

CONSIDERATIONS FOR EFFECTIVE INSTRUCTIONAL DESIGN

IS THERE A LESSON PLAN FOR THE DESIGNATED COURSE?

- ✓ Course learning objectives are stated clearly and written from the learners' perspective.
- ✓ The course learning objectives, or course/program competencies, describe outcomes that are specific, measurable, attainable, and relevant.
- ✓ Module or unit-level objectives align with the course-level objectives.
- ✓ The relationship between learning objectives or competencies and learning activities is clearly stated.
- ✓ Training materials are developed, evaluated, and updated annually.

ARE THERE COURSE CONTENT MATERIALS THAT GO WITH THE LESSON PLANS?

- ✓ Instructional materials are provided that contribute to the achievement of the stated learning objectives or competencies.
- ✓ A variety of instructional materials and technologies are used in the course.
- ✓ The cognitive load in the course supports information retention.
- ✓ The training incorporates a wide range of sources and uses recent or seminal information in its creation.
- ✓ Relevant agency policy is referenced in the course, and participants are given copies of the policies.
- ✓ Course materials become increasingly complex throughout the course.
- ✓ Participants are provided with library and reference services to complement the training.

IS THERE CLEAR INFORMATION PROVIDED ON THE INSTRUCTOR/TRAINER ROLE AND REQUIREMENTS?

- ✓ The individual conducting the training is qualified and has specialized training that supports their position as an instructor.
- ✓ The instructor is positioned as a coach rather than an expert focused on helping to build skills and competencies in the learner.
- ✓ Instructors provide less guidance as learners build competencies and skills.
- ✓ The student-to-instructor ratio ranges between 15:1 to 30:1.

DOES THE INFORMATION PROVIDED ASSIST IN ASSESSING THE INSTRUCTIONAL METHODOLOGY?

- ✓ Learning activities promote the achievement of the stated learning objectives or competencies.
- ✓ Learning activities provide opportunities for interaction and active learning.
- ✓ When teaching skills, the course includes both lecture and simulation activities.
- ✓ Learners are provided with opportunities to be self-directed in their learning process.
- ✓ Adult learners are invited to share their experiences and integrate those experiences into the learning process.
- ✓ The course requires critical reflection, which involves challenging assumptions and exploring alternatives.
- ✓ Instructional methodology focuses on personal development and internal motivation.
- ✓ Participants can work in small groups to learn and process information.
- ✓ Participants are encouraged to explore and make mistakes as they are learning the information.

IS THERE A LEARNING ASSESSMENT OR COURSE EVALUATION?

- ✓ The course provides learners with multiple opportunities to track their learning progress
- ✓ Participants are provided with opportunities for self-evaluation throughout the training
- ✓ Assessments are provided that measure the achievement of stated learning objectives or competencies

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