WORKSHEET
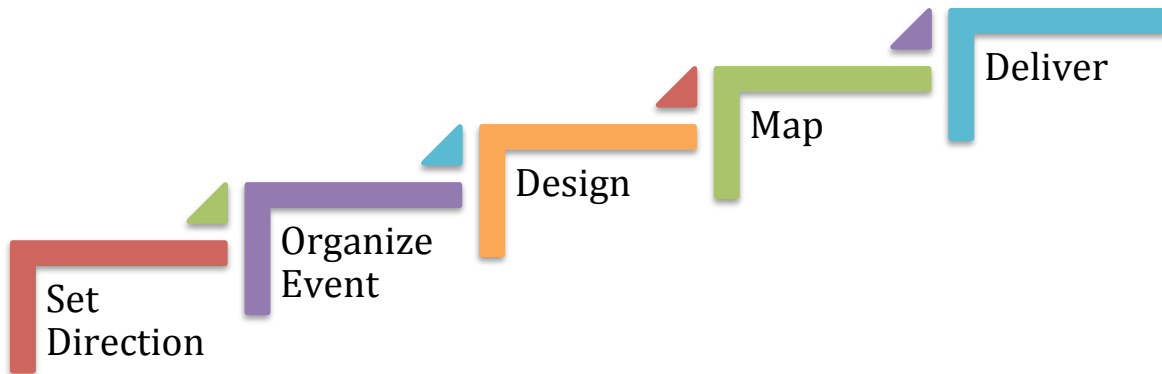**Phase: Design**

Why this phase is important
- Help you focus on the learner's needs in their day-to-day work.
- Create meaningful learning experiences that are relevant and help solve real world challenges.
- Focus on what learners need to DO in their work.
  - If you have a hard time figuring out what they need to DO – then the chances of learners figuring it out on their own is very slim.
- Make sure you match the learning objectives and content to a good fit way of offering the training.
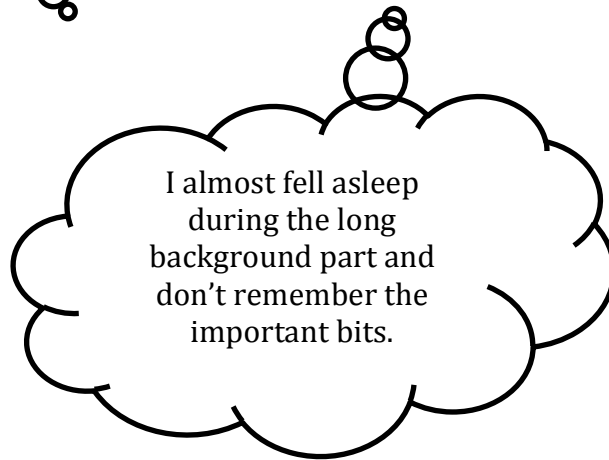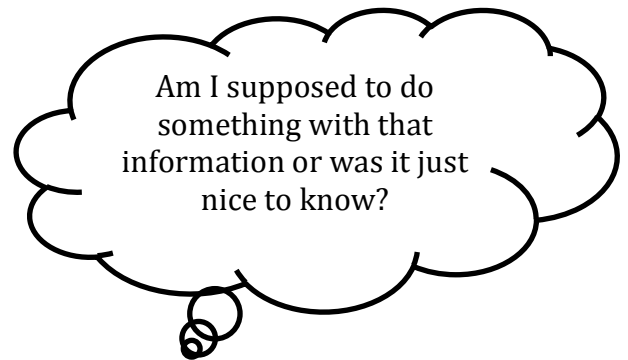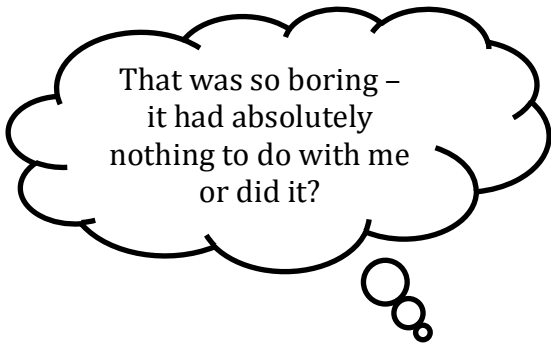
Good fits

Research shows that blended learning is the most effective to shift and maintain behaviour change. Blended learning is a combination approach. Examples include:

- Classroom training + checklist
- Video + discussion
- Videoconference + practice using transfer lift

You may not be able to achieve everything you want with OTN training alone, but consider how combos can still save you time and get the results you're looking for.

	Good Fit for OTN	Blended Learning Ideas
Physical skill (e.g. Transfering a resident, Using a fire extinguisher, Taking blood pressure, Feeding)	OTN on its own is not a good fit for physical skills training because people must physically practice. • It is good for: • Case examples to introduce principles, physiology, safety messages. • Identify right and wrong; explain test results.	• Physical practice • Peer-to-peer learning • Checklists • Feedback
Principles and Roles (e.g. responsive behaviours)	OTN can be a good fit. • Scenarios that show the principles at work. • Before and after comparisons. • Discussion. • Self-assessment. • Question and Answer	• Peer-to-peer learning • Checklists • Feedback • Integrating the principles into other training topics • Job descriptions and interview questions
Safety Training	OTN can be a good fit. • Safety challenges that show consequences of getting things right and wrong • Discussion. • Self-assessment. • Question and Answer.	• On-line learning that may focus on knowing rather than doing • Debrief when things have gone well and not so well
Interpersonal Skills	OTN can be a good fit. • Examples and opportunities to identify personal benefits	• Feedback – catching people doing the right things

Have you ever participated in learning sessions and came away thinking ....

That was so boring –
it had absolutely
nothing to do with me
or did it?

Am I supposed to do
something with that
information or was it just
nice to know?

I almost fell asleep
during the long
background part and
don't remember the
important bits.

What does a meaningful <u>learning experience</u> mean to you?

What does it sound like?

How does it feel?

What do you do?

How much do you remember?

Here's how we can avoid these common complaints about traditional training. DO > PRACTICE > KNOW

A.   What do learners need to DO in their day-to-day work? DOING is very different from knowing. What would you be able to see them DOING?

This can be tricky to figure out.
- You may find it helpful to use some scenarios.
    - (e.g. When do people need to do a better job of hand washing? When first enter the building, between each resident, before and after eating lunch, on their way home)
- Brainstorm and record your ideas.
- You may find it easier to start with people should not do and then flip around your ideas.
    - (e.g. Staff should not touch a resident after blowing his/her nose > Everytime a staff

Then narrow down your ideas:
- If learners remember to do a maximum of 3 things – what are those?
- To help you consider:
    - What's common in different situations?
    - What will make the biggest difference to safety?
    - What are the easiest things to start with?

1)

2)

3)

B.   To help DO these things in their day-to-day work, what can they DO in the training session?

Here are some examples to get you started.
- Discuss
- Problem solve
- Compare
- Identify
- Role Play
- Create a plan
- Take a quiz
- Quiz someone else

What can they DO/PRACTICE after the training session? How will this be supported?

C. What do they need to know in order to DO these things?

What information must we share with them during the session? Less is more.

They need to do ….	So they need to know this …	Then we need to share this info
1)		
2)		
3)		

What resources can you recommend?

If you want to learn more about ……. Here's a good source.

Your Notes

Set
Direction

Organize
Event

Design

Map

Deliver