

Office for Victims of Crime Instructional Design Standards

Throughout your career, you may have sat through trainings you felt weren't beneficial, as well as trainings that engaged you and left you feeling energized and enthusiastic about using your new skills. So, what can you do to help ensure that trainings funded by OVC are based on participant needs, maintain their interest, and achieve the intended goals? OVC's Instructional Design Standards offer guidance to help you develop engaging and sound trainings. These standards are based on the ADDIE (analysis, design, development, implementation, and evaluation) model of training development, which is widely used throughout the world to develop trainings.

OVC and OVC TTAC Collaboration

The Office for Victims of Crime's (OVC) training mission is to provide information and learning experiences to victim service providers and allied professionals to expand their knowledge and assist in developing their skills to better serve the needs of crime victims.

To support OVC's training mission and as part of the Special Conditions in OVC grants, OVC requires that most training grantees coordinate with the OVC Training and Technical Assistance Center (OVC TTAC) to make sure the training is developed using ADDIE standards.

How do you, as the OVC grantee, coordinate with OVC TTAC? Generally, the OVC Grant Monitor will initiate coordination between you and OVC TTAC with a kick-off meeting to review the purpose of the coordination. Following the kick-off meeting, you and OVC TTAC will determine how best to work together and the frequency of contact. OVC TTAC has developed many resources to support your design and development process and they are available on the OVC TTAC web site. Using the ADDIE model, your subject matter experts (SMEs) and an instructional designer (ID) will work together during the design and development phases of the training. Each phase of the ADDIE model as well the training development steps and documents required for review are described more fully below.

ANALYSIS

The purpose of the analysis phase is to understand the training issue and define the objectives that the training should achieve. Sometimes, it is tempting to skip this step because we believe we are familiar with our training audience and their needs. However, the information gathered during this phase of the instructional design process forms the foundation of the training, so it is important to take the time to collect data that will help you do the following:

- ❖ Define the intended audience's current knowledge and skill level, as well as performance gaps to address in the training.

- ❖ Identify the end result of the training, or the organizational goal.
- ❖ Describe the characteristics of the intended audience, such as their professional experience, current job duties, and challenges they may experience when they apply the training knowledge and skills to their jobs.

Methods for gathering data can include the following:

- ❖ Individual interviews or focus groups with people who are similar to the target audience and their managers, or SMEs who are familiar with the target audience. Managers can often provide very useful and accurate data on the training needs of intended audience.
- ❖ Surveys of the knowledge and skills of people who are similar to the target audience and their managers, or SMEs who are familiar with the target audience.
- ❖ Reviews of documents, such as previous needs assessments, reports, or evaluations, from trainings that are similar to the training being developed.

After you have collected your data, you will analyze and summarize it to help you determine the objectives for the training and the content to be covered.

DESIGN

Activities in this phase include sequencing the content of the training, dividing the content into modules, allocating the time required for each module, developing learning objectives, and deciding how to present the content using multiple training strategies. During this phase, you will make preliminary decisions regarding the types of activities to include in the training that will reinforce learning. As you design the training, keep in mind the importance of incorporating adult learning principles.

Adult learners:

- ❖ Are goal oriented. They attend trainings to achieve a particular goal or to solve a problem.
- ❖ Are competency-based learners, meaning they want to learn a skill or acquire knowledge they can apply pragmatically to their immediate circumstances.
- ❖ Bring previous knowledge and learning to the training. It is important to link new material to existing knowledge or experience.
- ❖ Have a finite capacity for information. If learners do not see an application for the information that is presented, they will absorb little of it.
- ❖ Have different motivation levels. Most are motivated to learn by internal rather than external factors, such as the need to progress in their profession or gain recognition in a particular area of victim services
- ❖ Have different learning styles. In order to accommodate different styles, it is important to use many different strategies for presenting content throughout the training (e.g., role plays, small group activities, brainstorming, facilitated discussions).

OVC TTAC Review Documents

There are three sets of documents that are critical to the training design and development process:

1. High Level Design Document
2. Detailed Design Documents
3. Draft Instructor and Participant Manuals for face-to-face trainings or storyboards for online trainings

OVC TTAC will review and provide feedback on these documents.

The ID and SME(s) work together to create a High Level Design Document (HLD) outlining the entire training, as well as Detailed Design Documents (DDD) that include more specific information related to each module of the training. These documents become the blueprint for the training to be developed. They are particularly important when developing a multiday training or when using more than one SME. The documents help ensure that each person working on the training has a clear picture of the entire training.

The HLD is a matrix that includes the name of each module and the presentation order, the learning objectives and topics to be covered in each module, the anticipated delivery method (such as through an activity, video or lecture), notes and sources of information, and time estimates for each module. It is a high level blueprint of the training being developed.

After the SME(s) review and agree that the ID has accurately captured the training content in the HLD, the ID and SME(s) begin developing the DDD for each module. The DDD presents detailed information about a module in a matrix format, including time requirements, content outlines and notes, and resources for each learning objective within the module. Activities to help achieve the objectives are presented in detail. The DDD is derived from the HLD.

Some IDs prefer to use content outlines rather than the HLD and DDD matrices. If you prefer outlines, you will include the same kinds of information that are included in the matrices.

DEVELOPMENT

In both face-to-face and online training, you will convert the design documents into training materials. In face-to-face training, the design documents become modules with specific components and in online training, the design documents become storyboards.

Face-to-Face Training

In the development phase, you will convert the design documents into modules.

The sequence of the modules reflects a logical flow of information. Each module covers a specific topic, skill, or concept.

- ❖ Each module contains the following components:
 - Specific and measurable objectives.
 - A statement of the purpose of the module.
 - The topics or lessons within the module.
 - The time needed to present the module.
 - A list of special materials, equipment, and training aids needed.
 - Advance instructor preparation, if necessary.

- ❖ The **Instructor Manual** includes all of the materials that an instructor will need to train, including the following:
 - The training purpose and objectives.
 - Participant selection criteria, if any.
 - The instructor's subject matter expertise and skills.
 - General instructor preparation and prework by the participants.
 - An agenda with times for modules and breaks.
 - Detailed descriptions of what the instructor says and does to deliver training content and administer learning activities, by module.
 - References.
 - Copies of the PowerPoint slides.
 - Copies of any videos, DVDs, etc.

- ❖ The **Participant Manual** includes all of the materials that participants will need and use during the training, including the following:
 - Background information.
 - The training goals and module objectives.
 - An agenda.
 - The content covered in the training.
 - Supporting materials, including handouts, articles, and instructions for exercises.
 - References.
 - Copies of the PowerPoint slides.
 - Additional resources.

You are encouraged to conduct a pilot of the entire training or selected modules and request feedback from the instructors as well as the pilot participants to identify what parts of the training are effective and what parts need revising. Materials should be as complete as possible before conducting the pilot, and participants in the pilot should represent the intended learners.

Following the pilot test, you will make revisions to the training materials based on instructor and participant feedback. A careful editorial review of the final draft follows.

Development: Face-To-Face Training

In some cases, OVC TTAC may review the Instructor and Participant Manuals prior to the pilot testing. In all cases, OVC TTAC will review the Instructor and Participant Manuals prior to wide-scale implementation.

Online Training

In the development phase, you will convert the design documents into training materials. If the training is to be a synchronous training or blended training, the ID uses the finalized content to develop webinar slides, video storyboards, forums, job aids, and written assignments. OVC TTAC will review these materials prior to the training launch date. As with face-to-face training, it is important to conduct a pilot test with a small number of participants to identify what parts of the training need revising.

Asynchronous, Synchronous and Blended Trainings

Asynchronous training is self-paced training. The training doesn't require participants and instructors to be online at the same time.

Synchronous training is real-time training. Participants and instructors are online at the same time.

Blended training uses both asynchronous (self-paced) and synchronous (real-time) training components in one training.

If the training is to be an asynchronous training, the ID will use the finalized content to develop storyboards to be programmed. You are encouraged to conduct a beta test with a small number of reviewers to ensure that all technology issues are functional and the training content is displayed accurately.

Development: Online Training

For synchronous trainings, OVC TTAC will review training materials prior to the training launch. For asynchronous trainings, OVC TTAC will review storyboards prior to programming and review the beta version of the training.

IMPLEMENTATION

After finalizing the Instructor and Participant Manuals, the training is ready for implementation on a wide scale. You may want to develop an implementation plan to compile information about the training rollout in one document. This plan generally includes a description of the number of trainings planned, the frequency of the trainings, the estimated number of participants attending each session, the location of trainings, and the identity of the instructors who will deliver the trainings, along with their qualifications to deliver the material.

EVALUATION

The purpose of evaluation is to assess whether the training has achieved its objectives. Donald Kirkpatrick* identified four levels of evaluation. OVC TTAC recommends conducting at least Level 1 and Level 2 evaluations to gauge the effectiveness of the training.

Level 1 Evaluation: Reactions. Evaluation at this level measures how participants in a training reacted to it. The evaluation attempts to answer questions regarding the participants' perceptions of the training (e.g., Was the material presented relevant to your work? Did the instructor demonstrate an expert knowledge of the subject?).

Level 2 Evaluation: Learning. Evaluation at Level 2 measures knowledge, skills, and attitudes specified as learning objectives.

Level 3 Evaluation: Transfer (sometimes referred to as Behavior). This level measures changes in the participants' behavior or how they do their job as a result of the training.

Level 4 Evaluation: Results. Evaluation at this level assesses the training in terms of the organizational impact it made. What results have been achieved in the organization because a training was implemented? Most OVC grantees will not be conducting Level 4 evaluations.

* Kirkpatrick, D.L. (1998). *Evaluating training programs: The four levels* (2nd ed.). San Francisco: Berrett-Koehler.