



Transit Instructional Design Bootcamp





Chuck Hodell, PhD

Chuck Hodell

Affiliate Professor, University of
Maryland School of Pharmacy
Faculty Lecturer, Northeastern University
Academic Advisor, International Masonry
Training and Education Foundation



Dennise Cardona

Digital Content
Manager,
University of
Maryland
Baltimore County



What is Instructional Design?

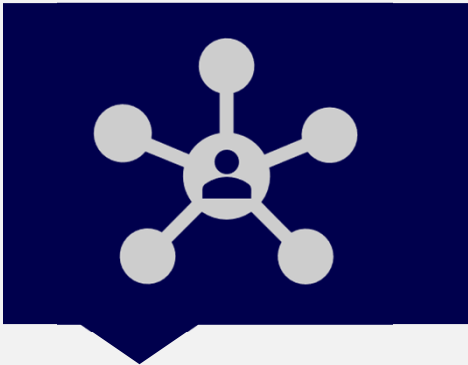
Instructional Design

noun.

A system for the design, implementation and evaluation of instruction

Instructional Design Bootcamp

WHO



ADULT LEARNERS

WHAT



LEARNING OBJECTIVES

HOW



9 EVENTS OF INSTRUCTION



Helps and Hinders

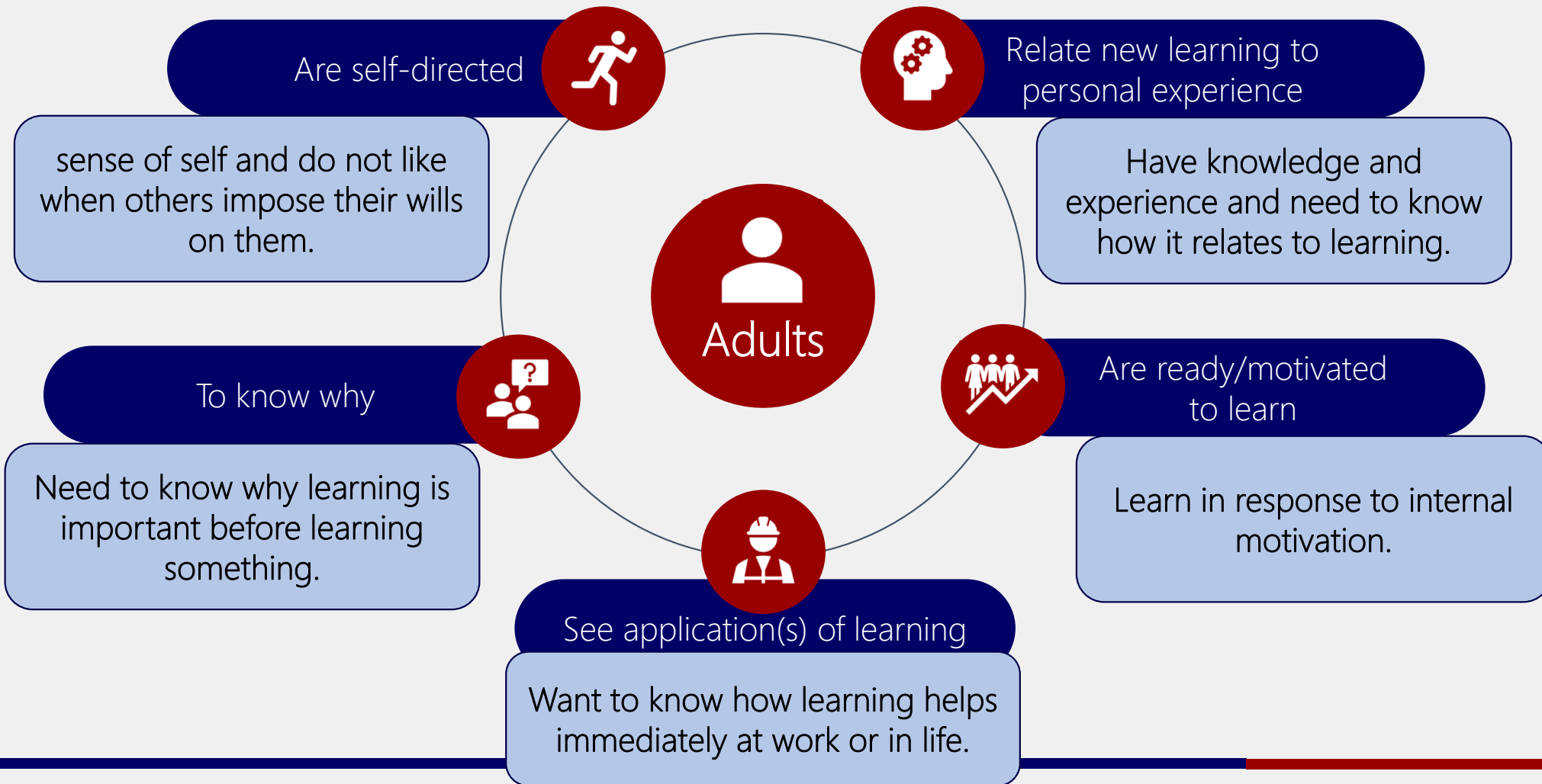
Helps

- › As an adult, what helps you learn?
- › As an instructor, what helps you learn?

Hinders

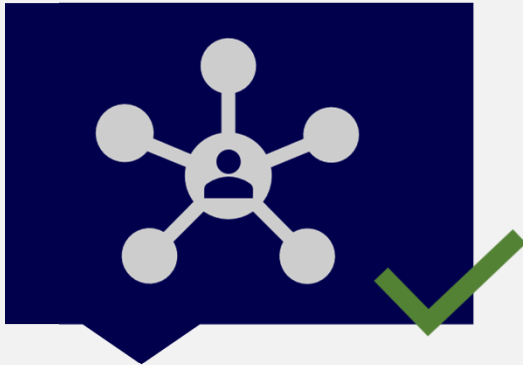
- › As an adult, what hinders your learning?
- › As an instructor, what hinders your learning?

• 5 Characteristics of Adult Learning •



Instructional Design Bootcamp

WHO



ADULT LEARNERS

WHAT



LEARNING OBJECTIVES

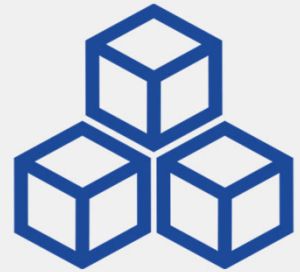
HOW



9 EVENTS OF INSTRUCTION

Learning Objectives

- The backbone to all instruction
- Must be clear and measurable
- Use action verbs



A

Audience

B

Behavior

C

Condition

D

Degree

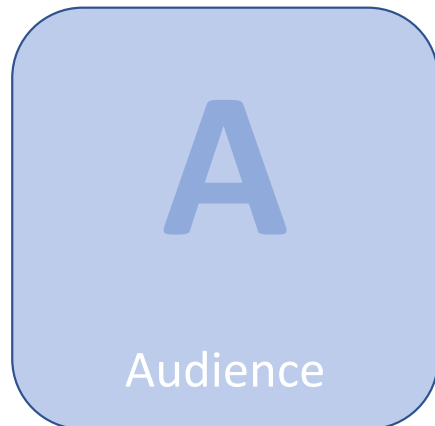
• Learning Objective Example: Audience •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



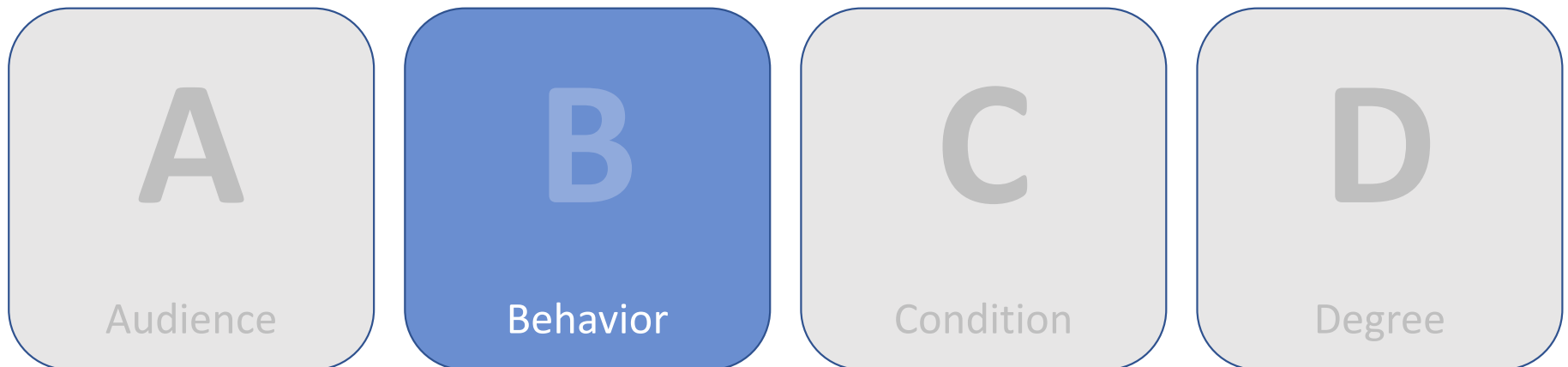
• Learning Objective Example: Audience •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



- Learning Objective Example: Behavior •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



- Learning Objective Example: Behavior •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



• Learning Objective Example: Condition •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



• Learning Objective Example: Condition •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



- Learning Objective Example: Degree •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



- Learning Objective Example: Degree •

Given a chart showing common safety labels, the transit elevator/escalator trainee will be able to identify 5 safety labels without assistance or error.



- Writing Quality Learning Objectives •

Given a poorly written learning objective, the workshop participant will work with a partner to rewrite it so that it covers all four parameters.

LO to fix: “Understand how to wear PPE.”

A

Audience

B

Behavior

C

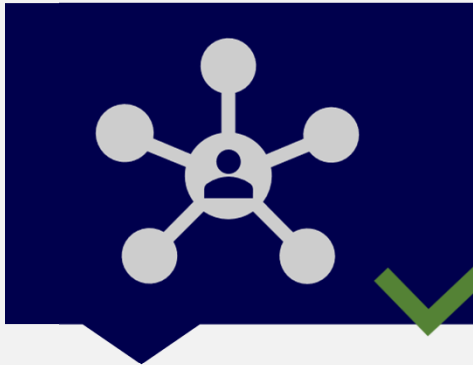
Condition

D

Degree

Instructional Design Bootcamp

WHO



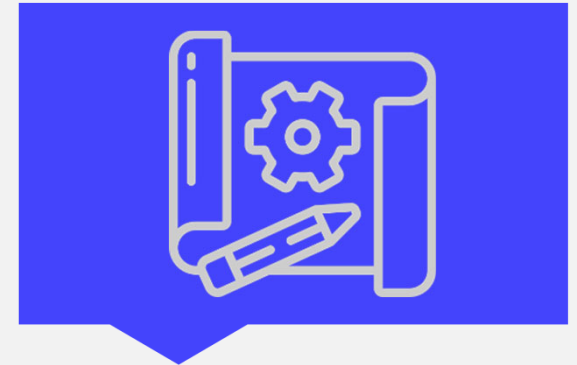
ADULT LEARNERS

WHAT



LEARNING OBJECTIVES

HOW



9 EVENTS OF INSTRUCTION

Gain Attention

Direction

Recall

Content

Application Feedback Level 1

Application Feedback Level 2

Application Feedback Level 3

Evaluation

Closure

Prepare for Learning

Delivery & Practice of New Material

Wrap Up

Prepare for Learning

Gain Attention

Check this out!

Relates to the subject matter but not an attempt to teach new material

Today we will be...

Direction

States the objectives, often done less formally

Recall

What do you already know about...?

Double check that learners meet the prerequisites

Delivery and Practice of New Material

This is...

Content

Present main points of the new material in an organized method

Application Feedback Level 1

We all try.

Apply new content as a class, instructor gives feedback

Small groups try.

Application Feedback Level 2

Apply new content as small groups, instructor or peers give feedback

Application Feedback Level 3

You try.

Apply new content as individuals, instructor or peers give feedback

Time for a quiz!

Evaluation/Assess Performance

Evaluate participants' performance based on stated objectives

Closure

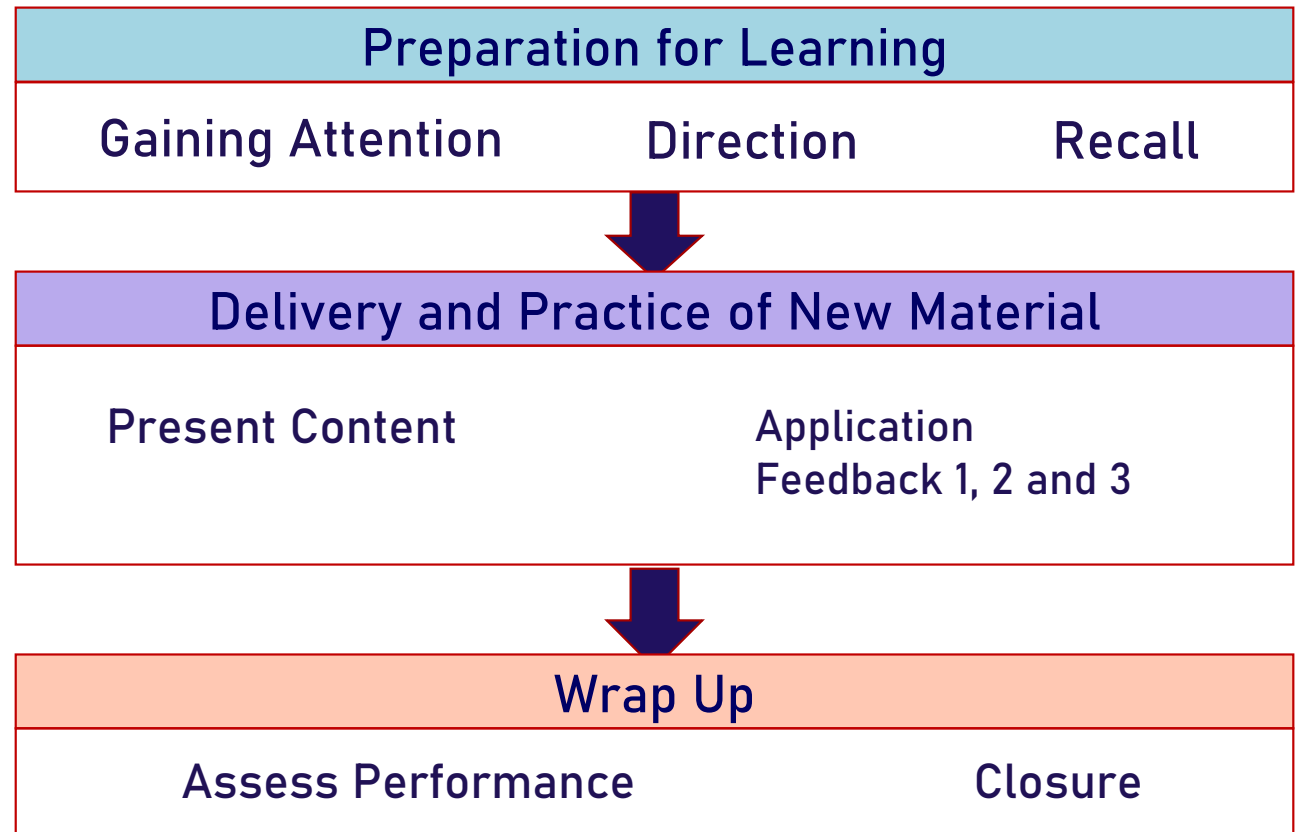
Ensures participants leave knowing what they accomplished in the course

Connect to LOs in beginning.

Knowledge Check

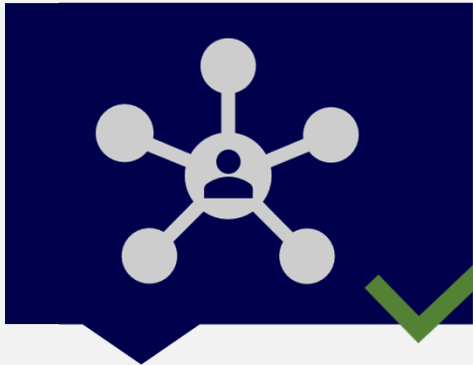
What goes where?

Assess Performance
Gaining Attention
Application Feedback 3
Recall
Direction
Closure
Present Content
Application Feedback 1
Application Feedback 2



Instructional Design Bootcamp

WHO



ADULT LEARNERS

WHAT



LEARNING OBJECTIVES

HOW

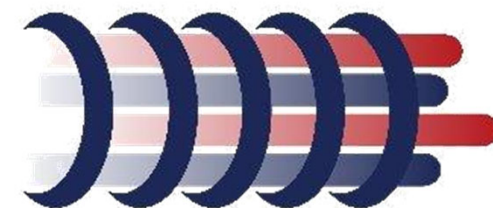
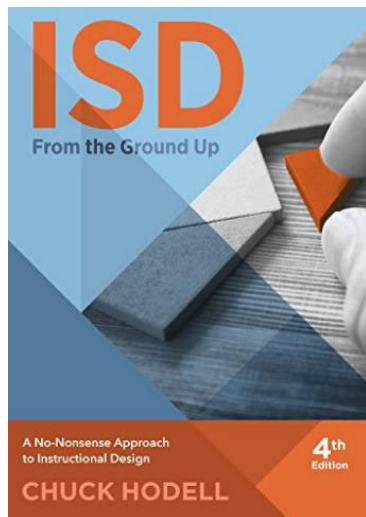


9 EVENTS OF INSTRUCTION

Q&A



Additional Resources



**International
Transportation
Learning Center**



**Hands-on Instruction
Program Design
Online Training &
Learning Technology**