

# Splash Performance

## Course Design Assumptions



### Designing Training that Makes a Splash!

*Begin with needs analysis – typically by checking assumptions with client to determine which problems or knowledge gaps we are trying to solve.*

*Set a reasonable number of specific, behavioral, measureable objectives for the course (i.e., 4 objectives for a full day course, as opposed to 10).*

*For each objective, build the content and design around the following:*

### DISCOVER

Begin by having participants discover a truth about the content to be delivered. This may happen a number of ways – experiential exercise, group discussion, reflection, case study, quiz, etc. – the key is that they go into the exercise “cold” and then draw conclusions from it. Thus, the data is theirs, not ours, and they are more likely to embrace the learning.

### DEFINE

Defining what it is we’re going to talk about in this module – so, what is feedback? negotiation? coaching? What is it we’re talking about? What are the components or aspects of it? How do we know? What does research say? Are there best practices? Lest you be confused, this may also be delivered a number of different ways. It is commonly delivered as “lecture”, but that’s not a D-word (except that it’s a dirty word).

### DISCUSS

We now give participants an opportunity to discuss what they’ve learned. (and/or ...)

### DO

(we would call this “Apply” if that started with a D) the learner must do something with the content. Maybe this is a role-play, a case study application, a presentation, a teach-back, etc. In the GRAND scheme of design, it is also what they do after the class. At any rate, it is only effective if followed by a brilliant ...

### DEBRIEF

Helping learners to make sense of what they’ve discovered through the module. This includes drawing conclusions, pulling meaning out of comments, connecting the learning to other parts of the module (or to other topics, their culture, etc).

*Now, start over with the next objective & do it all again. And smile.*



### Making a Splash ... and then watching it ripple ...

Splash Performance uses the **Torrance Incubation Model for Teaching and Learning (TIM)** as our framework for learning design. Developed by education and creativity pioneer E. Paul Torrance, TIM’s three-phase structure – heighten anticipation, deepen exploration, and extend learning – is applied to individual topics within courses, and to courses themselves. On the course level, applying TIM means that learning takes place beyond the classroom event, in both directions. Pre-class activities heighten anticipation for the class and move the base learning out of the classroom. In-class activities, in which we deepen exploration of the subject, are therefore richer and more valuable, taking full advantage of the classroom’s participatory group environment. Post-class, we extend learning into the workplace through a rich assortment of activities and media.