

The 4Cs: An Instructional Design Process

Instructions: As you read this article, circle, highlight or underline the sentences or phrases, that you want to remember. When everyone in your group have finished reading, spend **five minutes** discussing what questions you still have about the topic with the other people in your group.

The 4Cs instruction design and delivery process has its roots in educational and psychological research which began in the latter half of the 20th century. More recently, discoveries in the field of neuroscience, as well as the availability of new information on learning styles, learning modalities and multiple intelligences, have all contributed to an approach to teaching and training that we now call Accelerated Learning (AL). The basic tenants of AL are:

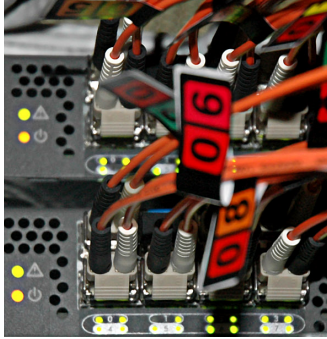
- Learning involves the body as well as the mind.
- Learning is fundamentally an act of creation, not consumption of information.
- Learning takes place on many levels at once in the human brain and is not a linear, one-thing-at-a-time brain activity.
- Collaboration increases learning; isolation and competition decreases it.
- Learning occurs through active doing, with time for reflection and feedback not passive listening.
- Positive emotions and mental imagery improve learning; the lack of both inhibits learning.

From the AL research, as well as work done by others in the fields of education and psychology, came a four-step instructional design and delivery model based on the way most people learn best.

- Preparation - arousal of interest and opening up to learning.
- Presentation - the encounter of new knowledge or skills.
- Practice - the integration of what has been learned.
- Performance - The application of the new knowledge or skills in real life.

In this book [Training From the Back of the Room], the 4Cs are my current adaptation of the AL research with simpler labels for each of the four steps, to

make them easier to remember and apply. Here is a short description of each of the four design and delivery steps and what learners will be doing during each step:



Connections: This is the beginning or opening of a training. It can also include pre-training time as well. During the Connections step, learners make connections with what they already know, or think they know, about the training topic. They also make connections with what they will learn or want to learn with the other learners in the training group, and with you, the trainer.

Concepts: This is the direct instruction, lecture or presentation part of a training. During the Concepts step, learners take in new information in multi-sensory ways: hearing, seeing, discussing, writing, reflecting, imagining, participating and teaching it to others.



Concrete Practice: This is the active review that usually follows information delivery. During the Concrete Practice step, learners actively practice a new skill using the new information, participate in an active review of what they have learned and again teach others what they know or can now do.

Conclusions: This is the wrap-up or closing part of a training. It can also include post-training time as well. During the Conclusions step, learners summarize what they have learned, evaluate it, make a commitment to use it at work or in their lives and end with a short celebration of their learning experience.

