

DAVID OHLDE

Instructional Designer | Learning & Development | Public Safety Training

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PROFESSIONAL SUMMARY

Instructional design and training professional with extensive experience in law enforcement, adult learning, military service, technical work, and performance-based instruction. Currently serves as a Senior Instructor of Police, designing and delivering training that connects learning to real-world decision-making and job performance. Graduate work in Instructional Design and Performance Technology adds formal experience in learner analysis, scenario-based learning, multimedia, UX, accessibility, assessment, evaluation, and performance improvement.

CORE SKILLS & TOOLSTACK

Instructional Design & Methods

ADDIE • Kemp Model • 4C/ID • Smith & Ragan • Backward Design • Adult Learning • Constructivism • Cognitive Load Theory • UDL • Scenario-Based Learning • Authentic Assessment

Evaluation & Performance

Needs assessment • Performance analysis • Kirkpatrick Levels 1–4 • Rubric design • Observation-based assessment • Learner feedback • Continuous improvement

Learning Technology & Media

Canvas LMS administration • Genially • Articulate Rise/Storyline collaboration • PowerPoint • Canva • Wix • Interactive media • Storyboarding • Digital job aids

Collaboration & Professional Skills

SME collaboration • Stakeholder communication • Facilitation • Curriculum development • Project planning • Accessibility/WCAG awareness • Coaching and feedback • Practical problem-solving

PROFESSIONAL EXPERIENCE

Senior Instructor of Police | Kansas Law Enforcement Training Center (KLETC) | 2019–Present

- Design and deliver performance-based instruction for law enforcement professionals in a 14-week basic academy, connecting classroom learning with realistic field decisions and job tasks.
- Teach and support training in collision investigations, juvenile interactions, crimes against children, animal cruelty, and the Kansas Incident Based Reporting System (KIBRS).
- Administer and support Canvas LMS use while assisting instructors with course delivery, hands-on learning activities, and technology-supported instruction.
- Use scenario-based practice, observation, learner feedback, and performance assessment to identify where learners need additional instruction or practice.
- Collaborate with subject-matter experts, instructors, leadership, and University of Kansas online-learning partners on curriculum and online-course development.
- Apply accessibility, learner analysis, cognitive load, and real-world performance principles to improve instructional clarity and learner support.

Police Officer → Deputy Chief | Marysville Police Department | 14.5 Years

- Advanced from patrol responsibilities to Deputy Chief in an eight-officer department, combining operational leadership, public service, training, and administrative responsibilities.
- Served as a department instructor and provided training to officers, students, and community audiences, including school resource and DARE-related education.
- Worked in a small-agency environment requiring clear communication, sound decision-making, coaching, problem-solving, and practical application of policy and procedure.

SELECTED INSTRUCTIONAL DESIGN PROJECTS

Professional Workplace Communication Module

Designed a 15–20 minute asynchronous learning experience for community college learners using learner analysis, UX journey mapping, storyboarding, scenario-based guided practice, immediate feedback, retry opportunities, accessibility planning, and Genially development.

Rapid Response: De-escalation Game-Based Learning

Developed a scenario-based de-escalation card game focused on decision-making, communication, feedback, facilitation, structured debriefing, increasing difficulty, implementation planning, and multi-level evaluation.

Juvenile Intake Training & Performance Support

Created practical performance-support materials for juvenile intake decisions, including scenarios, decision guides, job aids, quick-reference information, and instructor-supported practice for workplace applications.

De-escalation Communication Performance Assessment

Designed an observation-based assessment and four-point analytic rubric that evaluates learner performance during realistic scenarios rather than relying only on written recall.

Visual Literacy & Officer Decision-Making

Designed a short learning experience that helps officers observe, interpret, and communicate visual safety cues under stress using realistic public-safety situations.

KANZA Client RFP Response Project

Applied ADDIE, Kemp, and Smith & Ragan models to different client problems, balancing stakeholder needs, constraints, communication, performance goals, and evaluation planning.

EDUCATION

Master's Program, Instructional Design & Performance Technology | Baker University | Expected 2026

Graduate focus: instructional design models, needs assessment, learning theory, multimedia learning, UX, accessibility, evaluation, project planning, performance improvement, and learning technologies.

ADDITIONAL LEADERSHIP & TECHNICAL EXPERIENCE

- U.S. Army / Army National Guard — Communications Specialist and Military Police Sergeant; retired after 21.5 years of service in 2012.
- Sprint/T-Mobile — Cell tower technician experience supporting communication systems and customer-focused problem-solving.
- Agriculture — Background in farming, dairy operations, and meat goat production, reinforcing a practical, performance-focused approach to adult learning and problem-solving.

PROFESSIONAL FOCUS

Target roles: Instructional Designer • Learning & Development Specialist • Training Manager • Instructional Technology Specialist • Public Safety / Government Training • Performance Improvement