



Course Review Template—Does Your Course Boost Work Performance?

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Research-Inspired Practices	Rationale	Self-Rating	Provide Proof
Is the Content Right?	Why Important?	Circle the Truth	Specify How Achieved
Is there a clearly recognized need indicating this content will support actual on-the-job performance ?	We should teach with a performance purpose.	YES NO Points=2	
Has the content been verified as relevant by professionals working in the field within the last year ?	Content must be up-to-date and job relevant.	YES NO Points=1	
Are there Clear Performance-Related Goals?	Why?	Circle the Truth	Specify How Achieved
Is this course intended to meet compliance requirements , provide general awareness or improve on-the-job performance ?	It is better to have a higher percentage of courses that support actual on-the-job performance.	Compliance (0) Awareness (1) Performance (3) Points in () above	
Does the course have a clear on-the-job performance outcome specified ?	We ought to know what we're aiming to accomplish.	YES NO Points=2	
Is Measurement Effective in Enabling Course Improvement?	Why?	Circle the Truth	Specify How Achieved
Has an overarching evaluation objective been agreed upon to guide course evaluation—and is it focused beyond smile sheets toward actual competence?	A general measurement goal, focused on competence, should guide evaluation.	YES NO Points=3	
Are end-of-course learner responses gathered that target the level of realistic practice, motivation to apply the learning, and after-learning follow-through?	Smile sheets are valuable if they are designed to be performance-focused.	YES NO Points=2	
Are after-course on-the-job learner responses gathered to measure the learners' assessment of their success in applying the learning to their job?	These delayed smile sheets can get the learners' sense of how application is going, also noting obstacles & success factors.	YES NO Points=2	
Do we have evaluation methods that tell us whether learners remember what they've learned a week or more after the end of training?	Application of learning requires that the learners remember what they learned.	YES NO Points=3	
Does the course require learners to produce real work products to some criterion of success ?	Real on-the-job work products, judged for success, show relevance to performance.	YES NO Points=2	
Does the course track whether actual on-the-job performance improved on the targeted skills?	The gold standard. Subjective opinions don't count much!	YES NO Points=3	
Is the Course Well Designed?	Why?	Circle the Truth	Specify How Achieved
Does the course engage the learners in a way that maximizes attention on important concepts/skills?	Focused attention is necessary for learning.	YES NO Points=1	
Do the course facilitators (if any) exude credibility , being both competent and trustworthy? Do the course materials exude credibility , having good production values, being organized, having trustworthy content?	Credibility is critical to enable sustained attention and motivation within the learning process.	YES NO Points=2	
Does the course require learners to demonstrate their understanding by giving them significant practice with realistic scenarios, simulations, or real-world situations —and then providing meaningful feedback ?	Since understanding is a key goal for training, when learners show that understanding, we validate success and provide feedback to learners.	YES NO Points=3	
Does the course support long-term remembering by providing delayed realistic practice and repetitions spaced over time ?	Remembering is a key goal, so courses should be designed with factors that support it.	YES NO Points=2	
Does the course motivate on-the-job performance of the targeted skills?	Learners have to be more than skilled. They have to be willing & eager to apply their learning.	YES NO Points=1	
Does the course provide prompting mechanisms (like job aids) and have the learners practice using those job aids in realistic exercises in the course?	Repeated retrieval practice bolsters remembering.	YES NO Points=2	

Is the Learning Well-Integrated into the Workplace?	Why?	Circle the Truth	Specify How Achieved
Have the course instructors and/or the elearning designers (if no instructors) spent at least 80 hours within the last year embedded in workplace situations targeted by the course content?	To ensure that course content is relevant and instructors can act as workplace advocates, they should spend time in the field observing the reality.	YES NO Points=1	
Do the learners' supervisors know the course content sufficiently to support and encourage the learners to properly apply the learning to the job?	Learners are more likely to apply what they've learned if they have their supervisors support and encouragement.	YES NO Points=1	
Are learners' supervisors prompted to encourage and monitor the learners' efforts in applying the learning, both before the course and after?	Learners are more likely to apply what they've learned if they have their supervisors support and encouragement.	YES NO Points=2	
After the bulk of the formal learning experience, are learners periodically reminded of course content and importance of utilizing or revisiting what they learned?	Learners are more likely to remember & apply what they've learned if they are periodically reminded while they are on the job.	YES NO Points=2	
Are there reference materials (or other courses) available to and used by learners after the course to enable them to deepen and reinforce their learning?	Learners often need multiple encounters with a topic to truly understand it at a deep level.	YES NO Points=1	
Are learners utilizing prompting mechanisms (either course-generated or self-generated) to ensure performance on the job?	Prompting mechanisms are effective to the extent that they are effectively utilized.	YES NO Points=2	
Do learners have and utilize coaches within their workspace to help them in applying the learning? Are these coaches skilled in providing such guidance?	For most skills that are learned, it helps to have someone to provide guidance, feedback, and support while applying the learning to the actual work.	YES NO Points=2	
Are learners measured objectively on the job in using their new skills? Are they getting useful feedback of their actual job performance ?	Learners will develop their skills more effectively on the job if they get good feedback.	YES NO Points=2	
Do the course facilitators (or developers if no facilitators) keep in touch with the learners to determine their successes, and learn what obstacles they are facing as they apply the learning ?	Keeping in touch with learners enables facilitators to respond to learning outcomes—by either directly intervening or by making course improvements.	YES NO Points=3	
How Does Your Course Measure Up?			
Count up all the points your course earned. Feel free to give an item partial credit to better exemplify the result you feel it deserves. Remember, these numbers aren't precise indicators. They are provided to give you a general idea of how you're doing. Don't get hung up on the numeric outcome. We recommend that you set a target and work to achieve improvement.		Total Points Possible 50	Points Earned? _____
Rank 1 – Performance Demoting		0-12	Circle The Rank Earned by Your Course Post Your Results at: http://tinyurl.com/CR-Template
Rank 2 – Performance Stagnating		13-20	
Rank 3 – Performance Nudging		21-26	
Rank 4 – Performance Promoting		27-32	
Rank 5 – Performance Boosting		33-40	
Rank 6 – Performance Accelerating		41-50	
What is your conclusion? What is your next step?			