THCA
Education Foundation

Presenter's Guide to Education Session Proposals
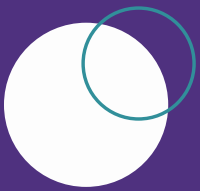
OUR PURPOSE

CE STANDARDS

Educational activities meet and exceed NAB, CNE, and other continuing education approved provider standards.

OUR PURPOSE

ENGAGING SESSIONS

Educational activities maximize participant learning experiences with innovative content and engaging delivery methods.

PRINCIPLE #1

LEARNING OBJECTIVES

The goals that the presenter aims **_to do_** as part of the session experience. The participant is the active doer.

VS.

LEARNING OUTCOMES

What the presenter wants participants **_to be able to do_** as a result of attending the session. Learning outcomes are measurable.
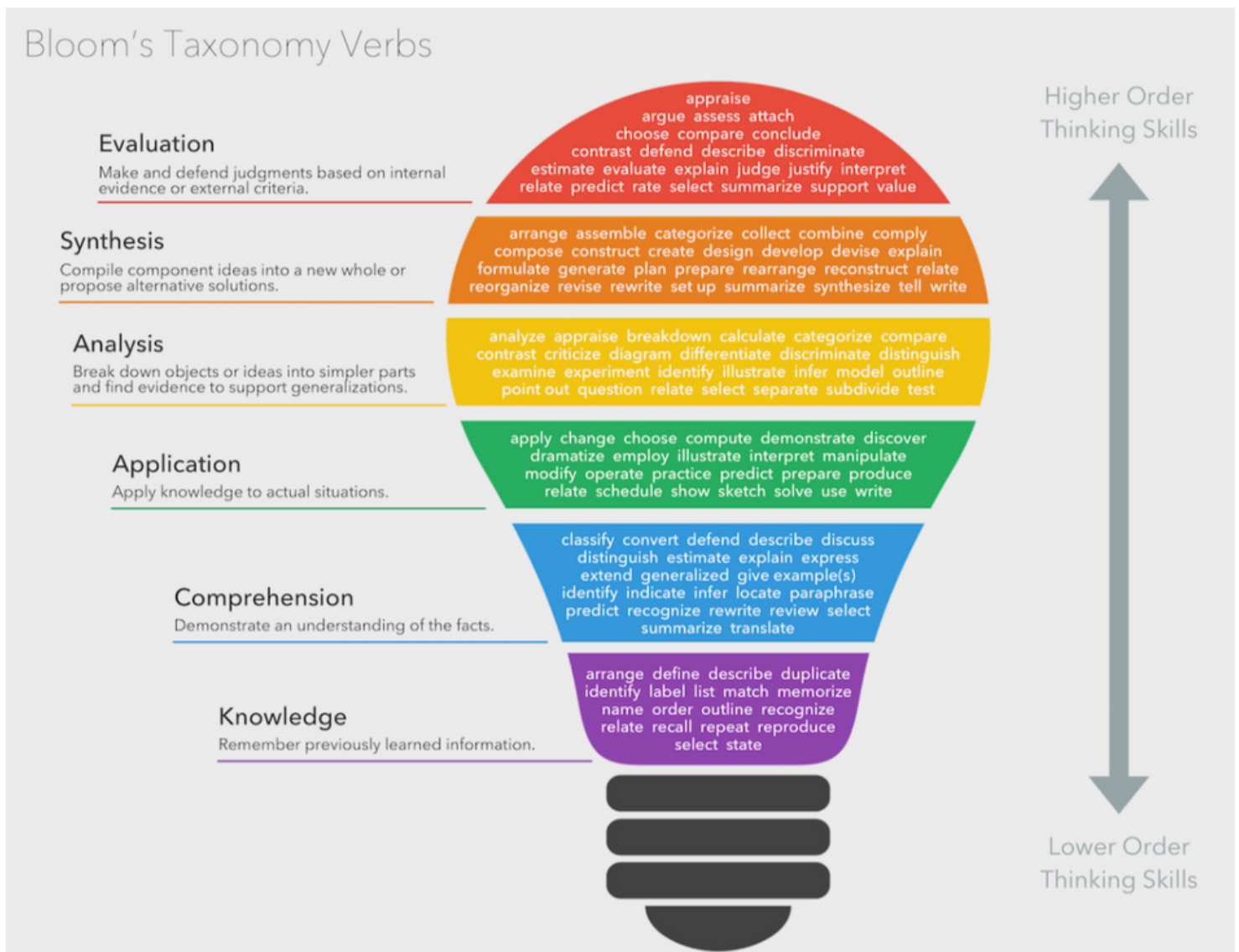
Aha! So the objectives are the way that I accomplish the outcomes.

PRINCIPLE #2

BLOOM'S TAXONOMY

Design learning outcomes and learning objectives so that they are aligned with the levels of thinking skills. With Bloom's verbs, written outcomes and objectives become actionable and measurable.

Bloom's Taxonomy Verbs

Evaluation
Make and defend judgments based on internal evidence or external criteria.

appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

Synthesis
Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subdivide test

Application
Apply knowledge to actual situations.

apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

Comprehension
Demonstrate an understanding of the facts.

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

Knowledge
Remember previously learned information.

arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

Higher Order Thinking Skills

Lower Order Thinking Skills

PRINCIPLE #3

ACTIVE LEARNING

Participants are engaged in learning when they can draw from their own experiences, connect to others with similar experiences, and actively participate in the educational material.

QUICK TIPS

While the traditional "talking head" lecture is effective for lower levels of thinking such as knowledge and comprehension, aim for a session that engages higher levels of thinking.

Outcome → Objective → Method → Mode
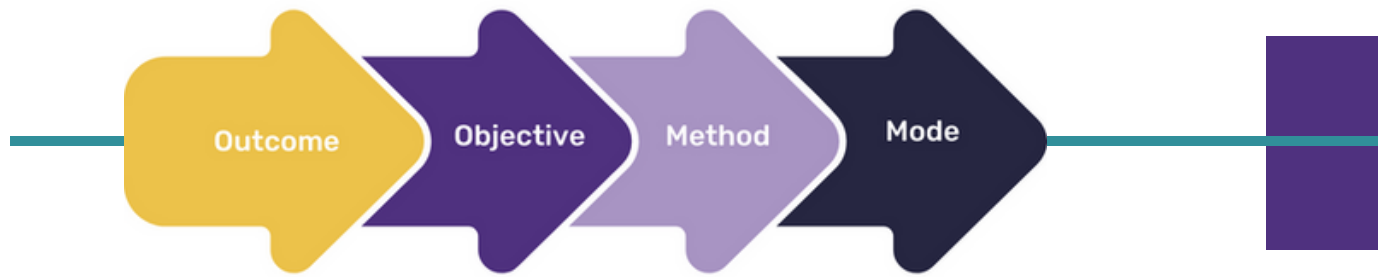
STEPS TO ENGAGE

START WITH THE END IN MIND

Write learning **outcomes** using Bloom's action words. Choose the appropriate level of learning for what you intend for the participant **to be able to do** as a result of attending the session.

RESULTS

DECIDE HOW TO GET THERE

Write learning **objectives** for what you intend participants **to do** as part of experiencing the session. Objectives lead to outcomes.

Outcome → Objective → Method → Mode

STEPS TO ENGAGE

DIVIDE BLOOM'S LEVELS INTO 3 CATEGORIES TO WRITE OUTCOMES & OBJECTIVES

Choose an action word from each category, one for each objective, and one for each outcome, and build toward a higher level of thinking.

- Level I and II: Knowledge and Comprehension
- Level III and IV: Application and Analysis
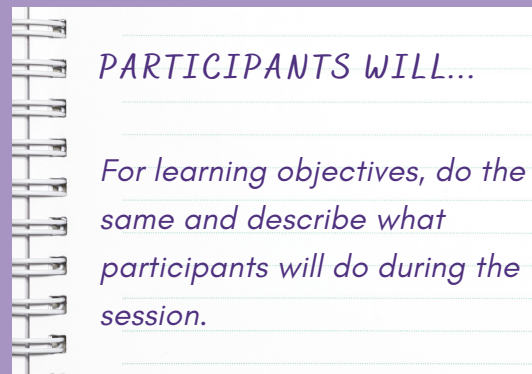- Level V and VI: Synthesis and Evaluation

QUICK TIPS

Learning Outcomes

PARTICIPANTS WILL BE ABLE TO...

Complete learning outcomes with an action word from Bloom's levels of thinking. (Ex. arrange, define, apply)

1 _____
2 _____
3 _____

Learning Objectives

PARTICIPANTS WILL...

For learning objectives, do the same and describe what participants will do during the session.
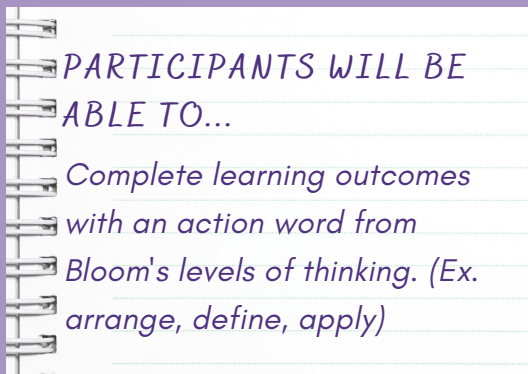
1 _____
2 _____
3 _____

EXAMPLE

LEARNING OUTCOME

Participants will be able to **design** engaging learning experiences for their audience.
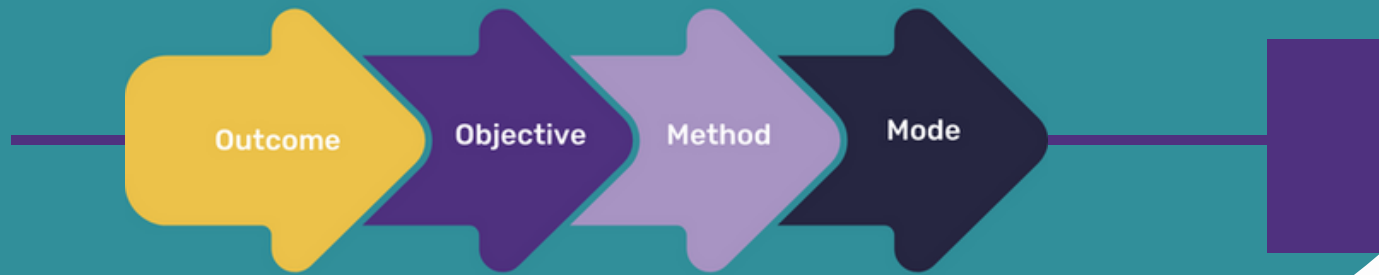
BLOOM'S LEVEL OF THINKING = SYNTHESIS

EXAMPLE

LEARNING OBJECTIVE

Participants will **apply** Bloom's Taxonomy to writing outcomes and objectives.

BLOOM'S LEVEL OF THINKING = APPLICATION

Outcome → Objective → Method → Mode

STEPS TO ENGAGE

DELIVERY METHODS

TECHNIQUES

How will your participants accomplish the learning objectives?

TOOLS

What digital or physical materials will you ask your participants to use to accomplish the learning objectives?

QUICK TIPS

DESIGN A DELIVERY METHOD

Use an instructional approach to delivering objectives that involves the **participants as active learners**.

Outcome → Objective → Method → Mode
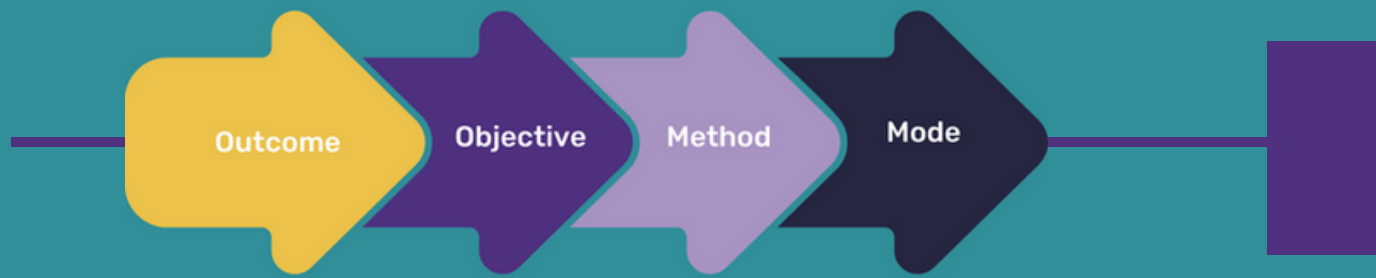
STEPS TO ENGAGE

Example Methods of Delivery

THINK-PAIR-(SQUARE)-SHARE

- Offer a question.
- Participants individually think about their answers.
- Participants pair up and discuss.
- Pairs continue the discussion with another pair (square-optional).
- The whole group debriefs together with the facilitator.

(Assessment: Facilitator walks around training room to provide just-in-time feedback to pairs/groups)

INTERACTIVE LECTURE

- Find natural breaks in the material for mini lectures (15-20 minutes).
- Incorporate an activity or discussion in between each mini lecture using methods such as polling or pair discussion.

(Assessment: One minute written reflection or document 3 takeaways)

ANALYTIC TEAMS

Groups of 5 use one of the following roles to discuss a topic.

- The proponent, who lists points of agreement with supporting evidence.
- The critic, who lists points of disagreement with supporting evidence.
- The illustrator, who identifies the most relevant and persuasive examples.
- The skeptic, who prepares substantive, challenging questions.
- The summarizer, who recaps the key points and crafts a conclusion.

(Assessment: One minute written reflection or document 3 takeaways)

BRAINSTORM

- Participants are provided 4 overarching concepts on a whiteboard.
- The facilitator provides 2-3 related prompts.
- Participants write down 3-5 words on a single sticky note for each individual idea and places the sticky note under one of the pre-determined concepts on the whiteboard.
- Participants and facilitator discuss the ideas.

(Assessment: 3-5 question rating scale survey, i.e. How likely are you to...)

QUICK TIPS

ASSESSMENTS
Use self-assessments as a way for participants to measure their own learning, reflect on the material, and think about how it applies to their work.

Outcome → Objective → Method → Mode
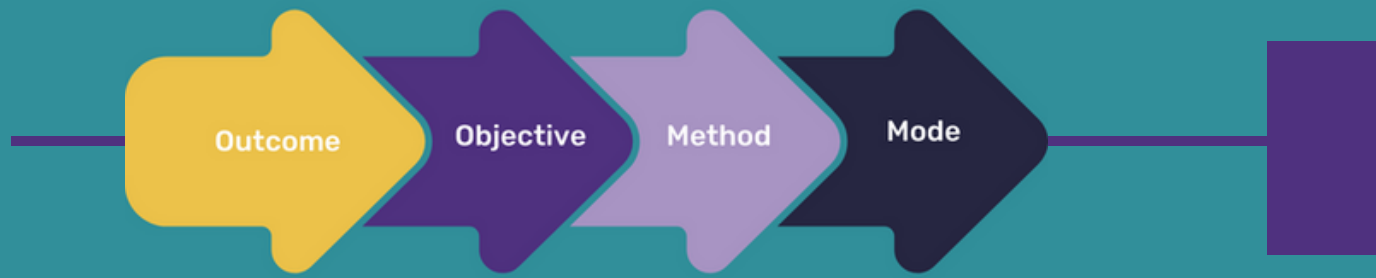
STEPS TO ENGAGE

Modes of Delivery

SESSION FORMATS

Session formats involve length of session, room arrangement, and delivery methods.

Delivery methods can be modified to fit the format and can also be delivered virtually.

INTENSIVE

- 2 to 3 hours
- Involves individual and/or group activities
- Involves physical movement around the training room
- Uses case study or real world analysis
- Includes completed deliverables immediately applicable to the workplace

WORKSHOP

- 1.5 hours
- Involves individual and/or group activities
- Includes at least one completed deliverable

EDTALX

- 1-hour Ted Talk style session
- 45-50 minutes lecture/speech with 10-15 minutes Q&A
- May involve participant in an interactive lecture

MICRO

- 30 minute power talk
- One outcome with hyper-relevant bites
- Active tone & concrete, relatable examples
- Closes an immediate knowledge gap
- Resources provided as an extension of learning.

NEXT STEP

ANSWER THE CALL

Join THCA in advancing the work of long-term care professionals across Texas!

- [✓] **Complete the CFP application**

- [✓] **Complete the Proposed Session Plan document**

*Presenter applicants receive a **Proposed Session Planning document** after submitting a CFP application*

For questions or more information contact Randa Scott at rscott@txhca.org or 512.458.1257