

Research-Based Design Elements

for skill-building training targeting adult learners-a distributive learning approach

Design Elements	Description/Rationale
Clarity of Intent	Specific, measurable and feasible learning objectives that are linked to intended results and that are clearly communicated with participants, before, during and after the event.
Sufficient Time Allotment	Based on the learning objectives, the training design must allow sufficient time to reach the objectives. The inclusion of pre-work and follow-up support, in addition to the face-to-face event, will strengthen transfer and achievement of objectives.
Pre-Assessment	Pre-assessment data provides the context for designing a training event that will target specific learner needs. Completing a pre-assessment is also linked to learner engagement and motivation.
Pre-Work and/or Homework	Pre-work primes the participants so they are prepared and in the proper mindset for learning. Pre-work and/or homework reinforce a distributive learning process for which there is a neuroscience base.
Learner Assessment of Relevance/Content Validity	Learners need the opportunity to anticipate and conclude that content is relevant and applying it will be valuable in achieving success (prior to and during the event and continuing through implementation phase).
Participant-Centered Learning Environment	A comfortable, inclusive and learner-focused environment that reflects the workplace will positively influence participant engagement and motivation.
Cognitive Engagement (Active Learning)	<p>Key engagement processes include:</p> <ul style="list-style-type: none">• Group discussion/sharing• Skill-building elements<ol style="list-style-type: none">1. Assessment of Relevance & Rationale (theory/research)2. Demonstration (modeling, vignettes, simulations)3. Practice4. Feedback (self/peer/facilitator)• Reflection and self-assessment• Development of concrete action steps (intent for transfer)
Follow-Up Support	Design must include virtual or on-site post-training support during the implementation phase, provided either directly or through alliances, to encourage consistent and appropriate use of the new skill set.

*Lauer, P.A., Christopher, D. E., Firpo-Triplett, R., & Buchting, f. (2013). The impact of short-term professional development on participant outcomes:A review of the literature. Professional Development in Education. DOI: 10. 1080/19415257.2013.776619.



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