

# **FACILITATOR GUIDE**

# **BEST PRACTICES IN TRAINING DELIVERY FOR LOW LITERATE LEARNERS**

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# Schedule

The training session is organized into six units based on the framework below. The session is structured as a 60 minute workshop for introducing and applying the best practices in training delivery for low literate learners.

UNITS	SCHEDULE
<b>1</b> Opening and Introductions	3 minutes
<b>2</b> Literacy Issues and Implications	15 minutes
<b>3</b> Best Practices	15 minutes
<b>4</b> Group Scenario Activity	10 minutes
<b>5</b> Group Results & Discussion	13 minutes
<b>6</b> Conclusion	4 minutes

# Overview of the Units

UNITS	PURPOSE	CONTENT
<b>UNIT 1</b> <b>Opening and Introductions</b>	Unit 1 provides an overview of the workshop, including the objectives and outcomes.	<ul style="list-style-type: none"><li>• Session at a glance</li><li>• Introductions</li><li>• Objectives</li><li>• Outcomes</li></ul>
<b>UNIT 2</b> <b>Literacy Issues and Implications</b>	Unit 2 provides an overview on the state of illiteracy and low literacy in the United States and its implications in the workforce.	<ul style="list-style-type: none"><li>• Literacy statistics</li><li>• Outcomes of low literacy in the workforce</li></ul>
<b>UNIT 3</b> <b>Best Practices</b>	Unit 3 provides participants with the best practices in providing training delivery to low literate learners.	<ul style="list-style-type: none"><li>• Best practices<ul style="list-style-type: none"><li>- Plain language</li><li>- Iconography</li><li>- Communication</li><li>- Nonwritten</li></ul></li></ul>
<b>UNIT 4</b> <b>Group Scenario Activity</b>	Unit 4 is a group activity to solve real-life scenarios involving low literate learners.	<ul style="list-style-type: none"><li>• Introduce activity</li><li>• Each group gets one scenario to work through</li><li>• Group must decide how to approach training delivery problem and how they might change it (or keep as is)</li></ul>
<b>UNIT 5</b> <b>Group Results &amp; Discussion</b>	Unit 5 provides each group with the opportunity to share their results.	<ul style="list-style-type: none"><li>• Groups share their scenario and decisions with class.</li></ul>
<b>UNIT 6</b> <b>Conclusion</b>	Unit 6 is the conclusion of the workshop.	<ul style="list-style-type: none"><li>• Workshop wrap-up.</li><li>• Evaluation handout.</li></ul>

# Planning & Materials

The following materials are required for this workshop:

TASK	✓
Print participant handout packets and name tags.	
Arrange seating – tables for groups of 4-6.	
Set up computer, screen, and projector.	
Set up slide show on computer. Test projector.	
Prepare tables with supplies – pens/pencils and paper.	
Print group scenario cards.	

## INTRODUCTION

The purpose of this unit is to provide participants with an overview of the workshop, including the objectives and outcomes.

### PREPARATION & MATERIALS

- Laptop
- Projector
- Screen
- Nametags
- Handout Packets

### TIME

3 minutes

## HANDOUTS

- 1.1 Best practices/low literacy statistics assessment (to be completed prior to workshop) (Appendix A)
- 1.2 Workshop Overview
- 1.3 Objectives & Outcomes

### SLIDES

- Slide 1:** Best Practices in Training Delivery for Low Literate Learners (Title)
- Slide 2:** Opening and Introductions
- Slide 3:** Objectives
- Slide 4:** Outcomes

# UNIT 1

# Suggested Process – Unit 1

1. Welcome participants and introduce yourself. Refer participants to Handout 1.1, which they were to have completed prior to the workshop. Remind them to put their name on it and submit it to facilitator.
2. Refer participants to Handout 1.2 for overview of today's agenda.
3. Refer participants to Handout 1.3 to review objectives and intended outcomes.

## INTRODUCTION

The purpose of this unit is to provide an overview on the state of illiteracy and low literacy in the United States and its implications in the workforce.

### PREPARATION & MATERIALS

- None

### TIME

15 minutes

## HANDOUTS

**2.1** Low Literacy and illiteracy statistics

**2.2** Implications and Problems

## SLIDES

**Slide 5:** Low Literacy and illiteracy statistics (part 1)

**Slide 6:** Low Literacy and illiteracy statistics (part 2)

**Slide 7:** Implications and Problems in the workforce (part 1)

**Slide 8:** Implications and Problems in the workforce (part 2)

# UNIT 2



# Suggested Process – Unit 2

1. Introduce low literacy and illiteracy statistics (Slides 5 & 6). Refer participants to Handout 2.1.
2. Introduce the implications and problems in the workforce information (Slides 7 & 8). Refer participants to Handout 2.2.
3. Follow notes on the slides on how to present the information.
4. Ask participants if they have any questions afterwards.

## INTRODUCTION

The purpose of this unit is to provide participants with the best practices in providing training delivery to low literate learners.

### PREPARATION & MATERIALS

- Handout Packets

### TIME

15 minutes

## HANDOUTS

**3.1** Best Practices – Plain Language

**3.2** Best Practices – Other Language Considerations

**3.3** Best Practices – Iconography and Images

## SLIDES

**Slide 9:** Best Practices - Plain Language

**Slide 10:** Best Practices – Other Language Considerations

**Slide 11:** Best Practices - Iconography

# UNIT 3

# Suggested Process – Unit 3

1. Introduce best practices of training delivery for low literate learners. Show slides 9, 10, 11. Follow notes on the slides to present the information.
2. Ask participants if they have any questions afterwards.

## INTRODUCTION

The purpose of this unit is to provide the opportunity for participants to engage in a group activity using real-life scenarios pertaining to low-literate learners.

### PREPARATION & MATERIALS

- Group Scenario Cards
- Scratch Paper
- Pencils

### TIME

10 minutes

## HANDOUTS

None

## SLIDES

**Slide 12:** Group Activity Instructions

# UNIT 4

# Suggested Process – Unit 4

1. Show Slide 12 to workshop participants.
2. Handout one Group Scenario Card (Appendix C) to each table.
3. Provide scratch paper and pencils to each group.
4. Give each group 10 minutes to come up with a solution to the problem shown on their card.
5. Walk around and check on each group to see if they have questions.

## INTRODUCTION

The purpose of this unit is to provide the opportunity for each group to share the results of their scenario activity with the workshop participants.

### PREPARATION & MATERIALS

- None

### TIME

13 minutes

## HANDOUTS

None

## SLIDES

**Slide 13 & 14 :** Group Scenario Best Practices

# UNIT 5

# Suggested Process – Unit 5

1. After each group is complete, or the time is up, they will be asked to share their results with a group next to theirs. When this is complete, the facilitator will post on the screen a slide showing the “best answer” for each scenario and groups will be asked to raise their hands if their solution matches the one shown on the screen.
2. After allotted time, have participants regroup back to their seats/tables.
3. Show Slides 13-14. Discuss with participants why each solution is the correct one and offer participants to ask questions.

## INTRODUCTION

The purpose of this unit is to conclude the workshop and provide an opportunity to complete an evaluation.

### PREPARATION & MATERIALS

- Evaluation handout

### TIME

4 minutes

## HANDOUTS

**6.1** Evaluation Handout (Appendix B)

## SLIDES

**Slide 14:** Conclusion

**Slide 15** Evaluation Instructions

# UNIT 6



# Suggested Process – Unit 6

1. Provide participants with an opportunity to ask questions.
2. Refer participants to Handout 6.1 – Evaluation. Have them fill out the form and turn it into the facilitator upon leaving.
3. Thank participants for coming.

# APPENDIX A – Pre-Evaluation

1. Complete the short poll below and rate your responses 1-5, with 1 being the lowest and 5 being the highest.

Rate the degree to which you are familiar with ways to develop content for low literate audiences.

1      2      3      4      5

Rate the degree to which you are familiar with the United States government’s Plain Language guidelines.

1      2      3      4      5

Rate the degree to which you currently use methods to develop content for low literate audiences.

1      2      3      4      5

Rate the degree to which you are familiar with iconography.

1      2      3      4      5

2. What do you think is the best estimate of the number of people in the United States that are low literate?

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3. How do you think low literacy can impact the workplace and the workforce in the United States as a whole?

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# APPENDIX B – Post-evaluation

1. Complete the short poll below and rate your responses 1-5, with 1 being the lowest and 5 being the highest.

Rate the degree to which you feel knowledgeable of ways to develop content for low literate audiences.

1            2            3            4            5

Rate the degree to which you feel knowledgeable with the United States government’s Plain Language guidelines.

1            2            3            4            5

Rate the degree to which you plan to use methods to develop content for low literate audiences after this workshop.

1            2            3            4            5

Rate the degree to which you feel knowledgeable with iconography.

1            2            3            4            5

2. How many people are estimated to be low literate in the United States?

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3. How can low literacy impact the workplace?

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## APPENDIX C – Group Scenario Cards

### SCENARIO 1

Jon is a corporate trainer for a major retail department store chain. He is the project manager for a plan to train every cashier who works for their company on the new point-of-sale system. Jon thinks that since everyone who will be trained will have already known how the old system operates that there isn't any need for training beyond having their shift manager show it to them after reading the new point-of-sale system's lengthy handbook. Is there a risk in doing this? Do you think the shift manager could also be just as at-risk of having low literacy? How would you approach training?

### SCENARIO 2

Sara is an instructional designer who just started working in the corporate sector at a major hotel chain. Previously she worked in higher education. She is tasked with developing a training solution about bloodborne pathogens for the hotel's housekeeping employees for every location in the United States. She immediately sets out to create an elaborate, text-heavy eLearning course module using Articulate Storyline. Would your group do the same as Sara, or can you think of another way to approach the training? If you do change it, why?

### SCENARIO 3

DeShawn is the supervisor of a large construction company. His workers have had an uptick in on-the-job accidents since they began using scaffolding to work on tall buildings, as their contracts have gotten bigger and in turn their projects have gotten more elaborate. Many of their workers are immigrants who speak little-to-no English and many more never finished high school. DeShawn has tried to improve the accident rate by talking to the workers but it's of little help. What kinds of training solutions or best practices do you think would work best with his employees?

## APPENDIX C – Group Scenario Cards

### SCENARIO 4

Rosinda is a training specialist for a major fast food chain and was sent to 3 stores in her region to test out a new web-based training program about food safety for new employees before they roll it out nationwide. She found that a very high percentage of workers cannot pass the test at the end of the module. When she gives them an evaluation afterward to learn more about their thoughts of the training, she notes that many of them cannot spell common words and many don't use complete sentences. Without knowing much information about the online training module, what would you assume it features that might be the cause for the high failure rate?

### SCENARIO 5

Don owns a cleaning company in his city. His company is divided between offering house cleaning services and crews that have contracts to clean businesses and government buildings in the evenings. He has difficulty training new employees, and difficulty training new skills to existing employees. Many of his employees are new immigrants to the United States, many from Central America and a few from Southeast Asia. He really values his employees and he believes he needs to hire someone to come in and teach English to his employees so he can communicate and train them. Is there another way that Don could approach his training dilemma? What are the pros and cons of Don's idea?

### SCENARIO 6

Jane is an instructional designer for a large chain of nursing homes in the United States. She is tasked with developing training for CNAs who are employed by the company about fall risks and correct ways to lift clients safely. The employees come from diverse backgrounds and immigrated from a very large number of countries from all over the world, so English is not the native language for many. She thinks that hiring someone to translate all the materials into Spanish is the solution. What is the problem in doing this? Thinking about the topics that she needs to develop training about, how would you approach it?