

NAME

Directions for Pre Test: Select from among the four answers provided, the best answer and circle the letter in front of the best answer

1. Which of the following steps are in the design process?
 - A. conduct needs assessment
 - B. identify specific objectives
 - C. develop strategies for observation
 - D. all of the above

2. To design effective learning experiences, the designer should provide the learner with:
 - A. opportunities to share with other learners
 - B. numerous lectures
 - C. no options in the learning experience
 - D. content that is irrelevant to the learners job

3. When designing adult learning, an effective needs assessment is:
 - A. conducted with all or a sample of participants
 - B. used to collect data to inform the design process
 - C. both A and B
 - D. not necessary if the designer has expertise

4. A tool to gather information about learner needs which can be carried out face to face or by telephone is called:
 - A. the focus group method
 - B. the interview method
 - C. the Bolman method
 - D. an observation

5. According to Bloom's taxonomy, the verb "to recognize" indicates a specific objective at which level?
 - A. synthesis
 - B. analysis
 - C. knowledge
 - D. comprehension

6. Specific objectives for adults are statements that include:
 - A. what the trainer will do
 - B. results in terms of knowledge, skills, aspirations, behavior or attitudes for learner performance
 - C. strategies for reaching the outcome
 - D. assumptions about the learners

7. When choosing either classroom based or electronic approaches for your design, an important consideration is:

- A. the number of learners to be trained
- B. the content of the learning experience
- C. the need for learners to be highly engaged with one another
- D. all of the above

8. An adult learning strategy that is highly relevant and engages the learner in thoughtful problem solving is:

- A. listening to a lecture
- B. reading a journal article printed off the web
- C. responding to a job related case study
- D. viewing a video

9. Which of the following would be an appropriate method for measuring the impact of an adult learning experience?

- A. trainer administers a pre test
- B. trainer asks participants for feedback during the course
- C. learner completes a written smiley-face evaluation at the end of the course
- D. trainer evaluates a product the learner produced

10. Which of the following is a correctly written specific objective?

- A. the trainer will describe three approaches to needs assessment
- B. the learner will produce an assessment of participants needs using an interview, a focus group, or a survey
- C. the focus group, interview or survey will be explained in this session
- D. the learner will understand needs assessment

11. Evaluation data that is gathered during the adult learning experience and is used to assess learning is called:

- A. impact evaluation
- B. participant evaluation
- C. reaction evaluation
- D. results evaluation

12. The designer of learning experience for teachers who wishes to assure the learners will transfer and apply the new skills in their classrooms should include:

- A. low risk feedback and coaching
- B. formative and summative evaluation
- C. transitory information and affective domain
- D. collection and analysis of data from needs assessment

13. Coaching, job aids, and observations are all strategies for:
- A. networking and sharing
 - B. job-embedded learning
 - C. off-site and retreat setting training
 - D. traditional classroom approaches
14. When designing classroom based adult learning experiences, the designer recommends the room setup and seating arrangement because:
- A. the environment is important to accomplishing the specific objectives.
 - B. the atmosphere should be informal
 - C. a lecture hall is usually the best configuration
 - D. the atmosphere should be formal
15. Which of the following is most likely to assure impact of staff development on teacher learning and use of new knowledge and skills in the classroom by the teacher?
- A. present the theory to the teachers
 - B. provide coaching at the school site after the teacher participates in staff development class
 - C. have the teacher view a video model
 - D. send out pre-work in advance of the staff development model.