

Course : Master best practices in pedagogical engineering

Practical course - 2d - 14h00 - Ref. IPF

Price : 1540 CHF E.T.



4,8 / 5

Une formation efficace permet la montée en compétences des apprenants, répond aux besoins du public et est adaptée au contexte et à l'environnement de travail. Cette formation pratique donne une approche méthodique et des outils correspondant aux différentes étapes de la conception d'une action de formation.



Teaching objectives

At the end of the training, the participant will be able to:

- ✓ Gather training needs and analyze demand
- ✓ Adopt an objective-based methodology to design and structure a training program
- ✓ Script training content to facilitate learning
- ✓ Define methods for assessing acquired skills
- ✓ Drawing up the guide and presentation materials

Intended audience

Educational engineers, training designers, trainers, educational project managers involved in building a training program.

Prerequisites

No special knowledge required.

Practical details

Hands-on work

Exercises to apply the method and tools, case studies, exchanges of best practices.

Teaching methods

Active teaching.

Course schedule

PARTICIPANTS

Educational engineers, training designers, trainers, educational project managers involved in building a training program.

PREREQUISITES

No special knowledge required.

TRAINER QUALIFICATIONS

The experts leading the training are specialists in the covered subjects. They have been approved by our instructional teams for both their professional knowledge and their teaching ability, for each course they teach. They have at least five to ten years of experience in their field and hold (or have held) decision-making positions in companies.

ASSESSMENT TERMS

The trainer evaluates each participant's academic progress throughout the training using multiple choice, scenarios, hands-on work and more. Participants also complete a placement test before and after the course to measure the skills they've developed.

TEACHING AIDS AND TECHNICAL RESOURCES

- The main teaching aids and instructional methods used in the training are audiovisual aids, documentation and course material, hands-on application exercises and corrected exercises for practical training courses, case studies and coverage of real cases for training seminars.
- At the end of each course or seminar, ORSYS provides participants with a course evaluation questionnaire that is analysed by our instructional teams.
- A check-in sheet for each half-day of attendance is provided at the end of the training, along with a course completion certificate if the trainee attended the entire session.

1 Positioning training upstream

- Make partners accountable and specify their commitments.
- Distinguish between different levels of objectives (strategic, operational and pedagogical).
- Use a demand analysis guide (12 key questions).
- Draft and send out a preliminary questionnaire to involve participants.
- Identify the key points of a training proposal in response to demand.

Exercise

Based on a case study or a project proposed by the participants, each sub-group defines the objective levels, analyses the demand in greater depth and creates a preliminary questionnaire.

TERMS AND DEADLINES

Registration must be completed 24 hours before the start of the training.

ACCESSIBILITY FOR PEOPLE WITH DISABILITIES

Do you need special accessibility accommodations? Contact Mrs. Fosse, Disability Manager, at psh-accueil@orsys.fr to review your request and its feasibility.

2 Designing training engineering

- Identify the key points of training engineering (system, modularity, teaching methods, etc.).
- Use the learning modalities map to reinforce knowledge appropriation.
- Identify the four phases of a blended learning system that mobilizes and motivates learners.

Exercise

À partir du cas fil rouge ou du projet du participant, définir la carte des modalités d'apprentissage. En sous-groupe : création d'un quiz sur les points essentiels de l'ingénierie de formation.

3 Deploying pedagogical engineering

- Define pedagogical objectives.
- Structure teaching objectives into modules and sequences.
- Define the content required for each learning sequence.
- Choose teaching methods and techniques for each learning sequence.
- Define a progression by choosing the best sequence to facilitate learning.
- Select the learning assessment methods appropriate to the training content.
- Check overall consistency: alternating methods, rhythms, duration.
- Formalize the animation guide.
- Create support materials for the event and for participants (booklet).

Exercise

Apply each step of the instructional design process to the case study or to the participant's project.

4 Create training materials

- Create the training program to be communicated to learners.
- Create the detailed training program for the sponsor.
- Draw up the technical data sheet (materials and resources required).
- Create a trainer's guide.
- Choose and create the right participant materials for their learning.
- Respect the seven golden rules of a slideshow.
- Create an on-the-spot evaluation questionnaire (satisfaction and achievements).
- Create an assessment questionnaire (cold).

Exercise

Application (in pairs or individually) to the design of training materials.

Dates and locations

REMOTE CLASS

2026 : 11 June, 26 Oct.