#### Lesson Plan

# Course Name:

# Unit Lesson:

Reserved for Training Office

# Approximate Time:

Reserved for Training Office

# Target Audience - required

Check all that apply:

 employees supervisors & mentors

 users people new to the Lab

 contract services others

# Instructional Method:

Reserved for Training Office

# Responsible Parties

|  |  |  |
| --- | --- | --- |
| HR Reviewer:Reserved for Training Office |  |  |
| SME: - required Name: email: Ext: |  |  |
| SME: - optional Name: email: Ext: |  |  |
| Approval Authority: Name: email: Ext: |  |  |

# Aids/Handouts - optional

Brief Description:

Brief Description:

# Suggested Maximum Attendance:

Reserved for Training Office

# Prerequisites – required (if any)

Course Name and/or Skill Code

Course Name and/or Skill Code

# Certification Period – required (if any) Expires after months

# SRL Skills Taught – if the course is linked to any skills (or knowledge, abilities, etc.) tracked in a Skill Requirements List (SRL), include the skill code and title of the skill(s) here

|  |  |
| --- | --- |
| Skill Title and Code:Skill Title and Code: | Title:  |

# Learning Objectives (required) & Standards of Behavior

A learning objective is a desired outcome/result of the training provided. Learning objectives are expressed in different ways according to the [level of learning](#_Level_of_Learning) desired by the instructor. Select an appropriate verb from based on the [table below](#_SOB_Verbs_(i.e.,) and then type in the subject.

**the most common hazards at JLab**

**Know**

For example: .

A **S**tandard **o**f **B**ehavior (SoB) is the actual behavior, observation, or activity that must be performed by a student in order to attain a specific learning objective. They are normally used for testing or measuring mastery of the objective. The Training Office can suggest SoBs for your review, but if a quiz or review is included in your course, enter your own SoBs that reflect the quiz questions.

## As a result of completing this course, each student should meet the following learning objectives and related SoBs:

|  |  |  |
| --- | --- | --- |
| Objective A |   |  |
| SoB A.1 |  |
| SoB A.2 |  |
| Objective B |   |
| SoB B.1 |  |
| SoB B.2 |  |
| Objective C |   |
| SoB C.1 |  |
| SoB C.2 |  |
| Objective D |   |
| SoB D.1 |  |
| SoB D.2 |  |
| Objective E |   |
| SoB E.1 |  |
| SoB E.2 |  |
| Objective F |   |
| SoB F.1 |  |
| SoB F.2 |  |
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# Course Agenda (List objectives in the order you’d like them presented – (optional)

* 1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
	10.

| Glossary for Course Development |
| --- |
| **Agenda** | Term in a lesson plan outlining the sequence in which topics will be covered in the course. (see **Lesson Plan**) |
| **Application level** | Learning objectives at this level of learning use words like *apply*, *reproduce*, *diagnose*, and *troubleshoot*. Students take information they have learned and apply it themselves to produce a result or outcome. At the Application Level, the SoB might use verbs such as *demonstrate*, *simulate*, *replace*, *repair*, *assemble*, or *disassemble*. (see **Level of Learning, SoB,** and **Lesson Objective**) |
| **Certification** | A method of determining if a skill, qualification, or course is current; can be a record, license, or document from a professional organization, service or an SME; often has a defined expiration period. (see **SME**) |
| **Class** | A single event or offering of a course, often including a specific date, time, and location. |
| **Comprehend level** | This level of learning is characterized by objectives using words like *understand* or *comprehend*. Students not only learn the information, but how it fits together coherently, how it fits into a larger context, and how it used in practice. A Comprehension Level objective would have SoBs that use verbs/phrases such as *describe*, *explain*, or *list in order*. (see **Level of Learning, SoB,** and **Lesson Objective**) |
| **Course** | An organized structured mechanism designed to teach specific new information, skills, or abilities. (see **Training**) |
| **Curriculum** | A collection of training courses, programs, or qualifications related to a common subject or system. |
| **Equivalent** | A course, certification, or qualification that confers the same proficiency as another course, certification, or qualification. |
| **Event** | See **Class**. |
| **Integration level** | The highest level of learning characterized by objectives using words like *design*, *manage*, *control*. The student puts a variety of learned information and skills together to deal with situations that may not have been specifically presented during training. At this level, the SoBs might require the student to actually *create something*, or even *teach it to others*. (see **Level of Learning, SoB,** and **Lesson Objective**) |
| **Knowledge level** | The lowest level of learning where students learn simple information. A Knowledge Level objective, using words/phrases like *know* or *be familiar with*, would use SoB verbs such as *recognize* or *select from a list*. (see **Level of Learning, SoB,** and **Lesson Objective**) |
| **KSA** | Knowledge, Skill, and Ability (sometimes Attitude) |
| **Learning Objective** | A desired outcome of a training course; the mastery of one or more KSAs associated with a course. Learning objectives are expressed in different ways according to the level of learning desired by the instructor. (see **Level of Learning**) |
| **Lesson Plan** | A written outline that includes relevant information useful for an instructor or developer to develop and/or teach a training course. |
| **Level of Learning** | The kind of learning necessary for a student to successfully perform all the SoBs associated with the learning objectives in a course. (see **SoB**) We use four levels of learning: *Knowledge*, *Comprehension*, *Application*, and *Integration*. |
| **Prerequisite** | A certification or qualification that must be acquired before taking a course; it may be acquired by completing another course. |
| **Proctor** | An individual who is proficient enough in one or more KSAs to oversee and evaluate a student’s mastery of them; also an individual who manages a testing environment. |
| **Proficiency** | The level of one’s mastery of a KSA or, collectively, of a qualification. |
| **Program** | See **Course**. |
| **Qualification** | A collection of related skills, knowledge, and abilities that, once mastered, define a student’s capability. |
| **Skill** | The ability to carry out a particular action correctly and replicate it at will; generically used in place of any knowledge, skill, or ability. (see **KSA**) |
| **SME** | Subject Matter Expert; the individuals most proficient in the content of a course or curriculum. |
| **SoB** | **S**tandard **o**f **B**ehavior; the actual behavior, observation, or activity that must be performed by a student in order to attain a learning objective. How SoBs are expressed depends of what kind of learning objective they support. The SoB must be expressed with a verb that matches the objective’s level of learning. (see **Level of Learning**) |
| **Target Audience** | An item in the lesson plan that identifies the type of student, in terms of skills and experience, for whom the course is designed. |
| **Training** | Learning (or the delivery vehicle for learning) specific new information, skills, or abilities. Determining what training delivery vehicle is appropriate requires knowing the level(s) of learning associated with its SoBs. SoBs for knowledge or comprehension can be delivered in a variety of ways including reading or listening to a lecture or recorded narration and can be assessed by answering quiz questions, re-ordering lists, recognizing objects, etc. All of this can be done in either a self-study or classroom setting. Teaching application and integration level SoBs is usually not that effective with one-way learning methods. Assessing these **levels of learning** requires that the student do what he/she has been taught to do. This is most effectively done in a real-world practical exercise or OJT. Online self-study can also be effective if realistic computer simulations are included.(see **Level of Learning** and **SoB**)  |

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| Helpful Action Verbs |
| Level of Learning | Definition | Learning Objective Verbs (i.e., desired outcome) | SOB Verbs (i.e., demonstration, observation) |
| Knowledge Level (see glossary) | Students learn simple information. | KnowBe Familiar With | RecognizeSelect from a List |
| Comprehension Level (see glossary) | Students not only learn the information, but how it fits together coherently, how it fits into a larger context, and how it is used in practice. | UnderstandComprehend | DescribeExplainList in Order |
| Application Level (see glossary) | Students take information they have learned and apply it themselves to produce a result or outcome. | ApplyReproduceDiagnoseTroubleshoot | DemonstrateSimulateReplaceRepairAssembleDisassemble |
| Integration Level (see glossary) | Students put a variety of learned information and skills together to deal with situations that may not have been specifically presented during training. | DesignManageControl | Create somethingTeach others |