

Chapter 1 : Book Review: "Developing Technical Training" by Dr. Ruth Colvin Clark - e-Learning Fe

Developing Technical Training THIRD EDITION. SINCE IT WAS first published almost twenty years ago, Developing Technical Training has been a reliable resource for both new and seasoned training specialists.

For express shipping options, please contact Client Services to place your order. We do not fulfill orders outside of the continental U. Please order directly from the publisher at www.evidence-basedguidelines.com. Evidence-based Guidelines for Synchronous e-Learning To save travel costs and reduce time away from work, virtual classroom technologies are increasingly popular training delivery media choices. However, unless synchronous e-learning tools are used in ways that promote learning, cost savings are only an illustration. You will read about the evidence, guidelines, and examples of how to most effectively leverage the features of virtual classroom software for learning. Cognitive load is the amount of mental effort imposed on working memory by instructional environments. The guidelines in *Efficiency in Learning* are relevant for all instructional professionals including teachers, facilitators, and designers - developers of all forms of e-Learning. Introduces cognitive load theory Part II: Focuses on techniques to minimize irrelevant cognitive load in your instructional environment Part III: Shows how to maximize relevant cognitive load for learning Part IV: Illustrates how to adapt training for learners with high and low background knowledge Part V: Integrates the previous chapters including a personal discussion by John Sweller of his 25 years of research on cognitive load theory. Based on the research of Dr. Richard Mayer, an internationally recognized instructional psychologist, the book shows you what research tells us about how best to use text, graphics, audio, practice, examples, and collaborative facilities in e-Learning. Introduction to e-Learning and human learning processes Chapters Multimedia, contiguity, modality, redundancy, coherence, personalization and segmentation principles Chapter Use of practice, examples, collaboration, navigation, teaching problem-solving, and games and simulations Chapter Applying the guidelines Price: Many training materials rely too heavily on text. In other situations, elaborate thematic or decorative visuals are used to spice up training environments. Either way, the potential for graphics to promote learning is lost. This book provides you with evidence-based guidelines and a process model to help you plan and implement graphics that work. Three views of visuals and a visual design model Part II: How to use visuals to support psychological learning processes Part III: How to visualize facts, concepts, processes, procedures and principles Part IV: How to apply a visual design model to plan and display your graphics Price: Research and examples illustrate how you can: David Merrill and Robert Horn, *Developing Technical Training* shows instructional professionals how to teach five basic types of content found in workplace learning. You will learn how to apply the right instructional methods for these content types in print media such as workbooks or in e-learning environments. An introduction to the technology of training Part II: Designing training for five content types Part III: How to organize lessons and courses Part IV: Some unique guidelines Price: Shipping will be by UPS ground unless express shipping is arranged.

Chapter 2 : Clark Training & Consulting

How to Develop Technical Training (Tips from Dr. Ruth Colvin Clark) September 18, August 14, Jeffrey Dalto eLearning, Manufacturing, Training We help a lot of our customers develop technical training for their workers-primarily for jobs in manufacturing and industry.

The third edition of this classic book outlines a systematic approach called the Instructional Systems Design ISD process that shows how to teach technical content defined as facts, concepts, processes, procedures, and principles. Using these techniques, you can create learning environments that will lead to the most efficient and effective acquisition of new knowledge and skills. Throughout the book, Clark defines each content type and illustrates how to implement the best instructional methods for delivery in either print or e-learning media. This book lays out what you need to know to design any kind of instruction classroom, virtual, or eLearning. If you need a book that helps you learn how to design training, look no further this book will give you the knowledge you need. Easy to read, easy to follow, great guidance through to implementation. It helps me to identify the learning needs. Wish I had had this book 20 years ago! By Marie Biancuzzo on Oct 05, I have been providing continuing education to healthcare professionals for more than 20 years. I have invested hundreds of dollars on stacks of books and few have been as helpful as this book. This book gave me clear focus on writing my objectives, organizing my content, determining what media to use, and hitching all of that to my post-test questions. But she relies more heavily on the work of Gagne, which I found helpful. All of her recommendations are clear and practical. I could read a chapter and almost instantaneously implement what she was suggesting. This book helped me to realize the things that I do successfully, and enabled me to do more of those things! Although the theoretical underpinnings are very clear, the book is not a theory book on instructional design. It is for the real-life teacher or trainer, with plenty of practical implications. The book is highly well-organized, and written with an easy-to-understand approach. Clark gives multiple examples, exercises to reinforce learning, and useful resources in each chapter. There are only two things I might have wished for that this book did not provide. First, the book is indeed limited to technical training. Since I do continuing education, I often had to make the leap in my own mind between how to teach a task which this book explains well and how to manage a healthcare management issue, which is what I teach. But since the title of the book clearly says "technical training", I could not realistically expect it to address my particular concerns. Second, I would have wished for more examples of how to use media and practice exercises, but on the other hand, a thorough treatment of those issues is probably beyond the scope of the book. If the reader cannot make the leap between technical training and professional education, it might be disappointing. Excellent resource By T. Kirsch on Aug 07, This book gets to the heart of the instructional design process and provides the reader with a good grasp of how to construct learning materials. The research and resources provided in this book will provide me with rationale for design factors. Highlighting the differences in virtual vs classroom influences on learning was really helpful. A concise, practical and valuable training development resource By Dale A. The author has combined sound research, theory and practical application in creating a valuable training development resource. The information and examples presented can be readily applied to most technical training development situations. The book is a good read and leaves out the "filler and fluff" found in many other training related books. Great value for the money. I would recommend this book to anyone who is on the journey She has a way of putting it in simple terms so that you can make sense of what you are learning I would recommend this book to anyone who is on the journey of learning how to develop training via eLearning or instructor-led.. Excellant Reference By C. Oneill on Nov 10, I found this to be extremely helping in thinking through how to develop a training session so to bridge the technical and social aspects of the material I needed to cover. This book will serve as a key reference in developing future training. Has changed the way I build my e-learning courses for medical graduates. Easy to read, filled with guidelines and examples. Gives the low-down on what to consider when called upon to design or develop a curriculum that is difficult to understand or has lots of jargon. I teach electrical shop to high schoolers. It was published quite a while ago. I would say it is a very good book if you are not that well versed on Technical Training

development. There are some excellent flow charts and information that would help even the most savvy developers. By Marla Petal on Sep 05, Excellent basic introduction. Focus is on workplace training, but applicable to all teaching and e-learning design. By Andrew Visscher on Jan 23, Item was shipped exactly as advertised. Brand new, no marks in the books. Five Stars By Donna Bartlett on May 14, Well researched, comprehensive view of developing training from start to finish. This particular edition is in a Hardcover format. It was published by Pfeiffer and has a total of pages in the book. To buy this book at the lowest price, [Click Here](#).

Chapter 3 : Developing Technical Training : Ruth C. Clark :

The Author. Ruth Colvin Clark, the founder of CLARK Training & Consulting, is a recognized specialist in instructional design for workforce learning. She served as training manager for Southern California Edison and is a past president of the International Society for Performance Improvement.

Chapter 4 : Developing Technical Training - Ruth C Clark - Bok () | Bokus

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