

Active Training Techniques

TADL 6206

Course Outline

Description:

This course examines active training techniques designed to enhance engagement and learning among adult learners. Drawing on experiential learning theory and principles of adult education, students explore a range of interactive and hands-on approaches that can be applied across diverse training and learning environments. Emphasis is placed on selecting and adapting active training techniques to support learner participation, collaboration, knowledge development, and the application of course content. Through experiential activities and reflection, students consider how active learning strategies can be used to create meaningful and effective learning experiences for adults.

Course Goals:

Together, we will co-create a collaborative, inclusive, and respectful learning environment where participants can share their knowledge and experience, work together, learn from one another and value diverse perspectives, opinions, and ideas of colleagues.

Specifically, this course will help to:

- Expand your trainer/facilitator's toolbox of active training techniques
- Enhance your confidence as a trainer/facilitator by preparing and leading a brief interactive workshop with a training team.

Course Objectives:

At the completion of this course, students will be able to:

- Define Active Learning
- Develop practical resources and ideas for active training
- Practice leading a variety of active training techniques
- Maximize the effectiveness of training methods with respect to the technique's alignment with the identified learning objectives
- Apply active training design and principles of adult education to their personal and professional learning environment

Suggested Materials:

Active Training: A Handbook of Techniques, Designs, Case Examples, and Tips. Silberman, Biech and Auerbach. 4th edition. Wiley Publishing. ISBN 9781118972014. Additional materials will be available on OWL

This course outline is a sample only and is subject to change.

Western Continuing Studies

Evaluation:

This is a graded course. Your grade will be comprised of the following items:

Item	Description	Date Due	Value
Participation in online discussions in forums and quizzes	Active, thoughtful and respectful participation to assigned online discussion questions	Post your responses by the dates provided in OWL	15%
Submission of Mini-Assignments	Written assignments submitted that your instructors will grade and provide feedback on.	Submit the mini-assignments by the due dates listed in OWL	15%
Building Your Trainer's Toolbox/forums	Written forum activity describing two active training techniques	Can be submitted at any point in the course – but must be completed before the last day of the course	30%
Co-facilitate a synchronous workshop	Team preparation and presentation of a workshop on a selected course topic.	Week 5 or Week 6 (Your team will be required to sign-up for a time in week 1)	40%

Notes on assignments:

- Must have a clear focus
- Must present ideas in a logical and well-thought-out flow
- Arguments, analysis, and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources

Grading (as provided by Western Continuing Studies):

A+ 90-100 One could scarcely expect better from a student at this level
A 80-89 Superior work which is clearly above average
B 70-79 Good work, meeting all requirements, and eminently satisfactory
C 60-69 Competent work, meeting requirements
D 50-59 Fair work, minimally acceptable F below 50 Fail

This course outline is a sample only and is subject to change.

Online Participation Grading Chart (as provided by Western Continuing Studies):

The following chart will act as a guide for assessing student participation in an online course.

Grade	Criteria
14-15	The student participates frequently, providing relevant responses more than 14 times spread evenly over the length of the course. Replies to discussion questions, instructor comments as well as the responses of other students in a positive and critical manner. The student responds in a timely manner (allowing enough time for fellow students to respond and not posting on the last day of the unit). Responses are of a high quality - an obvious effort has been made to research

Grade	Criteria
	the answer. Responses offer new perspectives on course material and spark discussion amongst the class.
12-13	The student participates consistently, providing relevant responses 12-13 times over the length of the course. The student responds in a timely manner (allowing enough time for fellow students to respond and not posting on the last day of the unit). The student offers new ideas and responds to the contributions of others.
10-11	The student provides some relevant contributions, 10-11 times over the length of the course. The student responds before the deadline. The student occasionally offers new ideas and responds to others.
8-9	The students' contributions are inconsistent in both quality and timing, 4-9 times over the length of the course. The student's responses are not always on time. The student does not offer any new ideas, and responses to fellow students are few.

This course outline is a sample only and is subject to change.

5-7	The student rarely provides contributions to the course, 4 times. The student does not always respond on time. The student has difficulty understanding the course content and does not respond to the contributions of other students.
0-4	The student provides little or no discussion, less than 4 times Information is contributed only when asked to by the instructor, and responses are negative or disagreeable to the instructor/fellow students. Responses show little in the way of comprehension of course material. The responses are usually limited to 'I agree', 'Me too', or the like.

Policy on Cheating and Academic Misconduct:

Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at <http://www.westerncalendar.uwo.ca>. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Code of Student Conduct:

The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: <http://www.uwo.ca/univsec/pdf/board/code.pdf>.

Plagiarism:

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (<http://www.turnitin.com>).

How often will the instructor communicate with me?

Please post any questions you have about the course in the general discussion forums. This will ensure that all students will benefit not only from your question but also from the answer. If it is of personal nature, you can reach out to your instructor via their Western email.

This course outline is a sample only and is subject to change.

Policy on Late Assignments:

Participants are expected to submit all “mini assignments,” complete the “synchronous workshop requirements,” and complete quizzes by the posted deadlines. Failure to meet deadlines without the instructor’s written permission will result in a reduction of marks. Assignments received after the due date will be reduced by 2% per day (including weekends). Except in exceptional circumstances approved by Student Accessibility Services before the due date, assignments more than three days late will not be accepted and a mark of 0% will be assigned.

Quizzes must also be completed by the posted deadlines. Participants will be permitted two attempts on each quiz, with the higher of the two grades recorded. Quiz attempts must be completed before the quiz deadline; late quiz attempts will not be permitted unless an extension has been approved by the instructor in writing.

It is the participant’s responsibility to ensure that all assignments and required course activities are submitted or completed before the applicable due date and that submissions have been successfully received by the instructor.

How do I hand in assignments?

All assignments will be submitted electronically through OWL using the assignment tool. Failure to meet deadlines without the instructor’s written permission will be subject to the late assignment policy. It is the student’s responsibility to ensure that all assignments forwarded to the instructor arrive before the due date. If you experience any difficulty in submitting assignments through OWL, you are responsible for contacting the instructor.

When will I receive my grades?

Final grades will be available 2 weeks after the last scheduled day of the course. A grade report can be printed from myWCS.

Western Digital Badge

If you have met the course requirements for this Western approved micro-credential, you will receive an email from MyCreds to claim your digital badge. Badges are embedded with data that verifies your skills and achievements. Share them with your employer, on LinkedIn and other social media sites.

Course Schedule

Date	Lesson	Activities
	Unit 1: Exploring Active Training Techniques – Our Journey Begins Topics: Defining Active Training Discovering the ERGA Model	- Videos/Readings - Forum Group Discussions - Mini-Assignment #1 - Quiz
	Unit 2: Active Training Technique # 1 Opening Activities Topics: Linking activity to objectives Process Design Principles Opening Activities Creating a Safe Environment	- Video/Readings - Forum Group Discussions - Mini-Assignment#2 - Quiz
	Unit 3: Active Training Technique # 2 Open Space Process Designs Topics: Setting the Climate Exploring Open Space Techniques	- Video/Readings - Forum Group Discussions - Quiz
	Unit 4: Active Training Technique# 3 Learner to Learner Topics: Think-Pair-Share Mystery techniques	- Video/Readings - Forum Group Discussions - Mini-Assignment #3 - Quiz
	Unit 5: Active Training Technique # 4 The Case for The Case Study Topics: Case Study Pitfalls to avoid Best Practices	- Video/Readings - Team Presentations - Quiz
	Unit 6: Active Training Technique # 5 Evaluation & Lessons Learned Topics: Maximizing Feedback Self-Evaluation Lessons Learned Process	- Forum Group Discussion - Team Presentations - Video/Readings - Quiz

This course outline is a sample only and is subject to change.