PDP Senior Donna DiBuono, Senior Education Specialist

Microsoft Office Training

Donna DiBuono, Senior Education Specialist

2. Prototyped the 10 new courses. A unique design component of this training is the use of vignettes to give a face to individuals living in poverty in NYS.
3. Introduced the new courses to state training coordinators and district staff development coordinators.

The training includes information on poverty in New York State (NYS), the history of Computer Training Services (DCTS) developed 10 years ago, and the changes between older versions of Microsoft Office and the new software. Microsoft Office Training Specialist, presented “Using ASSETS to Model Framework to Guide the Evaluation of your Trainer, along with Adrienne Ostrove from NYS Office of Children and Family Services (OCFS), presented “The Trauma-Poverty Trap: How Attachment, Self-Regulation, and Competency can lead to Poor Outcomes at the NYS OCEFS Healthy Families Training Institute held in Albany, NY.


Research atElectronicVersion

How to access the PDP Communiqué online is listed in detail in our recent edition. Our online access is designed for professional training designers and instructional developers who want to have instant access in order to transform the data into information that produces results. We, as training professionals, continue to believe strongly that technology-based training can still be used to meet the needs of professional training designers, and instructional developers will continue to encourage the commitment to retaining sound adult learning practices. In addition, we will remain committed to sound evaluation measures that effectively calibrates learning impact and ensuring organizational performance. Regardless of delivery method or instructional design—interactive, blended, computer-based or totally digital—we will still meet the fundamental principles of adult learning theory in our curriculum design and our evaluation of learning outcomes to ensure that we achieve the desired results for both our customers and our learners. In this issue of the PDP Communiqué, we offer an online guide to understanding the advantages of technology strengthens the classroom experience, and our direct lines ensure efficient training service increases, our professional training designers, and instructional developers will continue to couple the commitment to retaining sound adult learning practices. In addition, we will remain committed to sound evaluation measures that effectively calibrates learning impact and ensuring organizational performance. Regardless of delivery method or instructional design—interactive, blended, computer-based or totally digital—we will still meet the fundamental principles of adult learning theory.
Training Showcase

The following articles highlight training programs PDP develops to reach large, diverse audiences. Using technology as a means to effectively deliver training, the mode of delivery can number from hundreds to hundreds-of-thousands. Implementing adaptable online training is important for timely delivery of content and specific information. However, at times classroom training is a more appropriate mode to deliver training to large audiences when human interaction is important to support the content. Regardless of the mode of delivery, PDP remains committed to designing its trainings based on the principles of adult learning theory accompanied by sound instructional design.

PDP’s Early Childhood Education and Training Program

Collinet Faragon, Manager

PDP’s Early Childhood Education and Training Program has a number of online options for a diverse audience of child care providers looking for training opportunities to assist them in meeting their training requirements for state issued licenses and registrations. By using webcast and e-learning technology, PDP was able to reach over 350,000 child care providers and other early childhood education professionals in 2017.

Training opportunities include three webcasts per year, which explore their interests and concerns to determine the gaps between their current conditions and their online training goals. The PDP team suggested strategies to help KSG organize the content into daily segments and develop new, nuanced content to support the existing training. On the technological side, PDP recommended using KSG’s existing learning management platform, Moodle, to host the webcasts. Moodle allows the team to deliver simple and flexible online courses with options for mobile and offline viewing.

PDP will continue to work with the KSG team in a supportive role as the EdX course is developed and launched. PDP also helps to design next steps with the team, including the development of additional training to help support and improve the skills of public employees in Kenya.

Instituting e-Learning in Kenyan Government

Erica Hunter, Ph.D., Senior Education Specialist

The Professional Development Program (PDP) partnered with the SUNY Center for International Development (SUNY/ CID) to assist the Kenya School of Government (KSG) to jump-start their e-learning initiatives. KSG’s goal is to convert existing training programs from a classroom model into web-based courses. KSG wants to use an online model to reach more and increase fluidity in providing ethics training to 110,000 employees in non-management positions throughout Kenya. PDP’s Eugene Monaco, Nathan Allen, and Erica Hunter traveled to Nairobi, Kenya in September 2017 to assist the KSG team with this task.

The visit consisted of two parts—a needs assessment and a set of recommendations. The team spoke with managers and potential leading e-learning faculty in two countries, Europe and China. They explored their intent and concern to determine the gaps between their current conditions and their online training goals. The PDP team suggested strategies to help KSG organize the content into daily segments and develop new, nuanced content to support the existing training. On the technological side, PDP recommended using KSG’s existing learning management platform, Moodle, to host the webcasts. Moodle allows the team to deliver simple and flexible online courses with options for mobile and offline viewing.

PDP will continue to work with the KSG team in a supportive role as the EdX course is developed and launched. PDP also helps to design next steps with the team, including the development of additional training to help support and improve the skills of public employees in Kenya.

Current usage of learning technologies in all companies in the training industry in the United States in 2017


<table>
<thead>
<tr>
<th>Use currently</th>
<th>Do not use currently</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>35%</td>
<td>73%</td>
</tr>
<tr>
<td>38%</td>
<td>13%</td>
<td>48%</td>
</tr>
</tbody>
</table>

Program

Education and Training

The following articles highlight training programs PDP develops to reach large, diverse audiences. Using technology as a means to effectively deliver training, the mode of delivery can number from hundreds to hundreds-of-thousands. Implementing adaptable online training is important for timely delivery of content and specific information. However, at times classroom training is a more appropriate mode to deliver training to large audiences when human interaction is important to support the content. Regardless of the mode of delivery, PDP remains committed to designing its trainings based on the principles of adult learning theory accompanied by sound instructional design.

PDP’s Early Childhood Education and Training Program

Collinet Faragon, Manager

PDP’s Early Childhood Education and Training Program has a number of online options for a diverse audience of child care providers looking for training opportunities to assist them in meeting their training requirements for state issued licenses and registrations. By using webcast and e-learning technology, PDP was able to reach over 350,000 child care providers and other early childhood education professionals in 2017.

Training opportunities include three webcasts per year, which explore their interests and concerns to determine the gaps between their current conditions and their online training goals. The PDP team suggested strategies to help KSG organize the content into daily segments and develop new, nuanced content to support the existing training. On the technological side, PDP recommended using KSG’s existing learning management platform, Moodle, to host the webcasts. Moodle allows the team to deliver simple and flexible online courses with options for mobile and offline viewing.

PDP will continue to work with the KSG team in a supportive role as the EdX course is developed and launched. PDP also helps to design next steps with the team, including the development of additional training to help support and improve the skills of public employees in Kenya.

Instituting e-Learning in Kenyan Government

Erica Hunter, Ph.D., Senior Education Specialist

The Professional Development Program (PDP) partnered with the SUNY Center for International Development (SUNY/ CID) to assist the Kenya School of Government (KSG) to jump-start their e-learning initiatives. KSG’s goal is to convert existing training programs from a classroom model into web-based courses. KSG wants to use an online model to reach more and increase fluidity in providing ethics training to 110,000 employees in non-management positions throughout Kenya. PDP’s Eugene Monaco, Nathan Allen, and Erica Hunter traveled to Nairobi, Kenya in September 2017 to assist the KSG team with this task.

The visit consisted of two parts—a needs assessment and a set of recommendations. The team spoke with managers and potential leading e-learning faculty in two countries, Europe and China. They explored their intent and concern to determine the gaps between their current conditions and their online training goals. The PDP team suggested strategies to help KSG organize the content into daily segments and develop new, nuanced content to support the existing training. On the technological side, PDP recommended using KSG’s existing learning management platform, Moodle, to host the webcasts. Moodle allows the team to deliver simple and flexible online courses with options for mobile and offline viewing.

PDP will continue to work with the KSG team in a supportive role as the EdX course is developed and launched. PDP also helps to design next steps with the team, including the development of additional training to help support and improve the skills of public employees in Kenya.

Current usage of learning technologies in all companies in the training industry in the United States in 2017


<table>
<thead>
<tr>
<th>Use currently</th>
<th>Do not use currently</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>86%</td>
<td>35%</td>
<td>73%</td>
</tr>
<tr>
<td>38%</td>
<td>13%</td>
<td>48%</td>
</tr>
</tbody>
</table>

PDP Develops Online NYS Ethics Training

Julie Bonville, Manager

NYS Governor’s Office of Employee Relations (GOER), on behalf of the New York State Joint Commission on Public Ethics (COPE) and the Governor’s Office, asked PDP to develop and administer the course to comply with new government ethics rules established by Public Officers Law § 73 and § 74 for state employees.

The training objectives is to inform employees of the NYS ethics rules established by Public Officers Law § 73 and § 74 and the Governor’s Office, ask PDP to develop and administer the course online in the Statewide Learning Management System (LSM), employees can access and complete the course at their schedules permit. This delivery format assures that all employees meet consistent information and training, which is important when promoting training based on NYS law.

The instructional design team worked with COPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal principles applied to everyday workplace structures. Realistic and relevant scenario-based reinforcement underscores the importance of the content.

Ethics: for New York State Employees was successfully launched with other annual mandated online training in January 2018.

Poverty and Trauma Training

Patrice Pappionaro, Senior Education Specialist

At the start of 2017, PDP began work to develop training for OTDA program developers and implementers on the effect of poverty and trauma on public assistance clients. Throughout the year, PDP project staff worked diligently to design, develop, and implement a new two-day classroom training for Program Development and Implementation Grassroots for People Afflicted by Poverty and Trauma.

Through the curriculum design process, PDP considered the significant increase in evidence-based research on how the chronic stress of living in poverty alters brain development, especially in children. Research by the Mayo Clinic and the Center on the Developing Child at Harvard University revealed that chronic stress causes excess production of the fight or flight hormone cortisol. This tells the brain to prepare for a fight or flight response, which significantly reduces the brain’s ability to develop executive functions, or the skills responsible for critical thinking.
The Professional Development Program (PDP) partnered with the SUNY Center for International Development (SUNY CID) to assist the Kenya School Government (KSG) to jump-start their learning initiatives. KSG’s goal is to convert existing classroom training into a classroom model into web-based modules. KSG wants to use an online model to reduce costs and increase flexibility in providing ethics training to 150,000 employees in non-managerial positions throughout Kenya. PDP’s Eugene Monaco, Nathan Allen, and Erica Hume traveled to Nairobi, Kenya in September 2017 to assist the KSG team with this task.

The visit consisted of two parts—a needs assessment and a set of recommendations. The team spoke with managers and potential instructors in two counties, Embu and Nakuru. PDP explored their interests and concerns to determine the gaps between their current conditions and their online training goals. The PDP team suggested strategies to help KSG organize the content for daily sessions and develop two, non-concurrent sessions to support the existing training. On the technological side, PDP recommended using KSG’s existing learning management platform, Moodle, to host the training. Following this model, Moodle allows the team to deliver simple and flexible online courses with options for mobile and offline viewing.

PDP will continue to work with the KSG team in a supportive role as the Ethics course is developed and launched. PDP also began to discuss next steps with the team, including the development of additional trainings to help support and improve the skills of public employees in Kenya.

The Professional Development Program (PDP) partnered with the SUNY Center for International Development (SUNY CID) to assist the Kenya School Government (KSG) to jump-start their learning initiatives. KSG’s goal is to convert existing classroom training into a classroom model into web-based modules. KSG wants to use an online model to reduce costs and increase flexibility in providing ethics training to 150,000 employees in non-managerial positions throughout Kenya. PDP’s Eugene Monaco, Nathan Allen, and Erica Hume traveled to Nairobi, Kenya in September 2017 to assist the KSG team with this task.

The visit consisted of two parts—a needs assessment and a set of recommendations. The team spoke with managers and potential instructors in two counties, Embu and Nakuru. PDP explored their interests and concerns to determine the gaps between their current conditions and their online training goals. The PDP team suggested strategies to help KSG organize the content for daily sessions and develop two, non-concurrent sessions to support the existing training. On the technological side, PDP recommended using KSG’s existing learning management platform, Moodle, to host the training. Following this model, Moodle allows the team to deliver simple and flexible online courses with options for mobile and offline viewing.

PDP will continue to work with the KSG team in a supportive role as the Ethics course is developed and launched. PDP also began to discuss next steps with the team, including the development of additional trainings to help support and improve the skills of public employees in Kenya.

The Professional Development Program (PDP) partnered with the SUNY Center for International Development (SUNY CID) to assist the Kenya School Government (KSG) to jump-start their learning initiatives. KSG’s goal is to convert existing classroom training into a classroom model into web-based modules. KSG wants to use an online model to reduce costs and increase flexibility in providing ethics training to 150,000 employees in non-managerial positions throughout Kenya. PDP’s Eugene Monaco, Nathan Allen, and Erica Hume traveled to Nairobi, Kenya in September 2017 to assist the KSG team with this task.

The visit consisted of two parts—a needs assessment and a set of recommendations. The team spoke with managers and potential instructors in two counties, Embu and Nakuru. PDP explored their interests and concerns to determine the gaps between their current conditions and their online training goals. The PDP team suggested strategies to help KSG organize the content for daily sessions and develop two, non-concurrent sessions to support the existing training. On the technological side, PDP recommended using KSG’s existing learning management platform, Moodle, to host the training. Following this model, Moodle allows the team to deliver simple and flexible online courses with options for mobile and offline viewing.

PDP will continue to work with the KSG team in a supportive role as the Ethics course is developed and launched. PDP also began to discuss next steps with the team, including the development of additional trainings to help support and improve the skills of public employees in Kenya.
The Professional Development Program (PDP) partnered with the SUNY Center for International Development (SUNY CID) to assist the Kenya School of Government (KSG) to jump-start their learning initiatives. KSG’s goal is to create an existing KSG/Maternal and Child Health (MCH) Portal, Statista, 35

of learning technologies are used to develop, and implement a new one-day classroom training program for People Affected by Poverty and Trauma. Throughout the year, PDP project staff worked diligently to design, develop, and implement a new one-day classroom training program for People Affected by Poverty and Trauma.

To develop engaging scenarios that apply the different sections of the law to real-life public workforce examples, Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.

The instructional design team worked with JCOPE to develop engaging scenarios that apply the different sections of the law to real-life public workforce examples. Scenario-based training allows learners to see the relatively complex legal apps applied to everyday workplace situations. Realistic and relatable scenario-based approaches help instructors understand the learner’s perspective.
As a result of this comprehensive training plan, including several mobile training labs, DCTS staff:

- Introduced the new courses to state training coordinators
- Prototyped the 10 new courses.

Donna DiBuono, Senior Education Specialist, presented “Using ASSETS to Increase Performance” at the New York Public Welfare Association of Children and Family Services (OCFS), presented “Training: The Trauma-Poverty Trap: HowAttachment, Self-Regulation, and Competency Matter” at the NYS OCCS Healthy Families Faculty Training Institute held in Albany, NY.


The mission of the Professional Development Program is to make a difference in a changing world by linking the learning, applied research, and evaluation resources of the University with the continuing professional education needs of public service employees. One of the ways this is accomplished is through contributions to conferences for professionals in the area. In the past year, PDP staff presented numerous conferences, helping link practice to industry knowledge.

As a result of the training, our trainers are challenged to reshape the design and development of our curricula to adapt to the new technology. This is a major challenge incorporating and adapting sound adult learning theory—theory that has not changed fundamentally from what was before the digital age—into the current methodology. We still need to experience the stages of adult learning: readiness, orientation, and participation. Meeting this challenge has moved us towards digital delivery that emphasizes microlearning. Microlearning has had an immense impact on the way we think about and deliver our training. It shifts in our trainers’ and learners’ experiences that enable employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.

Our ability to move away from classroom, instructor-led training has been a major shift in what technology has to offer and experience that enables employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.

Our ability to move away from classroom, instructor-led training has been a major shift in what technology has to offer and experience that enables employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.

As our interactive digital learning delivery options have proven to be advantageous, particularly when classroom is integrated into the instructor-led classroom experience that technology-based training will not entirely replace or in part from this publication without permission. It is produced by the Professional Development Program, Rockefeller College, University at Albany, New York 12203. 4 Tower Place. PDP is a recipient of the Print Newsletter Award of Excellence from the Association of Talent Development’s (ATD) 2017 State of the Industry Survey. This is an increase from 10% reported a decade ago. Our ability to move away from classroom, instructor-led training has been a major shift in what technology has to offer and experience that enables employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.

We, as training professionals, continue to believe strongly that technology-based training will not entirely replace or in part from this publication without permission. It is produced by the Professional Development Program, Rockefeller College, University at Albany, New York 12203. 4 Tower Place. PDP is a recipient of the Print Newsletter Award of Excellence from the Association of Talent Development’s (ATD) 2017 State of the Industry Survey. This is an increase from 10% reported a decade ago. Our ability to move away from classroom, instructor-led training has been a major shift in what technology has to offer and experience that enables employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.

We, as training professionals, continue to believe strongly that technology-based training will not entirely replace or in part from this publication without permission. It is produced by the Professional Development Program, Rockefeller College, University at Albany, New York 12203. 4 Tower Place. PDP is a recipient of the Print Newsletter Award of Excellence from the Association of Talent Development’s (ATD) 2017 State of the Industry Survey. This is an increase from 10% reported a decade ago. Our ability to move away from classroom, instructor-led training has been a major shift in what technology has to offer and experience that enables employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.

We, as training professionals, continue to believe strongly that technology-based training will not entirely replace or in part from this publication without permission. It is produced by the Professional Development Program, Rockefeller College, University at Albany, New York 12203. 4 Tower Place. PDP is a recipient of the Print Newsletter Award of Excellence from the Association of Talent Development’s (ATD) 2017 State of the Industry Survey. This is an increase from 10% reported a decade ago. Our ability to move away from classroom, instructor-led training has been a major shift in what technology has to offer and experience that enables employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.

We, as training professionals, continue to believe strongly that technology-based training will not entirely replace or in part from this publication without permission. It is produced by the Professional Development Program, Rockefeller College, University at Albany, New York 12203. 4 Tower Place. PDP is a recipient of the Print Newsletter Award of Excellence from the Association of Talent Development’s (ATD) 2017 State of the Industry Survey. This is an increase from 10% reported a decade ago. Our ability to move away from classroom, instructor-led training has been a major shift in what technology has to offer and experience that enables employees to learn principles and content, practice, and apply the material successfully in the work context. Microlearning—learning material into small units that are accessed and engaged in on the learner’s own time and at their own pace—is a format that we have found microlearning designs to be extremely effective when the training used to provide constant information to large populations across many locations. Furthermore, individuals who live in rural populations quickly and efficiently. In addition, it is highly scalable and easily updated.
As a result of this comprehensive training plan, including new software, the Department of Computer Training Services (DCTS) developed 10 computer-based courses, DCTS was able to successfully meet state, county, and ACS needs of public service employees. One of the ways this is accomplished is through contributions to conferences for professional organizations. In the past year, PDP staff presented at numerous conferences, helping link teaching practices to industry knowledge.

On September 20, 2017, Carrie Gaither, PDP Senior Trainer, along with Adrianne Dorris from NYS Office of Children and Family Services (OCFS), presented “The Trauma-Poverty Tug-Of-War: How Attachment, Self-Regulation, and Competency can be maintained within the system” at the NYS OCFS Healthy Families Institute held in Albany, NY.


On September 20, 2017, Donna DiBuono, Senior Education Specialist, sent the following assessment of the course.:

“The training was delivered in a clear manner. The content appears to convey highly technical information in a way that should be easily accessible to most audiences without sacrificing important insight.”

Improvement in Our Digital Age

We, as training professionals, continue to believe strongly that technology-based training will self organically merge into instructor-led training; technology will appear and disappear, specifically based on the component of workplace training in the foreseeable future. We see technological solutions becoming more specific to the instructor-led classroom experience of retaining employee engagement, and continued learning. In this essay, we continue our close scrutiny of the benefits that technology brings to the workplace vs. the ways in which they supplement classroom learning through our solid engagement practices. We have leveraged the benefits of technology to encourage classroom learning as an effective way to increase learning, and what we've found is that training technologies offer and the ways in which they supplement classroom learning. The growth in our blended learning approach validates the value that incorporating digital technologies provides. More than one method has proven very successful, particularly when classroom is blended with solid digital experiences.

As our interactive digital learning delivery options have grown, our goal for greater optimization of learning experiences, and our drive for more efficient training solutions increases, our professional training designers, and instructional developers will continue the commitment to retaining sound adult learning practices. In addition, we will remain committed to sound evaluation measures that effectively calibrate learning impact and ensure effective organizational performance. Regardless of delivery methodology or instructional design—instructor-led, blended, computer-based, or total digitally—we will strive the fundamentals of adult learning theory in our curriculum design and our evaluation of learning outcomes to ensure that we achieve the desired results for both our contracts and our clients. In essence, we find this a win-win mindset for both our clients and our organization.

We are trained in the principles of adult learning, which demand that the learner's experiences be dramatically different from what it was before the digital age—into the current methodology. Learners are still used to experiencing the stages of adult learning: readiness, orientation, and adaptation. Meeting this challenge has moved us towards digital delivery that emphasizes microlearning. Applying microlearning has had an enormous impact on the way we develop both our classroom and our training. Effective instructors hold continuous experiences that enable employers to learn principle and content, practice, and apply the material successfully in the work context. Microlearning takes materials into small units that are accessed and engaged in on the learners' own time and at their own pace. PDP has found that microlearning designs are extremely effective when the training need is to provide consistent information to large populations across many locations. Furthermore, when individuals are immersed in a vast repertoire of information, the material is accessible and social-media oriented workplace. In our current digital workplace, we are presented with a constant stream of data, which necessitates our having instant access in order to transform the data into information that produces results.

In response, training professionals at PDP have dramatically changed methods for delivering training more quickly and easily accessible. As a result, we are challenged to infuse the design and development of our curriculums to adapt to the new technology. The workplace learning challenge is incorporating an effective and efficient delivery of our training while adhering sound adult learning theory—how that has changed fundamentally from what it was before the digital age—into the current methodology. In turn, we are still used to experiencing the stages of adult learning: readiness, orientation, and adaptation.

As a result of this comprehensive training plan, including new software, the Department of Computer Training Services (DCTS) developed 10 computer-based courses, DCTS was able to successfully meet state, county, and ACS needs of public service employees. One of the ways this is accomplished is through contributions to conferences for professional organizations. In the past year, PDP staff presented at numerous conferences, helping link teaching practices to industry knowledge.