

25-26 September 2010

TRAIN THE TRAINER

for

Era Technology Institute, Ipoh

presented by

Sue BOEY



WHAT DO YOU
EXPECT TO GET
FROM THE
COURSE?

HOW DO I make the
class interesting?

WHAT MATTERS MOST
IS HOW YOU SEE YOURSELF.



“People don't care how much
you know until they know
how much you care”

— John C. Maxwell

Do you sincerely care about
yourself, your job, your colleagues
and your students?

Unit 1: TRAINERS' VALUES & CRITICAL SUCCESS FACTORS

Activity 1:

Think about your best teacher or trainer and tell us what qualities they have or what they did to make your learning memorable and useful.

1. Patient
2. Control Temper
3. Strict
4. Caring
5. Humorous
6. Able to tell stories
7. Not only teach but care
8. Reward students

WHAT IS YOUR STATE TODAY?



**CHANGE
YOUR
STATE
&
THEIR
STATES**



**改变您的
状态**



How long can you concentrate?

News Sport Weather Travel TV Radio More...

Watch ONE-MINUTE WORLD NEWS

Page last updated at 00:01 GMT, Tuesday, 12 January 2010

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Students only have '10-minute attention span'

By Hannah Richardson
BBC News education reporter

University students have average attention spans of just 10 minutes and many miss lectures because of the need for part-time jobs, research suggests.

Many are ill-prepared for both and living a modern day of 1,000

lack of concentration in lectures



RELATED INTERNET LINKS

- ▶ National Union of Students
- ▶ Olympus

The BBC is not responsible for the content of external internet sites

TOP EDUCATION STORIES

- ▶ 'Shortage' in holiday homes
- ▶ £260m 'wasted' in a day
- ▶ Head teacher's £200,000 salary

News feeds

BREAK STATE ACTIVITIES

- Thai Massage
- Hi- Five
- Turn to someone
and say something nice
- Hand-Clap
- Let it go!
- Power Woosh!



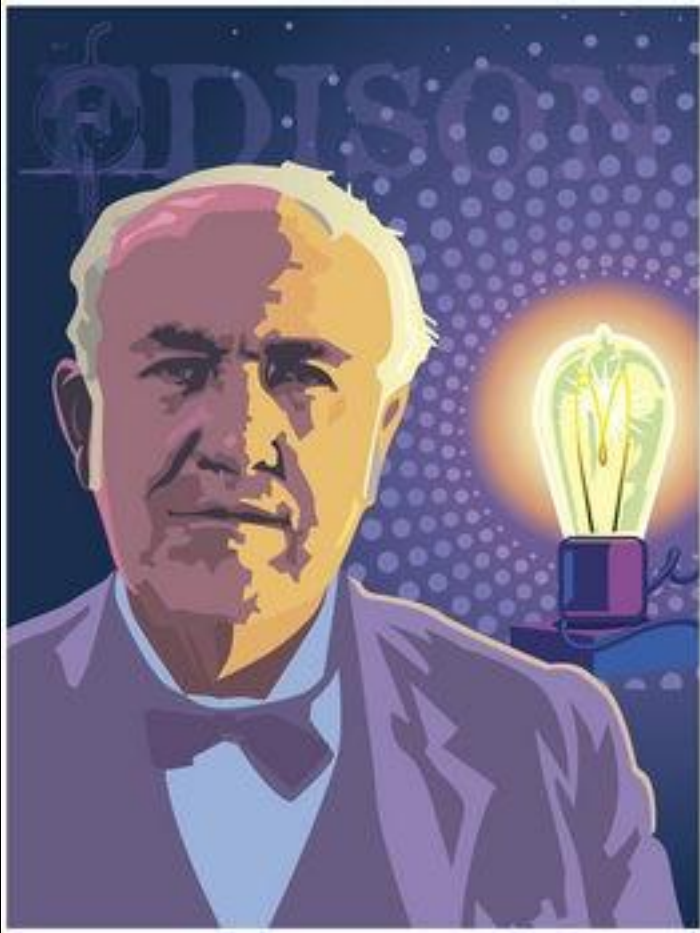


**Motivate
&
Maintain
Interest**

Story telling

- ✓ Inspiring Stories – Stories of Successful People
- ✓ Moving Stories – Stories that touch the hearts of people

Inspiring Stories



When Thomas Edison invented the light bulb, he tried over 2000 experiments before he got it to work. A young reporter asked him how it felt to fail so many times. He said, "I never failed once. I invented the light bulb. It just happened to be a 2000-step process."



Inspiring Stories

Colonel Sanders
heard 1009 "no's"
before he heard his
first "yes" at 65
years old



Success begins with a Dream

“When you wish upon a star...” begins the song used as a theme for Disney television programs, and, perhaps, a theme for the entire Disney operation.

Walt Disney was a man of dreams. He dreamed big dreams. And he made his dreams come true.

Moving Stories



The Moral of the above Stories:
Character cannot be developed in ease and
quiet.

You gain strength, experience and confidence
by every experience where you really stop to
look fear in the face....

YOU MUST DO THE THING YOU CANNOT DO.

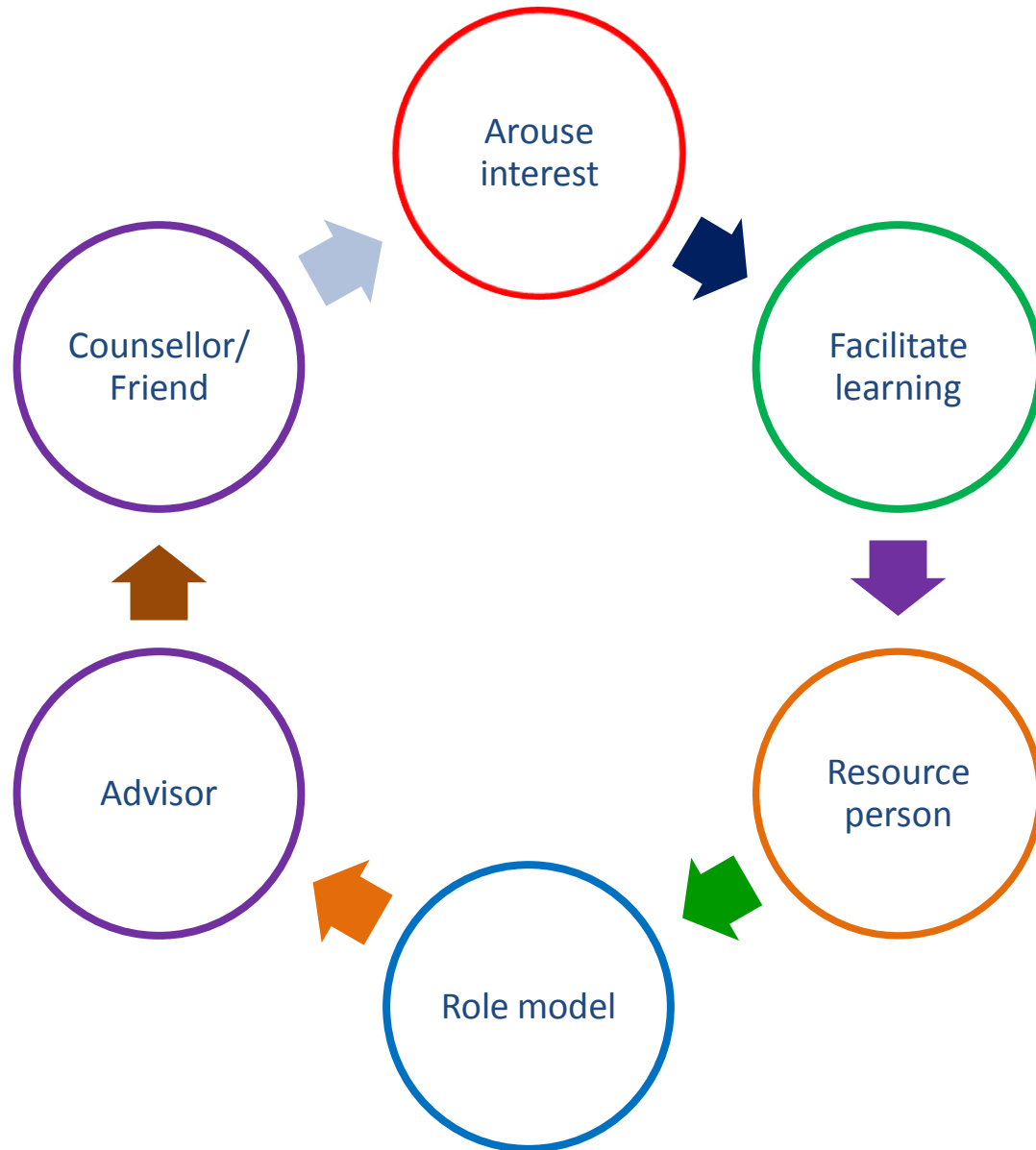
And remember, the finest steel gets sent
through the hottest furnace.

A winner is not one who never fails, but one
who NEVER QUIT!

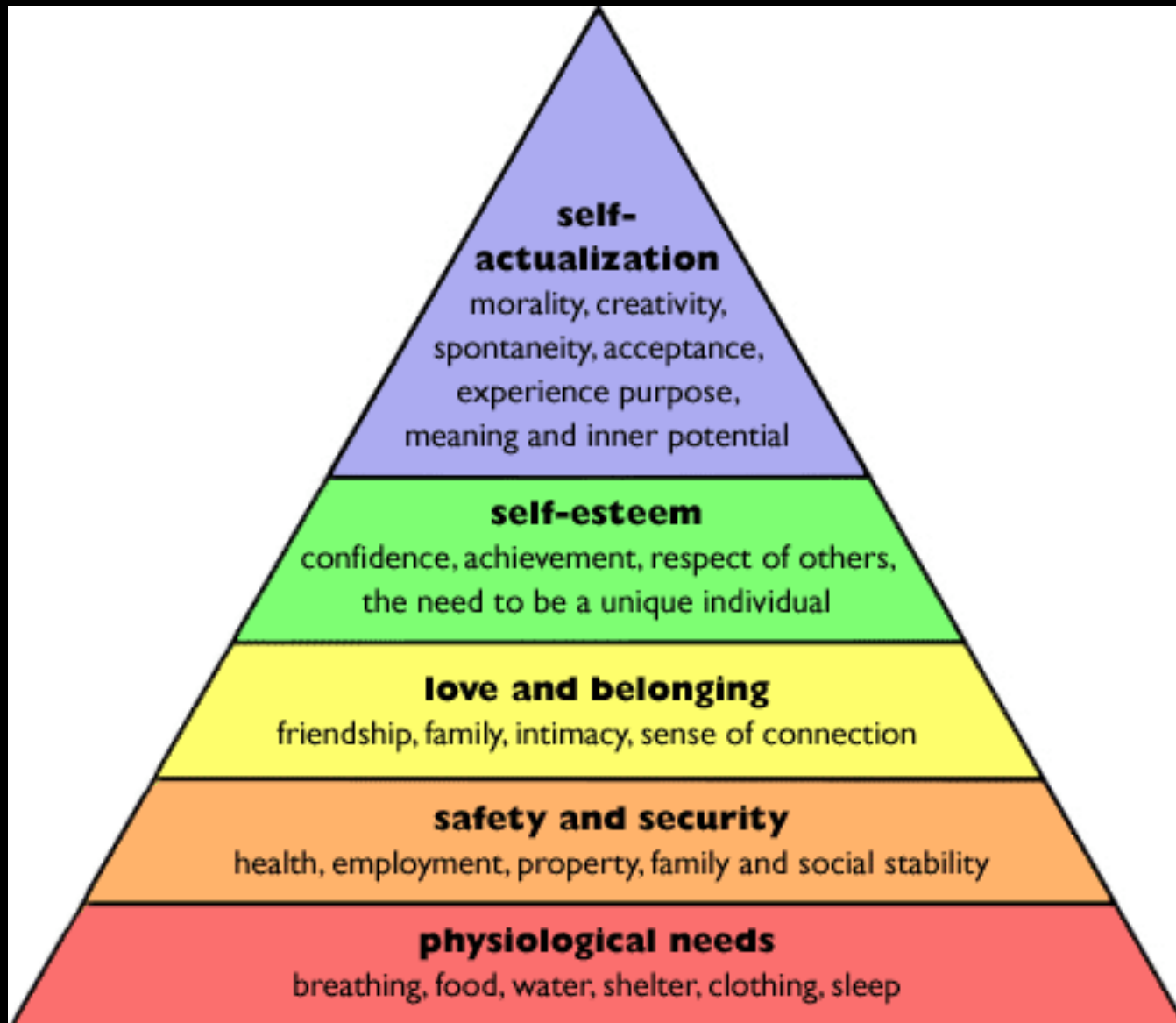
PARTICIPATION STRATEGIES



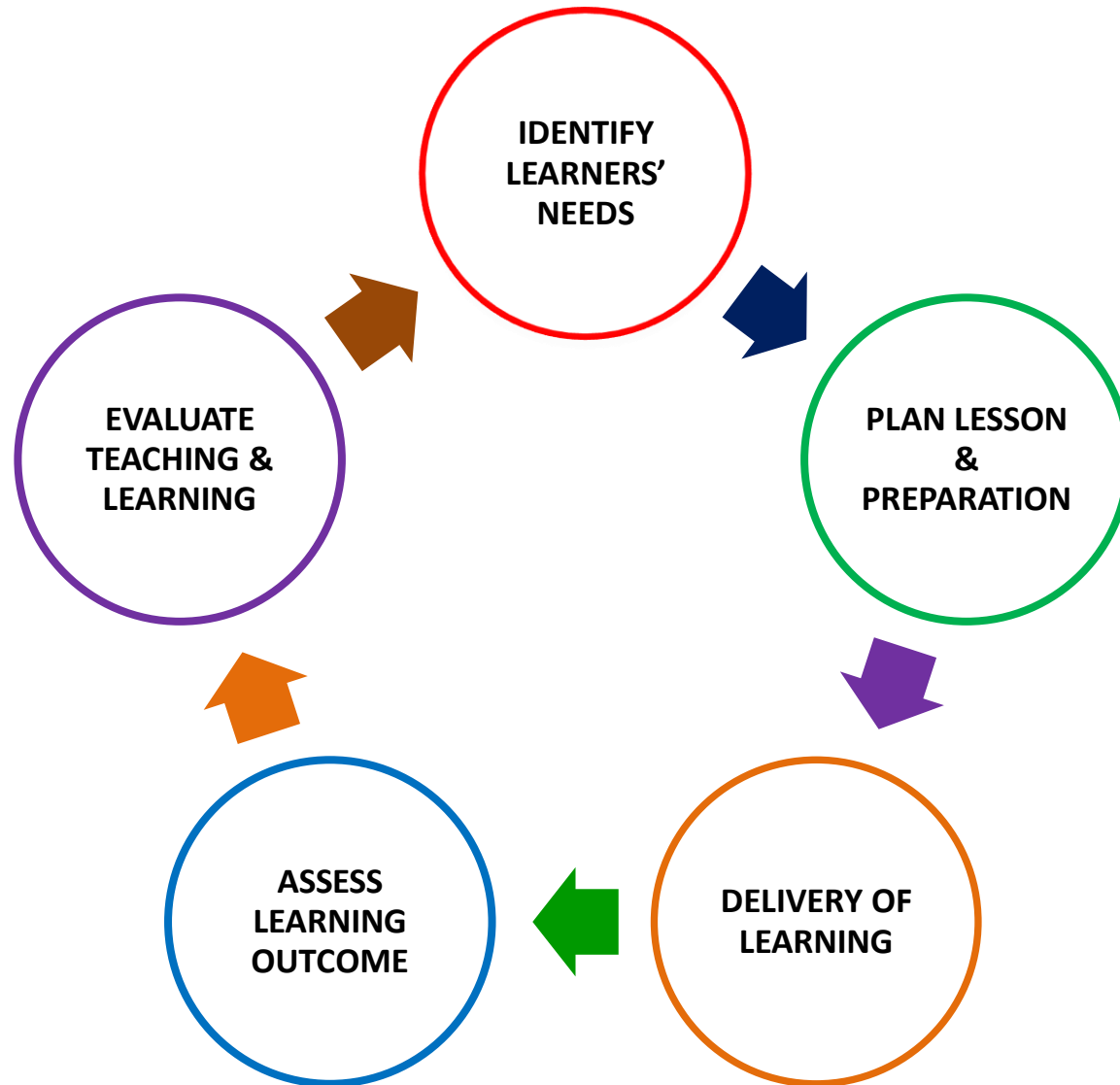
Unit 1: TRAINERS' VALUES & CRITICAL SUCCESS FACTORS



MASLOW HIERARCHY OF NEEDS

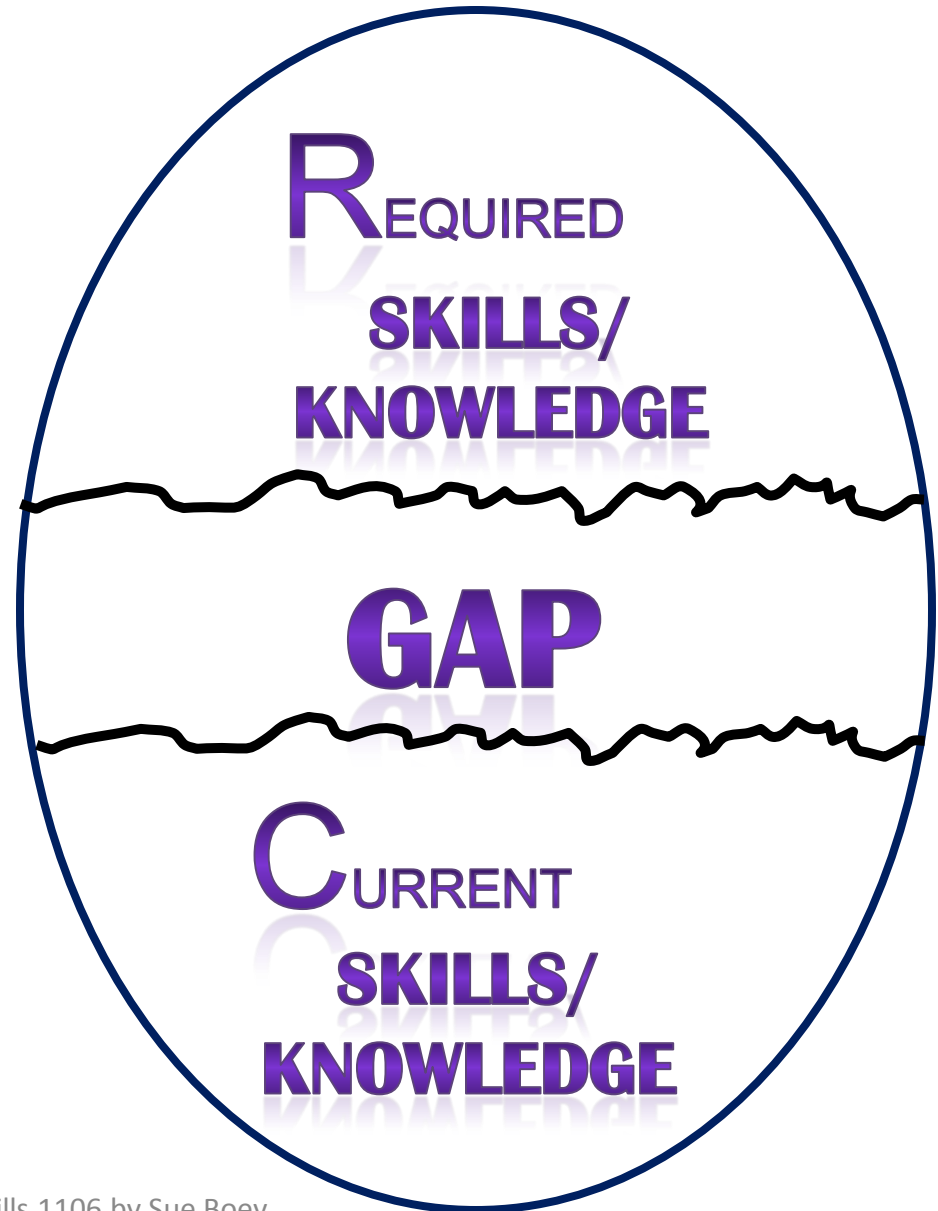


Unit 2: TEACHING & LEARNING CYCLE



Unit 3: IDENTIFY LEARNERS NEEDS

Identify gaps to determine where there is a gap between what the learner needs to be doing and what he or she is actually doing or is there a gap between the goals compare to current level of skills and knowledge he or she has.

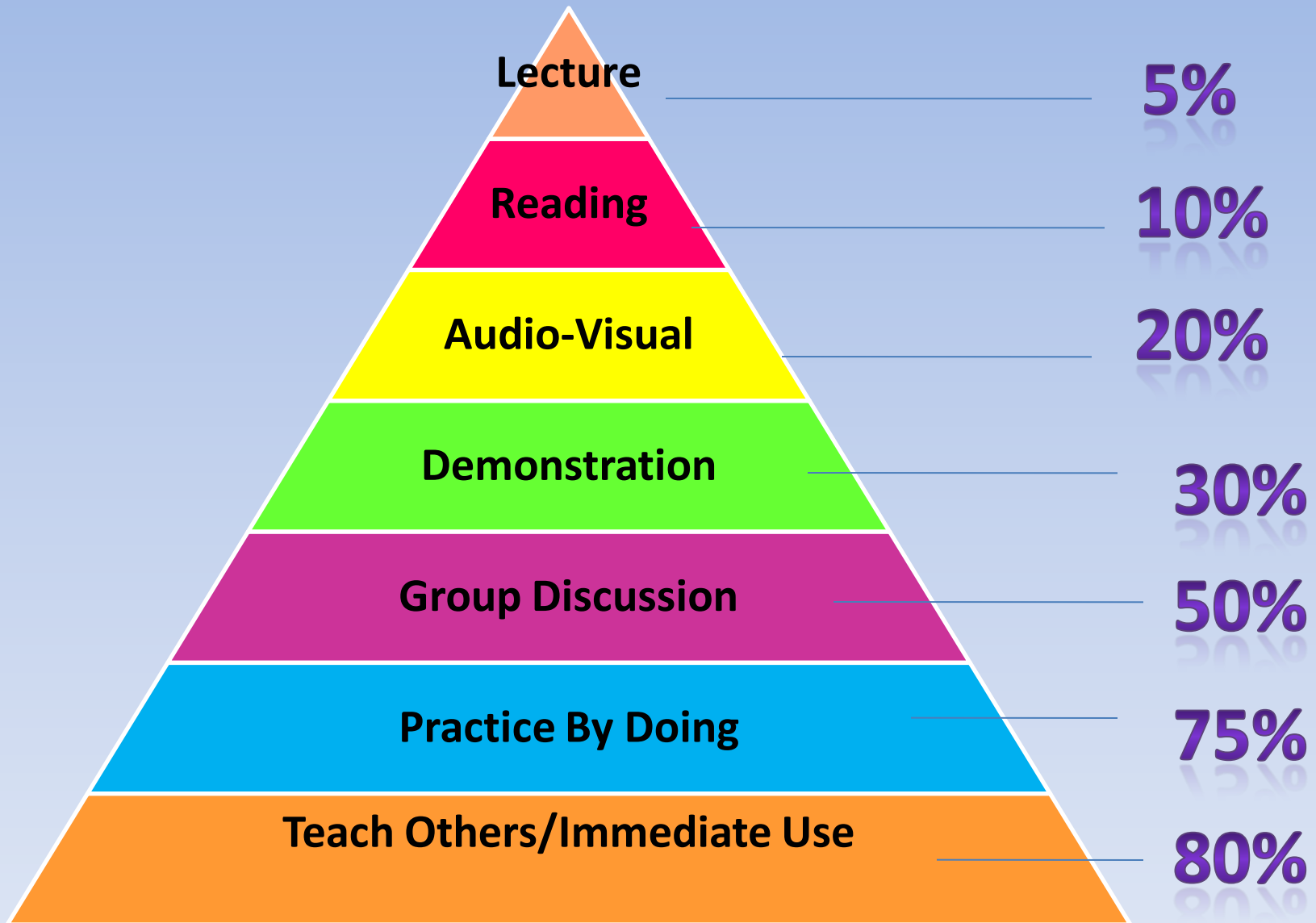




V.A.K. LEARNING STYLES



How we retain information





3 Main Learning Styles

VISUAL

- Needs to **WRITE IT DOWN**
- Uses mental/physical **PICTURES**
- Believes what he **READS**

AUDITORY

- **Learns though
DIALOGUE &
RESTATING**
- **Sequential order important**
- **Sounds**

KINESTHETIC

- Needs to **MANIPULATE, MOVE, ACTUALLY DO**
- Checks **INTERNAL FEELINGS**
- **Relationships important**

Unit 5: Learning Psychology

Brain – Left & Right

Logical

- Speech
- Calculations
- Intellectual Analysis
- Reading
- Writing
- Naming
- Ordering
- Sequencing
- Critique
- Evaluation
- Logic



cRreative

- Artistic activity
- Musical
- Emotions
- Recognition
- Comprehension
- Spatial abilities
- Facial expressions
- Holistic ability
- Intuition
- Images
- Colour

Learning Psychology

Brain – VHF

To help trainees use both sides of the brain, always remember that information is stored with Very High Frequency – in VHF!

Visual



**80 %
retention ability**

Pictures ~ Scenes ~ Images ~
Logos ~ Diagrams ~ Graphs

Learning Psychology

Brain – VHF

To help trainees use both sides of the brain, always remember that information is stored with Very High Frequency – in VHF!

Hearing



**45 %
retention ability**

Words ~ Music ~ Sound ~
Accent ~ Conversations

Learning Psychology

Brain – VHF

To help trainees use both sides of the brain, always remember that information is stored with Very High Frequency – in VHF!

Feeling



**79 %
retention ability**

Emotions ~ Smells ~ Tastes ~
Pain / Comfort

Learning Psychology

Brain – Multi Channel Messages

Because people can store information in the left and the right brain in the form of pictures (V), words (H) or sensations and feelings (F), trainers must deliver multi channel messages

These messages are stored simultaneously in several parts of the left and right brain and multiply chances of recall!



UNIT 6: ADULT LEARNING (ANDROGOGY VS PEDAGOGY)

M. Knowles

Andragogy makes the following assumptions about the design of learning:

(1) Adults need to know why they need to learn something (Action – Explain)

(2) Adults need to learn experientially (Task oriented vs rote memorization)

Since adults are self-directed, instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made.

(3) Adults approach learning as problem-solving- Problem-Centred vs Content Oriented

(4) Adults learn best when the topic is of immediate value to their job or life.

In practical terms, andragogy means that instruction for adults needs to focus more on the process and less on the content being taught.

Strategies such as case studies, role playing, simulations, and self-evaluation are most useful. Instructors adopt a role of facilitator or resource rather than lecturer or grader.

Source: <http://tip.psychology.org/knowles.html>

UNIT 7 DELIVERY OF LESSON

STAGES OF LESSON

INTRODUCTION

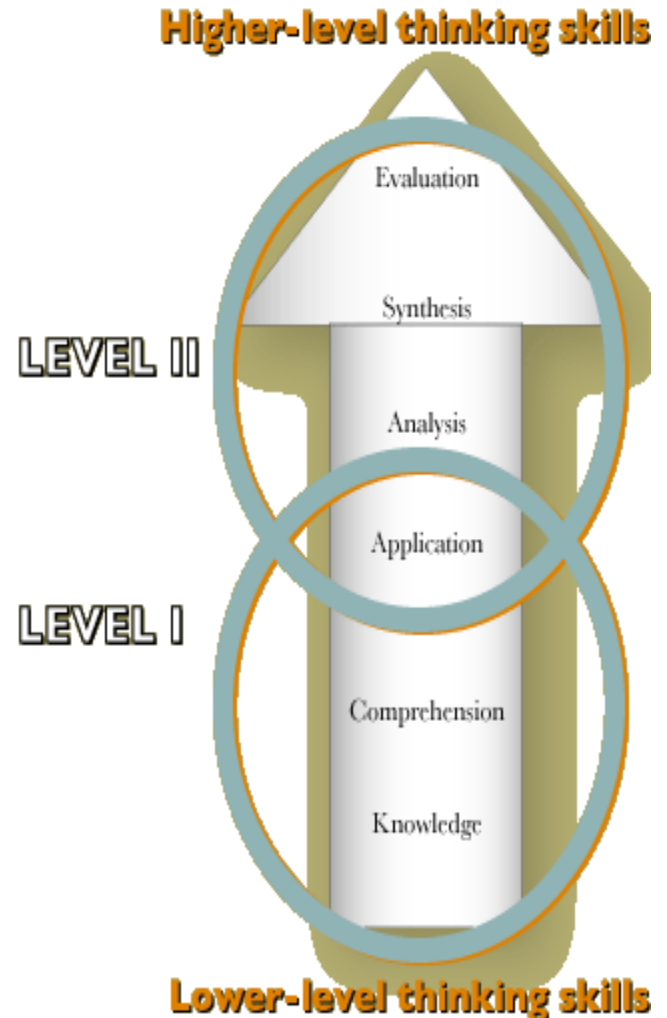
REVIEW

TEACHER INPUT/ DEMO

LEARNER OUTPUT/ PRACTISE

REINFORCEMENT/ HOMEWORK

ASSESSMENT



PLAN & PREPARING FOR LEARNING

Lesson Plan

Date/ Venue:

Subject & Level/ Syllabus:

Time & Duration:

Objective of session:

Time	Stage	Activities	Resources Needed
10min	Ice-breaking		
10 min	Review	1. Sketching techniques	
30min	Teacher Input	T show how to draw a muscleman figure.	
100min	Student Practice	SS draw figure. T go round to facilitate and guide.	
30min	Evaluate students learning		

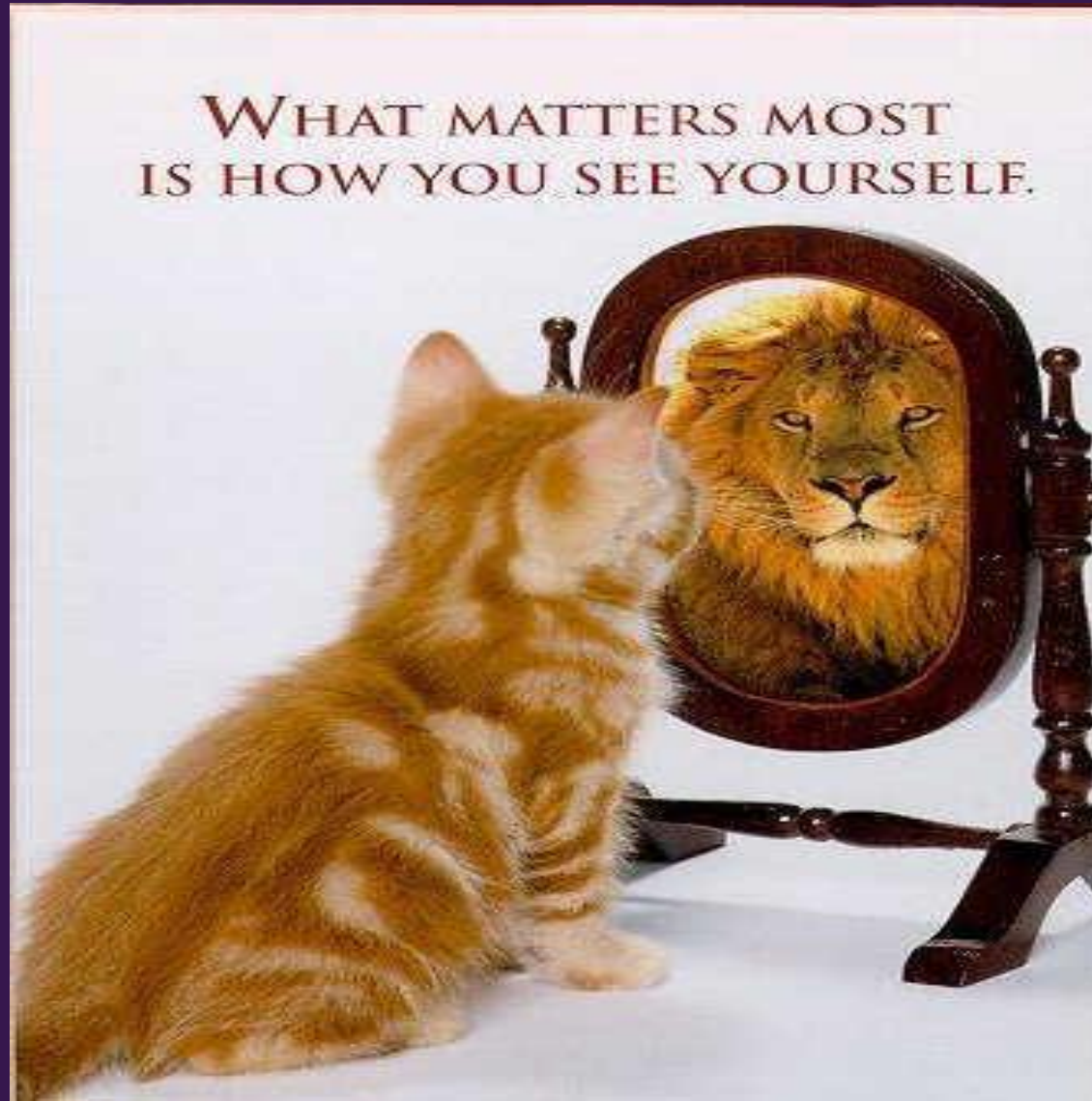
METHODS AND TECHNIQUES OF TEACHING

Overview

- Learning through games, activities, fun, play
- Role-playing
- Brainstorming
- Thematic teaching
- Integrated Teaching
- Story Telling
- Facilitating Skills
- Discussion Method
- Inquiry Method
- Problem Solving/ Case Studies
- Team teaching

UNIT 8: PRESENTATION SKILLS

Overcoming nervousness



YOUR PHYSIOLOGY AFFECTS

YOUR STATE 姿态



1. **Eye Movement** 眼部动作
2. **Facial Muscle** 脸部肌肉
3. **Tone of Voice** 语气
4. **Breathing** 呼吸
5. **Posture** 体态
6. **Arm Movement** 手动作脚
7. **Body Movement** 身体动作
8. **Leg Movement** 脚动作



Q & A TECHNIQUES

Always Thank The Asker

Thank you for your question, sir

That's a brilliant question

Excellent question



WHAT IF YOU DON'T HAVE THE ANSWER?

Park

Redirect

Be honest



Select Training Methods & Aids

**expert input, discussion,
exercises, case studies,
music, group project,
debriefing, demo,
video/film, Q/A,
practices,
simulation**



Unit 10: Knowing My Audience

- Who are the participants?
- Their background?
- What do they already know?
- What would be really interesting for them?
- What do they expect from me?
- What is their mindset like?

Motivate Your Audience

- Tell a story
- Use natural humor
- Unusual statistics
- Know their level of knowledge
- speak their language
- variety in a presentation

Motivate Your Audience

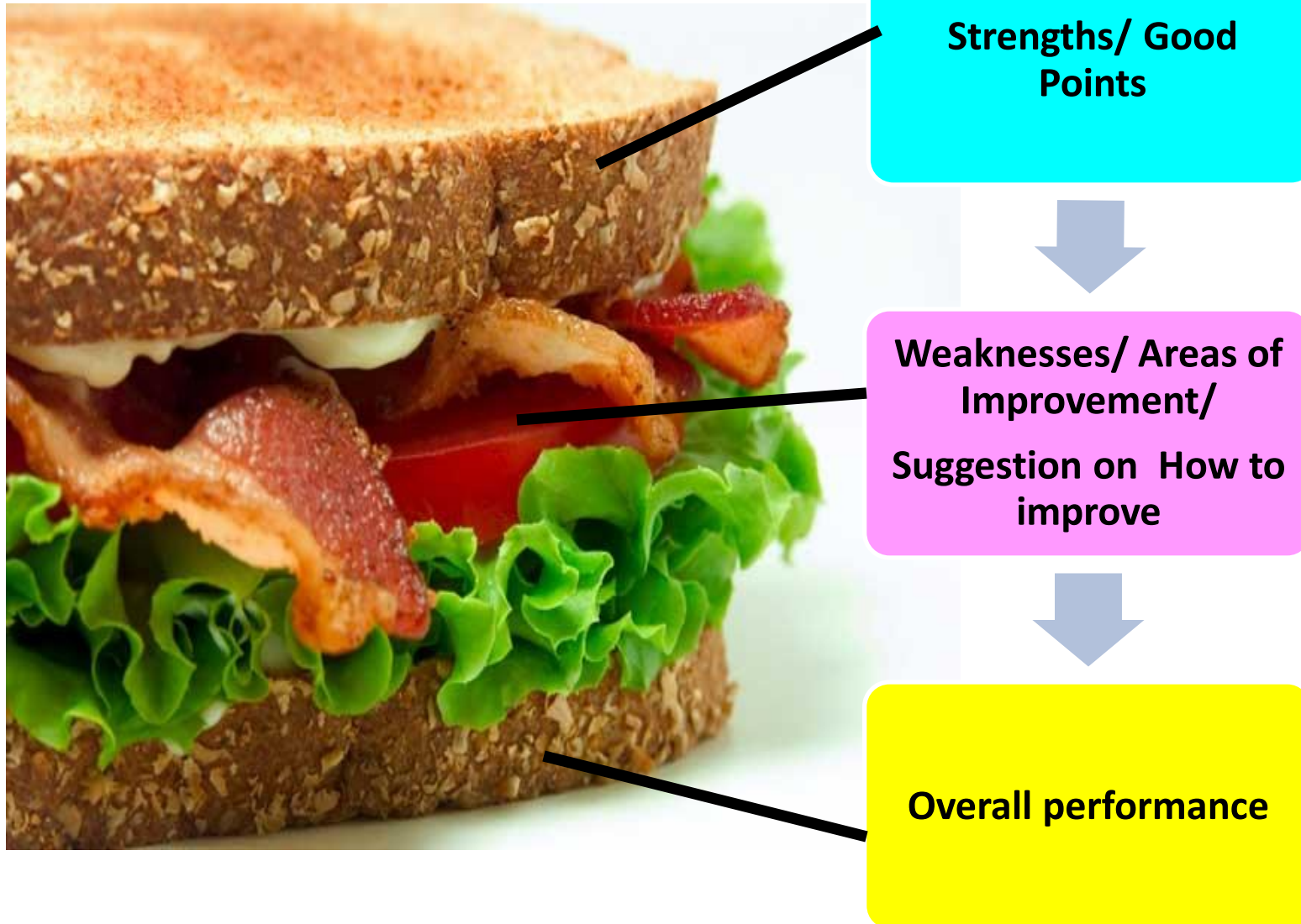
- Create a need - WIIFM
- Get yourself excited – eye contact and available yourself before class, at breaks and after class
- Establish a long range objectives – see bigger pictures like the overall presentation
- Apply contents to life – role play and action plans

Motivate Your Audience

- Know their level of knowledge
- speak their language
- variety in a presentation – change every 8 minutes 90/20/8
- Learn from good instructors

UNIT 11 GIVING FEEDBACK TO LEARNERS

Feedback skills Sandwich Method:



GIVING FEEDBACK TO LEARNERS

Feedback skills

Sandwich Method:

1. Positive Comments
2. Weaknesses
3. How to improve
4. Overall performance

E.g. SANDWICH FEEDBACK

1. I like the way you do the practical job. You're very detailed and careful with the tasks given.
2. However, I find that you don't work well with other group members. Your test results are also not desirable. You scored average 35% for all subjects.
3. You have to make sure your test results are at least 65%. Also, try working with a small group of friends in the projects given. You need to learn communication skills.
4. Overall, I'm quite happy with you performance this semester.



POSITIVE EMPHASIS OF ACHIEVEMENT

SLOW TO SCOLD, QUICK TO PRAISE

WAYS OF GIVING POSITIVE EMPHASIS ON Achievements

CELEBRATE ALL WINS

APPLAUSE

STANDING OVATION

GIVE REWARDS

SPECIAL MENTION OF ACHIEVEMENT

SMALL PARTY

GOOD JOB!

EXCELLENT!

GREAT!

AWESOME!

List down more ways to give positive feedback.

Feedback Methods/Forms

Feedback to students may include;

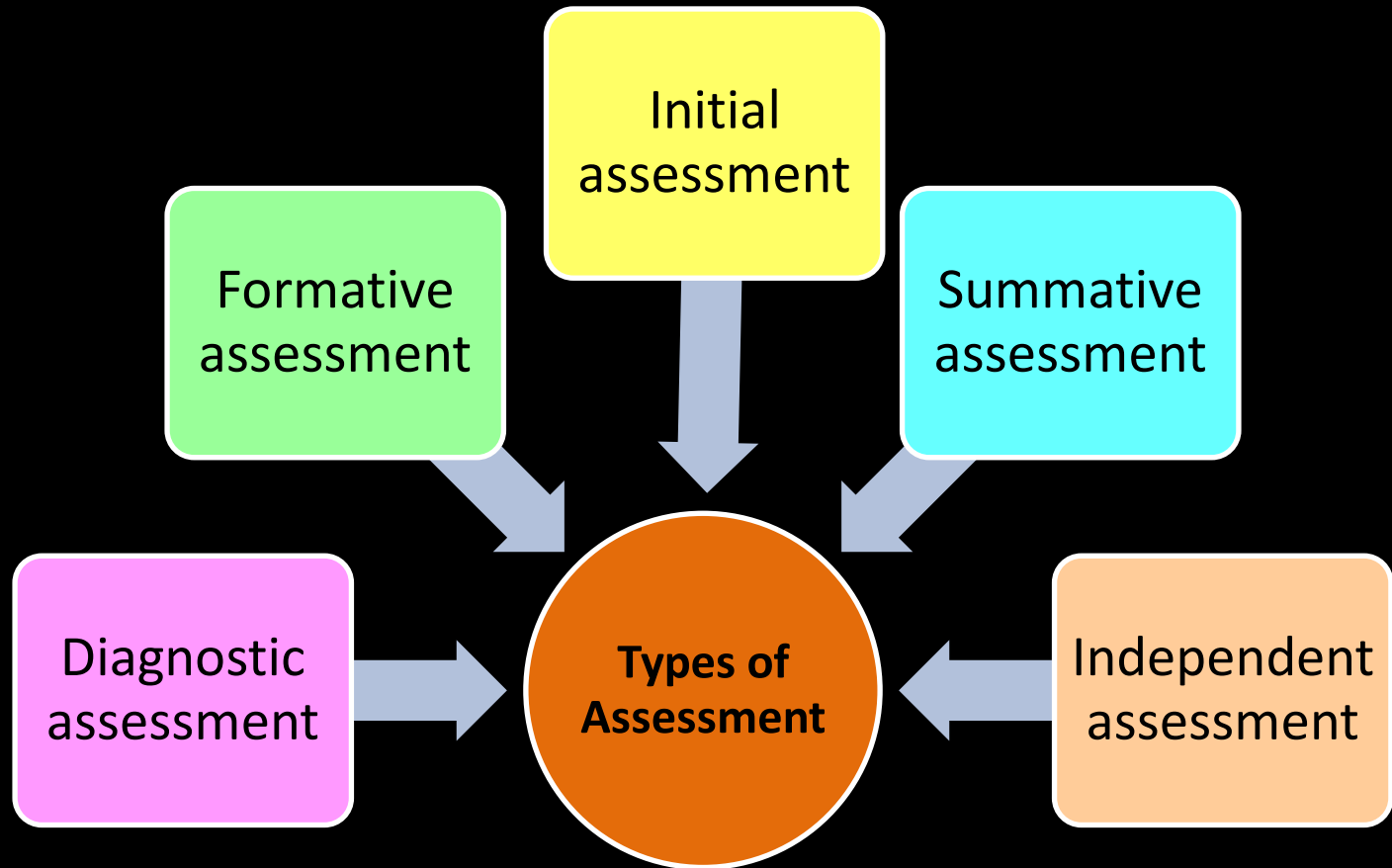
- ✓ discussion
- ✓ continuous (perhaps informal)
- ✓ assessment to track progress
- ✓ written comments on work
- ✓ suggested references or resources
- ✓ model answers
- ✓ lists of common mistakes
- ✓ peer and self-evaluation
- ✓ feedback sheets containing common criticisms and some individual comment.

Characteristics of Effective feedback

Effective feedback is:

- appropriate – it is aligned to course learning outcomes
- effective – it has an impact on student learning
- efficient – it is manageable to provide in terms of time, effort and other resources

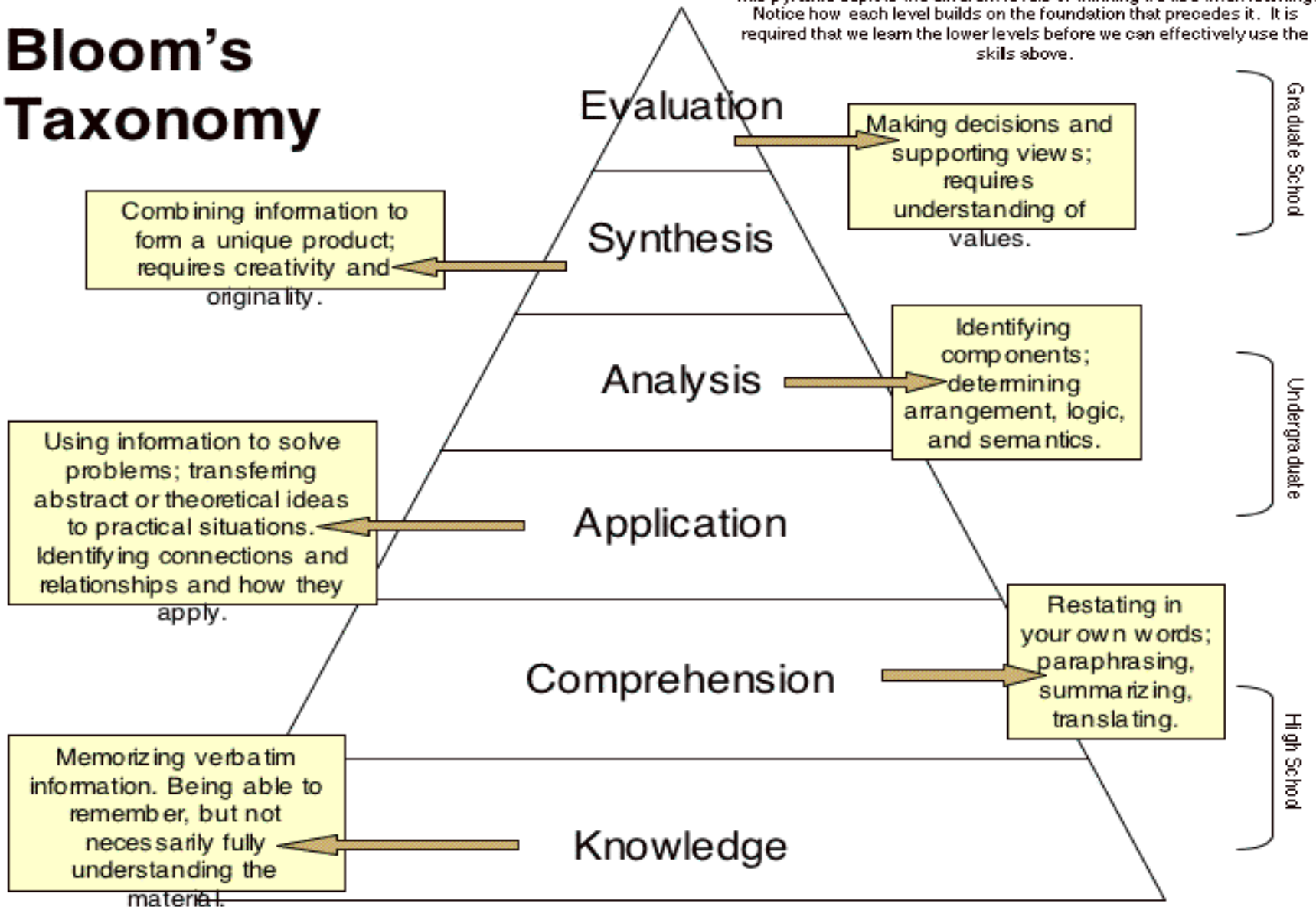
UNIT 12:Categories / Types of Assessment



LEVELS OF TESTING

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.

Bloom's Taxonomy



Question Bank Task

In groups, come up with questions that fulfill the following criteria

Methods of Assessment

upon your course/qualification and should be adopted to suit individual needs.

Observation

Questions(written or oral)

Professional discussion

Past experience and achievements

Tests/examinations

Assignment, activities, sprojects,tasks ad case studies.

Simulations

Written reports

Evidence from other(witness testimony)

Learning Journals

Portfolios

Electronic Assessment (online)

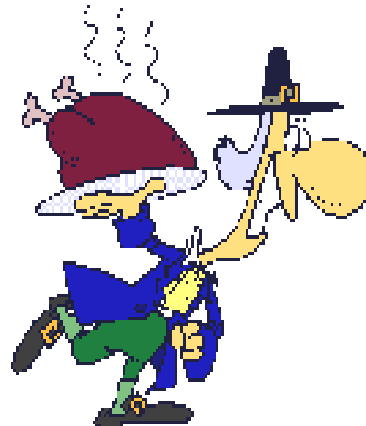
Puzzles and quizzes

Self/peer assessment

ASSIGNMENT

1. Prepare a lesson plan and conduct a mock session
2. Role of a Good Teacher
3. Methods of Teaching
4. How to make the class interesting & motivating
5. Explain VAK Learning Style and its application
6. Case Study – Behavioral Management
 - a. How do you handle a Mix Class (Good and Poor Students)
 - b. How do you handle a Problematic Class with behavioral problems
7. Giving feedback- How should you give feedback.
Write out an example of a feedback for after a semester.
Why should you use this type of feedback.
8. Testing & Assessment –
How should I test my students?

WHAT DO YOU TAKE HOME?



Contact Sue at sueboey@yahoo.com