Step 2: Use an Outcomes-Based Design

Designing the Session1

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| Intended Outcomes | Assessment Tasks | Process Skills | Concepts and Issues |
| *What do learners need to be able to* ***DO*** *“in their work” that we’re responsible for addressing “in the training session”?*  *For example, post-session performance.* | *What will learners do in the training to demonstrate* ***evidence*** *of what they can do?*  *For example, in-session evidence of performance – assessment of tasks.* | *What* ***skills*** *must the learner master to demonstrate what they can do?*  *For example, specific acts, ability to do tasks – process skills.* | *What must the learner* ***understand*** *to demonstrate what they can do?*  *For example, specific facts, patterns, values, motivations – concepts and issues.* |
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Steihl, R. & Lewchuk, L. (2008). *The Outcomes Primer*. Corvallis, Oregon: The Learning Organization.