

A workshop

Selecting the Right Delivery Method

Presented by



ADDIE Model

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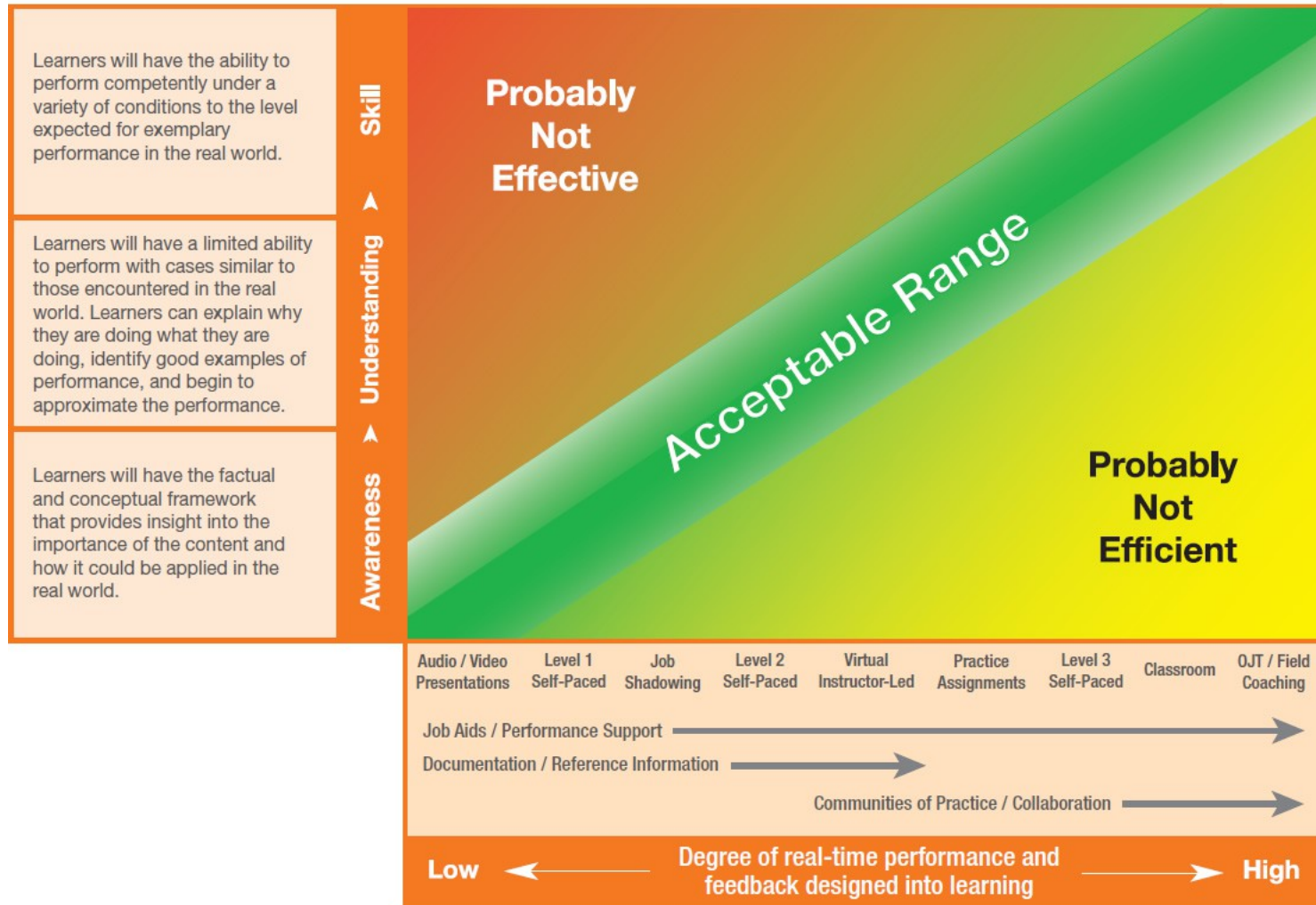
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Delivery Method Selection Considerations

What should be considered when selecting the delivery method?

Delivery Method Selection Guidelines



Adapted from: Brinkerhoff, Robert O., and Apking, Anne M. *High-Impact Learning: Strategies for Leveraging Business Results from Training, New Perspectives in Organizational Learning, Performance, and Change*. Cambridge: Perseus, 2001.



Learning Delivery Methods

Audio / Video Presentations

- Information is presented using sound and/or video.
- Presentations may be delivered live in a physical or virtual auditorium, or may be accessed when desired by learners via intranet/Internet/mobile.

Level 1 Self-Paced (E-Learning or Print)

- Learners have little if any interaction with the instruction other than “turning pages” and perhaps answering test questions at the end, or accessing additional nice-to-know content.
- Correct/incorrect feedback is provided for test items.
- Content is presented via text, graphics, and possibly audio.

Job Shadowing

- Learners observe a proficient performer on the job.
- Learners ask questions and may perform the job tasks under the supervision of the proficient performer.

Level 2 Self-Paced (E-Learning or Print)

- Learners determine order in which they advance through the instruction.
- Learners must interact with content in a manner that encourages them to think about and remember what they are learning.
- Course reinforces learning by providing frequent opportunities to apply learning via questions to answer or simple simulated tasks.
- Immediate evaluation and feedback are provided.
- Content may be presented using text, graphics, audio, video, and animation.

Virtual Instructor-Led

- Instructor teaches a group of learners in real time (synchronously) via intranet/Internet/mobile.
- Teaching may include lecture, discussion, and/or practice.
- Learning may involve structured asynchronous work that learners complete on their own.

Practice Assignments

Learners independently apply understanding or skill in realistic or real (on-the-job) situations, with feedback provided upon completion of the work. Assignments can be completed on paper or online, or observed live.

Level 3 Self-Paced (E-Learning or Print)

- Learners engage in accomplishing a task or solving a problem, typically based on a scenario or case study and often using real-world information.
- Learners control the steps taken to solve the problem, within the options established by the course.
- Individual responses may result in customized paths through the content.
- Includes tools such as explanation, demonstration, “lab” exercises (e.g., using simulations or application software), and skill/knowledge tests.
- Content may be presented using text, graphics, audio, video, animation, games, and virtual worlds.

Classroom

- Instructor teaches a group of learners in the same physical space.
- Teaching may take the form of lecture, discussion, small-group collaboration, and/or lab demonstration and practice with immediate evaluation and feedback..

On-the-Job Training (OJT) / Field Coaching

- In OJT, a proficient performer teaches a learner on a one-on-one basis in the actual job setting.
- In Field Coaching, a proficient performer observes a learner on the job and provides balanced feedback to enhance performance.

Job Aids / Performance Support

- These tools deliver information that aids in the execution of a specific job, procedure, or task, for use at the time of performance.
- Types include procedural instructions, job aids, embedded help, and frequently asked questions. They can be accessed by learners via print or intranet/Internet/mobile.

Documentation / Reference Information

Auxiliary information, presented using words and illustrations, is accessed by learners when desired via print or intranet/Internet/mobile.

Communities of Practice / Collaboration

- A group of people with a common interest share information and experiences so that they learn from one another.
- Group may meet live in a physical space or virtually using online social networking tools (e.g., discussion boards, microblogging, or sharing sites).
- Group’s activities may include using an online venue for creation, review, and revision of documents by group members.

Adapted from: Brinkerhoff, Robert O., and Apking, Anne M. *High-Impact Learning: Strategies for Leveraging Business Results from Training. New Perspectives in Organizational Learning, Performance, and Change*. Cambridge: Persaeus, 2004

Activity: Delivery Method Selection

Scenario

It's spring and a local lawn service company is preparing its new staff for the upcoming season.

The learning objectives are listed below:

1. List the ten most important safety tips.
2. Enter the appropriate codes in the computer system to account for the services performed.
3. Describe the services that the lawn company performs to a prospective customer.
4. List the three patterns for cutting the lawn.
5. Determine possible causes of a terrible looking lawn.
6. Sharpen the blades.
7. Add oil and gas to the three types of mowers.
8. Answer customer questions regarding their service.
9. Using the computer system, determine whether or not a customer has paid his or her bill.
10. Mow the lawn.

What is the best delivery method(s), and why?

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