What Training do we really need?

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Objectives

In this session we will:

- provide a brief overview of two needs assessments conducted for teacher training
- reflect on the importance of a TNA in the instructional design process

Why?

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What?

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How?

	Questions	Sources	Methods	Instruments
Business needs	What do the current result of the language section look like?	• OIG Report; • Enrollment and Completion Reports; • End of Training Results; Student Questionnaires; • Section supervisors and coordinators	• Extant data review and analysis; • Document review; • Interviews	Interview protocol; Data aggregation documents; Wedman's Performance Pyramid
	What should the results look like?	• Mission Statement; • Section supervisors and Coordinators		
Performance needs	What does the required performance of the language instructors look like?	• Trade publications; • Job announcements; • Section supervisors; • "Star performers"	• Literature review; • Document review; • Observations; • Interviews; • Performance observations	Fishbone diagram Direct observation forms
	How do the instructors currently perform their job?	• Section supervisors; • Instructors; • Students;	• Surveys; • Focus group; • Interviews; • Performance observations; • Student surveys	Dual-response survey; Electronic survey; Interview protocol; Critical incident report
	What changes in performance would the management want to see?	• OIG Report • Section supervisors;	• Extant data review and analysis; • Document review; • Interviews	Interview protocol; Data aggregation documents;
Learning needs	What knowledge and skills do the LCIs need to learn in order to perform the way they should?	• Instructors	• Extant data review and analysis; • Focus groups; • Interviews	Interview protocol; Data aggregation documents; Electronic survey;
Learner needs	What are the DL mentors' background and experience in conducting online classes? What are the DL mentors' learning styles? What learning activities work best for them?	• Instructors	• Extant data review and analysis; • Focus groups; • Interviews	Interview protocol; Focus group protocol;

How?

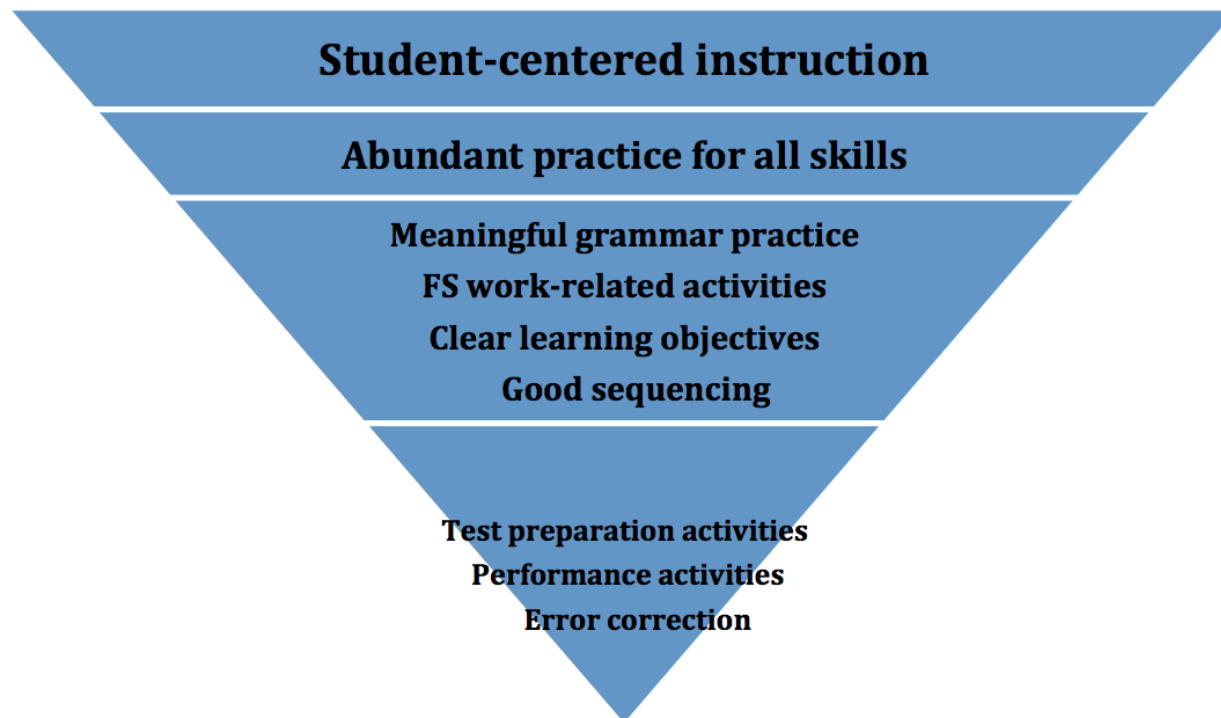Wedman's Performance Pyramid
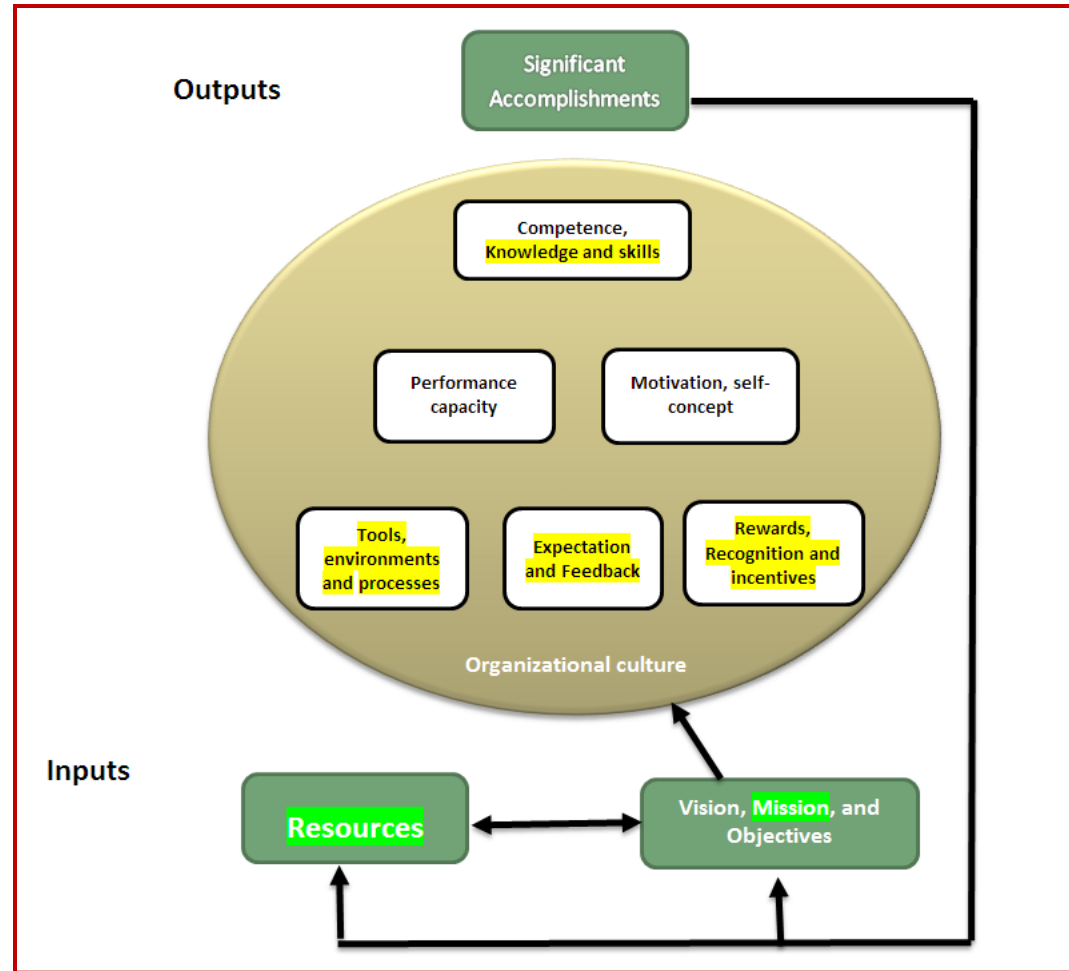
Fishbone diagram – Job Analysis

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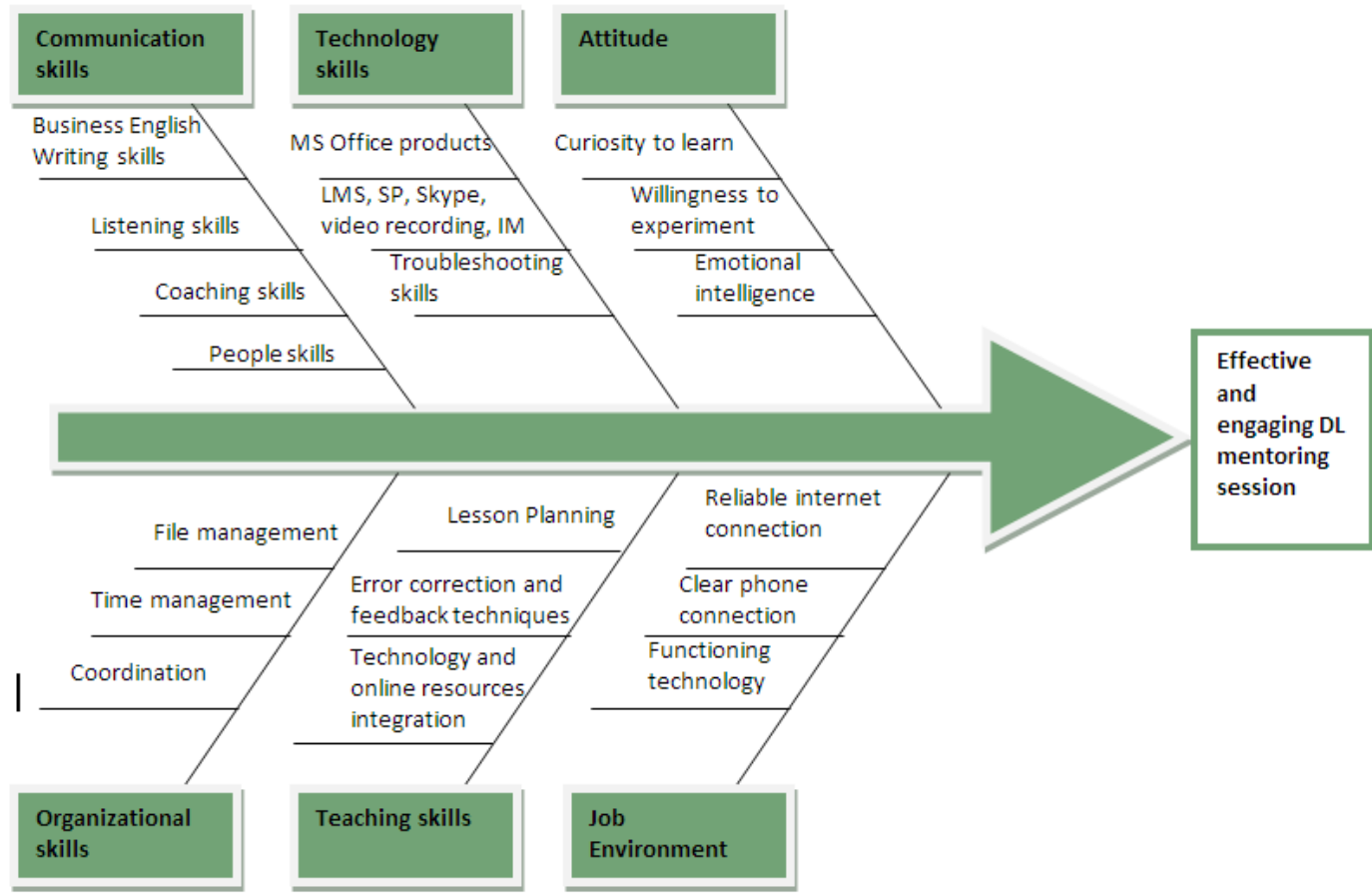
Dual-Response Survey

Scale of importance							LANGUAGE TEACHING PERFORMANCE ELEMENTS	Frequency of implementation in the French classes						
Minimally important			>>>>>			Crucially important		Almost never			>>>>>			Almost always
1	2	3	4	5	6	7	1. Instructor creates classroom environment that is conducive to learning.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	2. Instruction focuses on meaning.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	3. Instruction is student-centered	1	2	3	4	5	6	7
1	2	3	4	5	6	7	4. Instructor sets clear learning objectives for lesson.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	5. Classroom activities are well sequenced.	1	2	3	4	5	6	7

Summary of Data

LANGUAGE TEACHING PERFORMANCE ELEMENTS	SHOULD BE* Sum (Mean)	IS** Sum (Mean)	Improvement Potential ***
1. Instructor creates classroom environment that is conducive to learning.	25 (6.25)	21 (5.25)	+4
2. Instruction focuses on meaning.	23 (5.75)	14 (3.5)	+9
3. Instruction is student-centered.	26 (6.5)	13 (3.25)	+13
4. Instructor sets clear learning objectives for lesson.	25 (6.25)	15 (3.75)	+10
5. Classroom activities are well sequenced.	24 (6)	14 (3.5)	+10
6. Instructor provides plenty of meaningful input.	25 (6.25)	18 (4.5)	+7
7. Activities are introduced by warm-up phase.	22 (5.5)	15 (3.75)	+7

Identified Needs

Student-centered instruction

Abundant practice for all skills

Meaningful grammar practice

FS work-related activities

Clear learning objectives

Good sequencing

Test preparation activities

Performance activities

Error correction

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Instructor Survey – Data

Making instruction student-centered [In your opinion how challenging are the following aspects of language teaching?]

Not challenging at all	**12**	34%
Somewhat challenging	**8**	23%
Moderately challenging	**12**	34%
Very challenging	**3**	9%
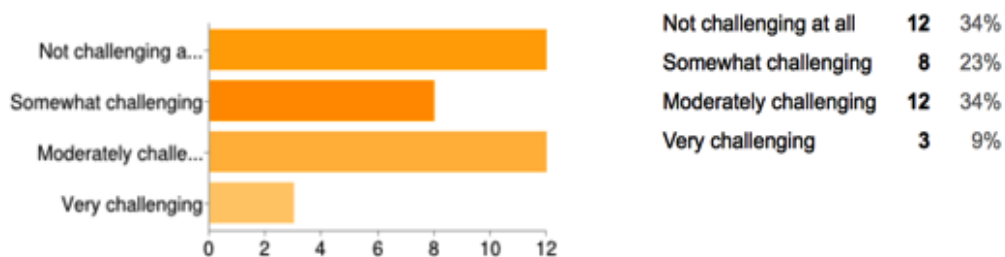
Recommendations

- Training and non-training
  - Expectation and feedback
  - Tools and resources

- Mega, macro and micro level

Conclusions

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