiarised with the pedagogical techniques. This is a very vital step in the process of building an online learning environment as much of the effectiveness of the programme will depend on the institutional preparedness. Many organizations have become unsuccessful in their online programme offerings, as they were not ready for the same.</p> <p style="text-align: right;">A</p>
<p>Development of learning materials: Implementing course development and design standards to maintain consistency, especially if many people or partner organisations are involved is a major step in setting up of online learning environment. Since course development is time consuming, it is worth securing permission to use or adapt existing material where appropriate to launch the course more quickly.</p> <p style="text-align: right;">A</p>	<p>Evaluation: Once course materials are uploaded to the online learning environment, there should be a field trial of the learning materials and usability testing of the website, possibly through an initial pilot project. No online course should be launched without thorough evaluation. Consider issues such as learning effectiveness, cost-effectiveness, accreditation, learning environment, and the evaluation process itself.</p> <p style="text-align: right;">A</p>	<p>Promotion: The course must be promoted both online and offline to its target learners, with plenty of lead-time for course registration. Ongoing promotion will encourage the level of enrolment needed to make the programme financially viable.</p> <p style="text-align: right;">A</p>

Maintenance and updating:

Online programmes require constant updating and maintenance to be effective. Learners need prompt feedback to address concerns and technical problems. Course instructors or specialised personnel should be trained to constantly monitor and maintain the website.

A

A

A

Trainer Evaluation Form

Please evaluate the session of (Name of the Trainer: _____) by providing your valuable inputs for his/her personal improvement, growth and development. We shall be obliged for your frank opinion. Please tick (✓) the relevant box. If you wish, please put your name and email on the blank space in this form.

TRAINER- Please evaluate your trainer's presentation using the following scale: 5 - excellent, 4 - good, 3 - average, 2- fair, 1 - poor.					
	Excellent - - Poor				
	5	4	3	2	1
Knowledge of the course/ subject					
Clarity of explanations					
Responsiveness to questions					
Voice projection/ articulation					
Eye contact (if possible)					
Politeness and professional approach					
Preparation and organization					
Presentation pace/ delivery rate					
Use and answer questions effectively					
Facilitates discussion					
Establishes rapport					
Time management					

METHODS and MATERIALS -Please evaluate the training methods and materials used during the training session, using the following scale: 5 - excellent, 4 - good, 3 - average, 2- fair, 1 - poor.					
	Excellent - - Poor				
	5	4	3	2	1
Organization of topics					
Explanation of fields					
Demonstrations, examples					
Interactive methods					
Use of training aids					
Use of handouts and reading materials					

OVERALL -Please assign an overall rating of the following areas, using the following scale: 5- xcellent, 4 - good, 3 - average, 2- fair, 1 - poor.					
	Excellent - - Poor				
	5	4	3	2	1
Overall rating of this training					
Overall rating of the facilitator					
Overall quality of materials					

Any other Comments:

THANK YOU

Workshop Evaluation Form

INDIRA GANDHI NATIONAL OPEN UNIVERSITY

STAFF TRAINING AND RESEARCH INSTITUTE OF DISTANCE EDUCATION

National Workshop on Development of Self-Learning Materials for Distance and Online Learning

Workshop Evaluation

Please complete this questionnaire and return it to us as feedback to this training programme attended by you.

1. What is your overall reaction to this workshop?
Excellent Very good Satisfactory Not satisfactory
2. Do you feel the workshop met your expectations? Yes No
If NO, please explain

-
3. How do you rate the workshop duration? Just right Too short Too large
 4. Will you recommend this kind of workshop to others interested in the theme? Yes No
 5. To what extent you think the workshop was helpful in developing the following competencies?
(please tick)

	Competency	To a large extent	Somewhat	Poor	Not at all
i.	To frame objectives of a lesson/ unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii.	To develop the structure of a lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii.	To develop criterion test items and frame self-assessment questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv.	To develop step/section	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v.	To develop guidelines for students and tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi.	To edit units/ lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii.	To undertake developmental testing of units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
viii.	To explain issues related to multimedia and online course design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix.	To develop personal network with colleagues working in ODL in India.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What did you like best about the workshop?

7. What did you like least about this workshop?

8. How well the workshop content logically sequenced?
 Very well well sequenced Poorly sequenced
9. How valuable is the workshop content to the task on hand?
 Very valuable Some value No value
10. What more content/ topic (s) could have been included in this workshop?

11. Which session (s) can be safely dropped from this workshop without loss of utility/effectiveness?

12. How do you rate the balance of theoretical and practical materials in the workshop?
 Too theoretical Too practical Good balance
13. Although you might have rated each trainer at the end of his/her presentation, please provide the following overall evaluation on the effectiveness of the trainers as a whole:

		Very effective	Effective	Somewhat effective	Not effective
i.	Knowledge of subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii.	Organization and presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii.	Style and delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv.	Responsive to participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v.	Creating appropriate learning climate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. What do you think about the number of trainers involved in this workshop?
 Just right Too few Too many
15. Identify three sessions (in order of priority) that you liked most.

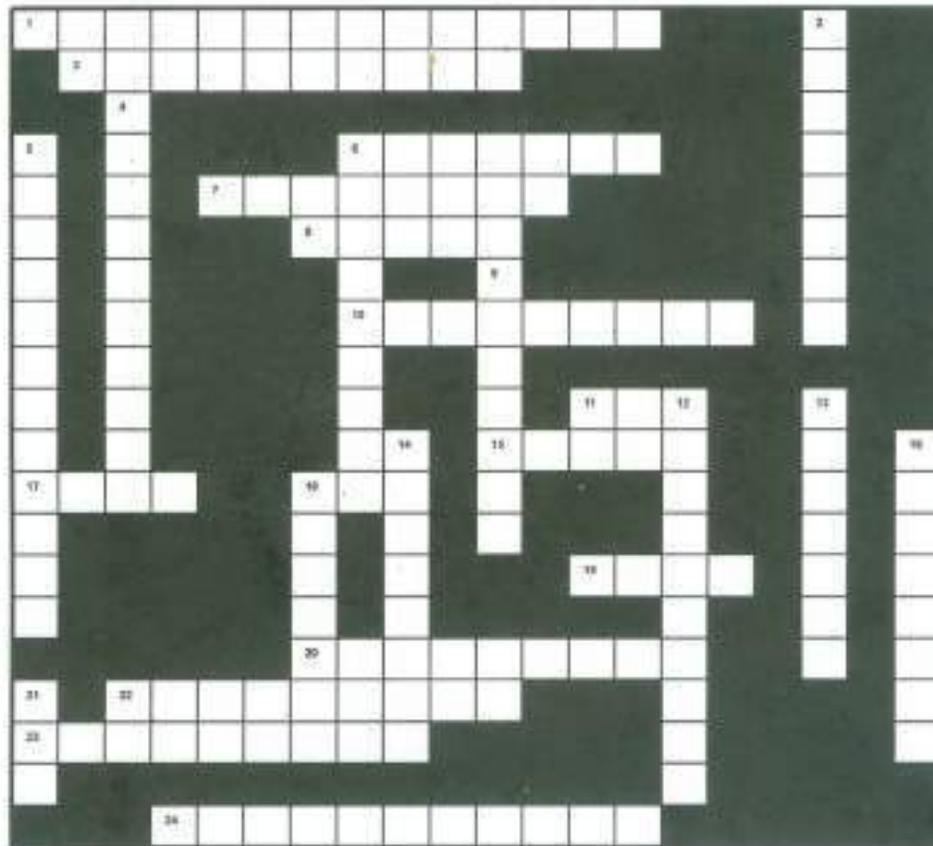
16. How do you rate the balance of lecture, group work and individual exercises?
 Too much lecture Too much discussion Too many exercises Good balance
17. Did you have enough skill practice time? Yes No
18. Do you think the training materials received during the workshop sufficient? Yes No
19. How do you rate the organizational arrangements of the workshop?
 Excellent Very good Satisfactory Not satisfactory
20. Your general comments/ suggestions:

THANKS FOR YOUR COOPERATION

Signature (Optional)

APPENDIX 5

Crossword Puzzle



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Clues ACROSS	Clues DOWN
1. Early forms of distance education	2. Unit end matter that explains difficult words
3. Process of obtaining information about learner's progress	4. This helps the learner to know in advance what is expected at the end of the lesson
6. Unit end matter that recapitulates	5. This advance organizer gives an overview of the topic of the topic, explains linkages and provide study guide
7. IGNOU's mode of education	6. Content list used in self-learning material
8. First open university in India	9. This process ensures quality assurance of the learning materials
10. A component of objective other than 'action verb' and 'standard'	12. A new technology that integrates text, graphics, audio, video and animation
11. An abbreviation that is used to teach at a distance	13. What You See is What You Get
15. India's national open university	14. This term is predominantly used to describe teaching-learning in general and at lower level in particular
17. A method used to obtain quantitative data about learner performance	16. Relative change in behaviour due to some experience
19. A chapter in the self-learning material	18. A collection of few units bundled in a thematic manner
20. Basic level in the Blooms taxonomy	21. It helps learner to review his/her progress and also provide the much needed break in learning
22. Legal provision by which the creator of a document owns it	
23. Malcolm Knowles propagated this concept	
24. Objectives with action verbs are often called as...	

Feedback Form

Staff Training and Development in Open and Distance Education

1. Rate (please tick) the following statements using the five-point scale given below and comment on your rating to justify.

SA= Strongly Agree A= Agree U= Undecided D= Disagree SD= Strongly Disagree

Statements	SA	A	U	D	SD
The objectives/ learning outcomes set in the Handbook are congruent with the needs of the target groups	<input type="checkbox"/>				
Comments:					
The contents of the Handbook are organized in an helpful sequence	<input type="checkbox"/>				
Comments:					
The concepts and ideas discussed are relevant and practical	<input type="checkbox"/>				
Comments:					
The activities/ reflective exercises given are appropriate	<input type="checkbox"/>				
Comments:					
The Handbook is written in a readable language and style	<input type="checkbox"/>				
Comments:					
The Handbook met my expectations	<input type="checkbox"/>				
Comments:					
I can apply the strategies discussed in the Handbook	<input type="checkbox"/>				
Comments:					
The Handbook helped me to think about Staff Training and Development in Open and Distance Education	<input type="checkbox"/>				
Comments:					

2. What according to you are the strengths of the Handbook? Why do you think so?

3. What according to you in this Handbook needs improvement? How?

4. Any other comments:

Please return to:

Director,
Staff Training and Research Institute of Distance Education
Indira Gandhi National Open University
Maidan Garhi, New Delhi 110068

