

✓ Checklist for Doing PUL Training & Instruction

Use this checklist as a guide for building user-centered, outcome-oriented learning

Overall Planning—Identify the need for the learning-- who are the learners, what needs to be taught, when, why, etc. (*Coordinate with SD&T*)

Determine needs and goals: <i>ensures that course will meet needs of staff</i>	Unit & team web developers must use new Libraries template and update pages
Select course title and description: <i>ensures staff who need class can find and meet needs</i>	Updating Unit & Team Web Pages—PUL web developers will be required to update...
Select date, time and location for class: <i>ensures staff can schedule in their calendars</i>	Thursday 03/15/03; from 9:00-11:00; in the LEC (UGRL959)

Designing Objectives—Define outcomes, objectives, tasks; (*Consult with SD&T*)

Define specific outcomes: <i>ensures learning will be concrete & relevant</i>	Word documents can be backed up, the CRT network folder can be located
Define and link objectives to outcomes: <i>ensures learning can be demonstrated</i>	Learners will be able to copy three kinds of files to zip disk
Determine steps needed to accomplish: <i>ensures that learning is doable and has a beginning and end</i>	1. Open folder, 2. Select files, 3. Right-click to choose Send To,

Developing Course—Match design to methods, strategies, tools (*Consult with SD&T*)

Select methods to facilitate objectives: <i>ensures that learning is engaging and allows for interactivity (whenever possible)</i>	Use analogy for concepts, brainstorming or quiz for definitions, demo for how-to, exercise for practice, etc.
Develop materials to support objectives: <i>reinforces learning during/after class</i>	Step-by-step guide which can stand alone and be used to repeat processes, etc.
Review with learners: <i>new or revised methods, materials and exercises should be pre-tested to ensure effectiveness</i>	Ask potential learner to review handouts and/or exercises to determine clarity, ease of following along or doing, etc.
Determine exercises: <i>ensures knowledge and skills have been internalized</i>	Construct and implement a search to find information on laminar airflow in ORs

Teaching Class—Instruct, demo, practice, give feedback (*Coordinate with SD&T*)

Familiarize yourself with location & equipment used: <i>ensure smooth teaching</i>	Visit location and do a partial dry run the day before (whenever possible)
Practice teaching course: <i>ensures you are comfortable with content</i>	Review outline; practice demo and examples used; practice on friends...
Develop evaluation: <i>ensures self-evaluation of learning takes place</i>	"I can locate CRT networked folder"—Strongly Agree, Agree, Disagree, etc.
Reproduce materials: <i>ensures materials are available prior to class</i>	SD&T can photocopy, duplex and staple using color paper

Evaluating Learning—Determine success and application (*Coordinate with SD&T*)

Learners complete evaluation: <i>reflection on how learning will be applied</i>	Use paper evaluation, or online form at: http://gemini.lib.purdue.edu/staffdev/survey/
Learners apply learning: <i>ensures learning is transferred to the workplace</i>	Repeat or complete exercises and/or homework which is sent to instructor
Instructor receives feedback: <i>ensures feedback on how it went</i>	Evaluations are consolidated and emailed to instructor for review

Coordinate with SD&T indicates communication must take place between instructor and Staff Development and Training; *Consult with SD&T* indicates areas where instructors can get assistance as needed