So You Want to Build a Program?
A How to Guide for Developing Program Outlines & Content

Phase 1: Concept Development
- What is your thought proposition?
  - What questions exist on this topic that you are going to answer?
  - What gaps in knowledge exist around this topic that you plan to fill?

- Who is your audience?
  - What specific nuances do you attribute to this audience that make your program specific to their needs?

- Are there any best practices, research or information you need to review/gather prior to developing your program?
  - Is there a specific methodology you plan to use?
  - Example: Bloom's Taxonomy

Phase 2: Topic Brainstorm & List
- List out every thought or idea related to this program. This does not have to be in order but allows you to have a full scope of what you want to cover.

- Next, review your list and move any items around so that the flow of your program is a consistent train of thought.

Phase 3: Section Out Your Program
- Looking at your list, determine what concepts go together and "chunk" them into a section.

Phase 4: Job Aides & Learning Methods
- Review each section or "chunk" of your program and assign at least one job aid and one learning method.
  - A job aide is a tool or resource to help the learner understand the concept being presented. Example: Using an article as a discussion tool about a specific topic.
  - A learning method is a tool or activity that helps the learner engage with the content visually, verbally, or kinesthetically. Example: Having participants discuss their reactions to the article as it relates to the topic.

- As a reminder, each section should:
  - Introduce a concept including any specific vocabulary needed to understand the content.
  - Provide a job aide to assist in teaching the concept.
  - Give participants the opportunity to apply the concept in real time through a learning method (activity).
  - Reinforce the concept with reflection or discussion.
  - Make the connection of how this concept serves as a basis for the next.

Job Aide & Learning Method Ideas

Auditory

Acronyms	Different Speakers	Lecture	Q & A	Sound Cues
Alliteration	Fill in the Blank	Listening Tour	Radio Shows	Story Telling
Audience Response	Group Popcorn	Music	Repetition	Videos
Blind Listening	Homophones	Pair & Share	Rhyming	White Noise
Cadence	I Say/You Say	Podcast	Sound Association	
Debate	In Lection	Poem	Sound Clips	

Visual

Agenda	Coloring	Infographics	Tweet Wall
Animations	Costumes	Magazines	Video
Articles	Dance	Mind Map	Word Clouds
Blog	Demo	Models	Workbook
Body Gestures	Diagram	Org Chart	Worksheet
Books	Directional Signs	Outline	
Cartoon	Doodles	Post Its	
Chalking	Experiments	Power Point	
Chart	Flashcards	Puzzles	
Clock	Gallery Walk	Storyboard	
Collage	Games	Study Guide	
Color Coding	Graph	Timeline	

Kinesthetic

Action Questions	Stations
Around the World	Team Building
Board Games	Timed Practice
Case Study	Walk & Talk
Challenge Course	
Cross the Line	
Exercise	
Four Corners	
Gallery Walk	
Post it Notes	
Roleplay	
Simulation	

Phase 4: Objective Setting

When writing a learning objective, determine what type of change you are trying to make using the A.S.K. model:

Attitude — Changes how a learner chooses to act. Compliance training is a good example of when you will have to teach to this domain. It's usually the hardest to craft objectives for this, since it's dealing with feelings, emotions, and attitudes.

Skills —This domain focuses on changing or improving the tasks a learner can perform.

Knowledge — This domain focuses on increasing what participants know. Learning safety rules, troubleshooting, and quoting prices from memory are all examples of this level of learning.

Then move to the A, B, C, D's of writing an objective:

Audience: It's important that your objective identifies the people that will be doing the learning. Typically, this will involve the word, "learner" or "participant."

Behavior: You'll need to identify what the participants are going to do differently. This component will contain your action verb (verb examples below)

Condition: This part of the objective will describe the situation of the participants.

Degree of Mastery: This part of the objective is closely tied to the change in behavior, as it stipulates the degree of the change.

Note: If an objective contains a compound such as "and" it should be broken into its own learning objective in order to better assess each metric.

Verb Examples for Writing Objectives

Arrange	Compare	Debate	Distinguish	Illustrate	Name	Prepare	Research
Analyze	Complete	Define	Estimate	Implement	Operate	Produce	Solve
Assemble	Compute	Demonstrate	Evaluate	Investigate	Order	Rank	Summarize
Build	Conduct	Describe	Examine	Label	Organize	Recite	Translate
Calculate	Construct	Design	Explore	List	Perform	Reconstruct	Write
Categorize	Contrast	Develop	Formulate	Locate	Plan	Record	Plan
Classify	Count	Discuss	Graph	Match	Practice	Reduce	Practice
Collect	Create	Discover	Identify	Measure	Predict	Report	Predict

Objective Example

Audience	Behavior	Condition	Degree
Participants	Construct	Contracts	Without Errors

"After this course, participants will be able to construct contracts without errors."