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?
“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?
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
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 studying and living a modern life, a survey of 1,000 first-year students found.
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.
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 QUILTS!
PARTICIPATION STRATEGIES

Games
Drama
Role Play

passion
creativity
imagination
fascination
Unit 1: TRAINERS’ VALUES & CRITICAL SUCCESS FACTORS

- Arouse interest
- Facilitate learning
- Resource person
- Role model
- Advisor
- Counsellor/Friend
MASLOW HIERARCHY OF NEEDS

- **self-actualization**
  - morality, creativity, spontaneity, acceptance, experience purpose, meaning and inner potential

- **self-esteem**
  - confidence, achievement, respect of others, the need to be a unique individual

- **love and belonging**
  - friendship, family, intimacy, sense of connection

- **safety and security**
  - health, employment, property, family and social stability

- **physiological needs**
  - breathing, food, water, shelter, clothing, sleep
Unit 2: TEACHING & LEARNING CYCLE

1. IDENTIFY LEARNERS’ NEEDS
2. PLAN LESSON & PREPARATION
3. DELIVERY OF LEARNING
4. ASSESS LEARNING OUTCOME
5. EVALUATE TEACHING & LEARNING
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.

Dip in Training Skills 1106 by Sue Boey
V.A.K. LEARNING STYLES
How we retain information

- Lecture: 5%
- Reading: 10%
- Audio-Visual: 20%
- Demonstration: 30%
- Group Discussion: 50%
- Practice By Doing: 75%
- Teach Others/Immediate Use: 80%
3 Main Learning Styles
VISUAL

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

- Learns through 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

**Creative**
- 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

Pictures ~ Scenes ~ Images ~ Logos ~ Diagrams ~ Graphs

80 % retention ability
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

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

Emotions ~ Smells ~ Tastes ~ Pain / Comfort

79% retention ability
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
Lesson Plan

Date/ Venue:

Subject & Level/ Syllabus:

Time & Duration:

Objective of session:

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

What matters most is how you see yourself.
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:

- Strengths/ Good Points
- Weaknesses/ Areas of Improvement/
  Suggestion on How to improve
- Overall performance
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

Types of Assessment

- Initial assessment
- Summative assessment
- Formative assessment
- Diagnostic assessment
- Independent assessment
LEVELS OF TESTING

Bloom’s Taxonomy

Knowledge
- Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

Comprehension
- Using information to solve problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

Application
- Restating in your own words; paraphrasing, summarizing, translating.

Analysis
- Identifying components; determining arrangement, logic, and semantics.

Synthesis
- Making decisions and supporting views; requires understanding of values.

Evaluation
- Combining information to form a unique product; requires creativity and originality.

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.
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