Recommendations for CMT's Pilot Course #1: Trend Following Investment Strategies

While currently the learning objectives and resources provided by CMT do not provide enough information from which to create an entire Learning Plan, I am able to make the following recommendations to guide the process.

Learning Plan Structure

The key learning objectives provided by CMT are excellent in that they are clear, actionable and assessable. However, to create a course that facilitates engaging and effective learning experiences which allow the learner to achieve these objectives, the course requires the development of learning activities.

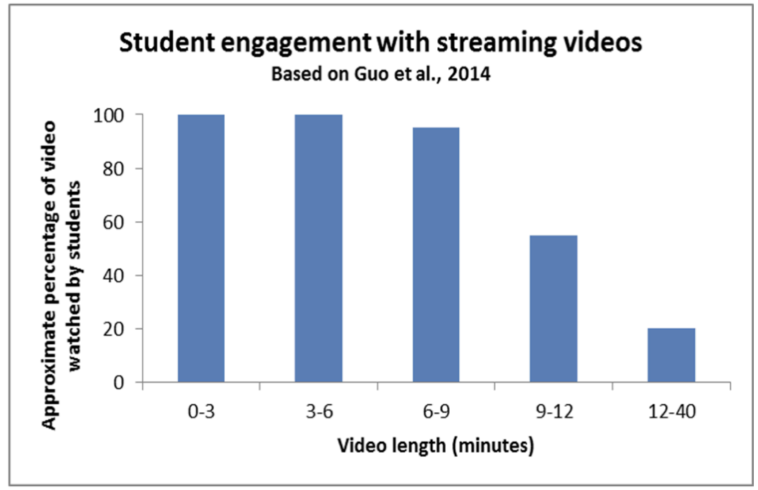
I have provided an example below to demonstrate how these objectives – in relation to the resources provided – can be extrapolated into learning activities.

Content

The content resources provided by CMT consist of articles, podcasts, slides and videos. While these demonstrate an informed, contextual, and authoritative understanding of the content, they are mostly too long to make for ideal learning experiences, especially in the context of a course for continuing education.

Research recommends that for an ideal learning, video content (and similarly for other content) should be no longer than 6-9 minutes in length. See excerpt below:

Keep it short. Guo and colleagues examined the length of time students watched streaming videos within four edX MOOCs, analyzing results from 6.9 million video watching sessions (2014). They observed that the median engagement time for videos less than six minutes long was close to 100%–that is, students tended to watch the whole video (although there are significant outliers; see the paper for more complete information). As videos lengthened, however, student engagement dropped off, such that the median engagement time with 9-12 minute videos was ~50% and the median engagement time with 12-40 minute videos was ~20%. In fact, the maximum median engagement time for a video *of any length* was six minutes. Making videos longer than 6-9 minutes is therefore likely to be wasted effort.



This excerpt is taken from *Effective Educational Videos*. This article also includes a summary on *Cognitive Theory of Multimedia Learning* which provides useful advice on how to create - or more likely in this case, amend educational multimedia for an effective learner experience by managing cognitive load. I am happy to walk through these with you if you'd like further explanation!

Example Learning Plan

Below I have taken the first module slated for Section One of the course "The Basic Principles of Technical Analysis – The Trend" and structured it into an example of a possible learning plan using the *absorb, do, connect* methodology. You'll notice that I have included the learning objectives and resources provided by CMT. I've highlighted the content already provided by CMT in yellow. The other content would need to be developed.

As a reminder, Learning Activities are activities that facilitate learning that can be categorized using the Absorb, Do, Connect methodology. Examples include –

Absorb: Reading a passage.

Do: Playing a game requiring application of learned information.

Connect: Creating a case study that connects information with their real-life experiences.

I have made suggestions as to the type of Learning Activities that could be used to achieve each objective that are available within the BenchPrep platform.

I've also included a row called: How will the learner demonstrate mastery? This doesn't necessarily mean that the learner will have a formal assessment but more gives you an idea of what formal (summative) assessment could be included, and what learning activities might be used as informal, reflective check points (formative assessments) along the way.

<table>
<tr><th colspan="5">1. The Basic Principles of Technical Analysis – The Trend – Learning Plan Example</th></tr>
<tr><th>Learning Objectives</th><th colspan="3">(Suggested/Example) Learning Activities</th><th>Content Required</th></tr>
<tr><td rowspan="4">1.1 Define what is meant by a trend in technical analysis</td><td>1.1a</td><td>Absorb</td><td>The learner reads the article with guiding questions in mind</td><td>• Article: Trend Following for Exceptional Returns by Micheal Covel
• Guiding Questions and framing copy</td></tr>
<tr><td>1.1b</td><td>Do</td><td>The learner completes set of flashcards with key terms/ideas from the article focusing in on what is meant by a trend in technical analysis</td><td>10 key terms and definitions needed for each side of the flashcards.</td></tr>
<tr><td>1.1c</td><td>Connect</td><td>The learner writes in their own words the definition of a trend in technical analysis.
They are then shown a correct definition which they can compare to.</td><td>• Question Copy
• Correct Definition (Answer) Copy</td></tr>
<tr><td colspan="2">How will the learner demonstrate mastery?</td><td>In 1.1c the learner will be able to write a definition that demonstrates the key elements of the definition of trends in technical analysis</td><td></td></tr>
<tr><td>1.2 Explain why determining the trend is important to analysts</td><td>1.2a</td><td>Absorb</td><td>The learner watches a video/podcast with guiding questions in mind.</td><td>• Video: Technical Analysis in Today's Markets - Phil Roth, CMT *edited down*. For example, the section about why trends are important/methods used @14 mins to approx. 18 mins.</td></tr>
</table>

				• Guiding Questions and framing copy
	1.2b	Do	The learner completes a drag and drop activity based on the information presented in the video on determining the trend and why it's important	Drag and Drop copy, both for instruction and activity itself
	1.2c	Connect	The learner is presented with three charts with different trends from a well known company/ies and answers a short series of multiple choice questions about what the trends are, how they compare and why it's important to determine them.	• 3 charts of well known companies • 5-10 multiple choices questions
	How will the learner demonstrate mastery?		The learner should get at least 70%(?) of the questions correct in 1.2 c to demonstrate mastery.	
1.3 Identify primary, secondary, short-term, and intraday trends	1.3a	Absorb	The learner watches a video/podcast with guiding questions in mind.	• Edited down relevant video/podcast from resources provided • Guiding Questions and framing copy
	1.3b	Do	The learner is presented with various graphs visually marked up with the primary, secondary, short term and intraday trends in different combinations. They are asked to identify which markings indicate which trend.	• Various graphs visually marked up with the primary, secondary, short term and intraday trends in different combinations • Copy for questions and answers
	1.3c	Connect	The learner is presented with a hypothetical situation and is asked to write a response determining what type of trend is at play and detailing their planned action.	• Copy for the hypothetical situation • A sample correct response that highlights the key ideas that should be covered in the learner's response
	How will the learner		In 1.3 c the learner will be able to write a response	

	demonstrate mastery?		that correctly identifies the trend type and details a justified plan of action.	
1.4 Describe the basic beliefs behind the art of technical analysis	1.4a	Absorb	Learner watches a video with guiding questions in mind.	• Video: [Trend Following and Money Management Video](#) with David Lundgren, CMT, CFA & Atul Suri *edited down* For example, the section about the formula *P =(G*V)b* (around 23mins - 27 mins in) could work. • Guiding Questions and framing copy
	1.4b	Do	Learner completes flashcards that identify the basic beliefs of the art of technical analysis as identified in the video	10 key terms and definitions needed for each side of the flashcards.
	1.4c	Connect	Learner writes a paragraph describing how they intend to use the beliefs expressed in the video for a successful outcome in their investing.	Sample responses or excerpts from interviews/articles with prolific trend following traders expressing how their key beliefs behind the art of technical analysis are put into action
	How will the learner demonstrate mastery?		In 1.4b and 1.4 c learners will identify basic beliefs behind the art of technical analysis and reflect on how these can successfully be and have been put into action by those before them.	
1.5 Define "fractal" as used in describing price action	1.5a	Absorb	Learner watches a video/podcast with guiding questions in mind.	• edited down relevant video/podcast from resources provided • Guiding Questions and framing copy
	1.5b	Do	Learners are provided with a variety of definitions, including 'fractal' and are asked to use the drag	Relevant words and their definitions

			and drop feature to match the correct definitions with the correct words.	
	1.5c	Connect	Learners will complete a short response and multiple choice quiz based on real-life graphs and situations presented as stimuli.	• graphs • questions • answers
	How will the learner demonstrate mastery?		To demonstrate mastery, students must achieve a 70% or more on the quiz in 1.5c.	