

Stage 1 – Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
- General knowledge of the most important theories of learning. - Learn the sources of identifying training needs. - Training objectives are designed according to Bloom's Taxonomy. - Compilation of training material from its various sources. - Distinction between Accelerated and traditional learning. - A training course is designed according to the department of Accelerated learning.	<i>Students will be able to independently use their learning to...</i> Design and build a training course quickly. By explaining the reasons for training needs and compiling them for their studies while linking learning theories to the full course design, design of activities, and performance evaluation.	
	<i>Meaning</i>	
	UNDERSTANDINGS <i>Students will understand that...</i> Designed by David Meyer's Accelerated Learning Circle (preparation, practice, presentation, and performance)	ESSENTIAL QUESTIONS - What models are used for Accelerated design? - How does learning theories affect learning design? - What is Accelerated design? - How do we design activities in Accelerated design? - How can you reduce design time to be Accelerated?
	<i>Acquisition</i>	
	<i>Students will know...</i> - The concept of learning and teaching. - The concept of Accelerated learning. - Quick design principles. - Learning Theories: - Behaviorism - Constructivism - Cognitive - Adult learning - Patterns of learners according to the model (SAVI). - Conditions for a good educational goal.	Students will be skilled at... - Determine the training requirement - Writing learning goals according to Bloom's taxonomy - Searching for and collecting scientific material - Research methods for good scientific references - Designing activities of the Accelerated Learning Department (preparation, training, presentation and performance)

Stage 2 – Evidence and Assessment

Evaluative Criteria	Assessment Evidence
FORMATIVE: Learning papers, marital discussions, short questions.	PERFORMANCE TASK(S): • Learning papers and in small groups where a distinction is made between the correct learning goals and the wrong learning goals of the cases distributed to them, the analysis of the case study and the writing of the training need for it. • Create 3 activities for each stage of the Accelerated Learning Circle. • Ask the trainees after a period of training, "What have we learned?" The answers are individual. • Discussing the trainees with each other on the most important things learned during the training period. • Answer the post-test at the end of the course
SUMMATIVE: Application project "homework"	OTHER EVIDENCE: • Home application project: • Each trainee individually designs a training course according to the following criteria: • Determining the training needs of a sample of individuals • Writing learning goals correctly • Defining the theories used in educational design • Compiling and simplifying the scientific material with reference to references at the end of the guide. • Develop a general framework for the course. • Determine the strategies used. • Designing Accelerated learning activities for the course. • Designing performance appraisal forms.

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

Big activities:

The framework used for the course context is a journey full of adventures to the island of Atlantis to discover the lost treasure through an express design plane

- Activity 1 The trainees know their goals of training through the learning sun.
- Activity 2 Analyze a case study on training needs.
- Activity 3 Fishing by catching the right behavioral goals and leaving the wrong.
- Activity 4 Atlantis restaurant, in which the trainee chooses from the menu one of the types of food and then asks the cook to prepare food for him through the information that is collected together so that it forms a hearty meal for the questions that each group is supposed to answer.

Strategies used:

• Gamification	• Brainstorming	• Problem Solving
• Case Study	• Marital discussion	• Group discussion
• Collaborative learning	• Training games	

Materials used:

- Treasure map printed on a large banner
- Wearing a pilot for the coach and assistant coach
- Wearing a cook for the trainees
- Wearing a hunter for coaches
- Print some training materials