

TRAIN THE TRAINER - INSTRUCTING

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CHAPTER 1 – Interpreting Skills Standard



What's inside this Chapter

Performance Objectives :

- ❖ Competency and its dimensions
- ❖ Competency standard and its components
- ❖ Interpret competency standard and document learning outcomes



INTRODUCTION – Skills standards define both the work itself and worker's qualifications, specifically the skills and knowledge required to successfully perform the work. In another word, it is a standard used by organisation to measure the ability of its employees to perform work successfully.

Unit 1.1	Competency and its dimensions relevant in organisations
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A competency is a measurable set of knowledge, skills and attitudes that a person needs to perform a task effectively.

We need to note two issues from the above definition:

- A competency is not an entire job. There are usually several competencies required for a job.
- As competency is task-based, the person may need to transfer the competency to new situations and environment.

Therefore, competency cannot be viewed alone. Competency has five dimensions:

- Task skills.
- Task management skills.
- Contingency management skills.
- Job and role management skills.
- Transfer skills.

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- Task skills

This refers to the performance of individual tasks to the stipulated standards. The standards may refer to what is described in training programme or what is expected in the workplace.

- Task management skills

This refers to managing a number of different tasks within the job to complete an entire work activity.

- Contingency management skills

This refers to the ability to respond to problems and irregularities such as breakdowns and changes in routine.

- Job and role management skills

This refers to the capacity to deal with the responsibilities and expectations of the workplace which include taking work-related responsibility and working with others.

- Transfer skills

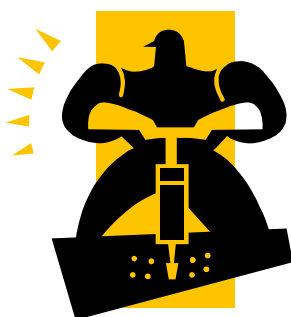
This refers to the ability to transfer knowledge, skills and attitudes to new tasks and to new situations.

Example of competency: A nurse who draws blood from adult patients and sends the samples for testing.

Task skill	The nurse is able to use the appropriate equipment to draw blood safely from the adult patient.
Task management skill	The nurse also knows how to dispose the used syringe.
Contingency management	If the syringe breaks while the nurse is drawing blood, the nurse knows how to

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skills	handle the situation
Job and role management skills	In addition to drawing blood, the nurse is able to communicate with fellow colleagues such as alerting them if a patient feels very ill.
Transfer skills	The nurse is able to transfer her skills of drawing blood from an adult patient to that of a baby.



Unit 1.2	Competency standard and its components appropriate to the organisation
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Competency standards establish the knowledge, skills and attitudes required to perform a task and the acceptable level of performance. Competency standards do not imply new standards of performance but are instead a tangible articulation of current standards of the industry.

Components in Competency Standards

- Assumed skills and knowledge

It states the skills and knowledge that learners ought to have and are assumed to have before they attend the training programme.

- Competency elements

It describes the specific skills, knowledge and/or attitudes required for the particular competency category.

- Underpinning knowledge

It states the knowledge that learner needs to know and understand as it influences how the task is performed.

- Performance criteria

Performance criteria are the standards of performance or behaviours required in order to demonstrate competency.

- Range and context

It provides the type of contexts to which the performance criteria apply, and covers items that are achievable or to be performed across by workers. For example: types of equipment, products and services and types of customers.

- Evidence sources

This section gives examples of tasks, observations, documents etc that can be used as evidence for assessing the particular competency element.

Unit 1.3	Learning outcomes prepared according to competency standards
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Learning outcomes refer to what learners will know or be able to do as a result of the training that they have attended. These outcomes can also be expressed as Knowledge, Skills or Attitudes.

- ❖ Learning leads to acquiring information or knowing about something → Knowledge
- ❖ Learning leads to acquiring the steps, methods and ways to doing something → Skills
- ❖ Learning leads to inculcating values and norms → Attitudes

When developing learning materials, the Performance Criteria are used as the basis for constructing the learning outcomes since they provide detailed and specific outcomes.

Learning outcomes can be used in the following ways:

- Help learners or potential learners to understand what they can gain from a particular course.
- Help learners to learn effectively. Based on the learning outcomes, they know where they stand and the areas they need to focus on.
- Help curriculum developers to design materials more effectively by acting as a guide to the knowledge, skills and attitudes that need to be taught.
- Help trainers to select the appropriate teaching strategy to match the intended outcome. For example, the trainer

may want to use role-play to allow learners to be able to practise how to greet customers.

- Help assessment developers to design the appropriate assessment materials and implement appropriate assessment strategies. For example, the assessment developer may want to use workplace observation to assess whether learners comply with organisational standards.





Learning Activity 1.1

Competency and its Dimensions

Craft some examples of the various dimensions of competency using one of the following job roles:

- Domestic helper
- Fruit seller
- Car park attendant
- Life guard
- Childcare teacher
- Gardener

Dimensions of Competency	What does this unit of competency tell you?
Task Skills	What are the individual tasks that are required to successfully complete the work activity?
Task Management Skills	What skills are required to plan and integrate the different tasks associated with this work activity?
Contingency Management Skills	What type of problems and irregularities might a person encounter when undertaking this work activity?
Job Management Skills	What skills are required to deal with the responsibilities and expectation of the work environment when undertaking this activity?
Transfer Skills	What other work activities or contexts might a person be able to transfer the knowledge and skills central to this work activity?

CHAPTER 2 – Prepare Lesson Plan



What's inside this Chapter

Performance Objectives :

- ❖ Sequence and types of activities in the lesson plan are appropriate for learning
- ❖ Duration allocated for each learning activity is sufficient to meet the learning objectives
- ❖ Learning objectives are identified
- ❖ Relevant learning resources are specified in the lesson plan
- ❖ Design of the lesson plan is aligned with relevant learning theories, models and instructional design principles
- ❖ Instructional methods identified are appropriate to the learners needs and learning styles



INTRODUCTION - Training can be defined as the process in which the trainer helps a person to develop himself professionally and improve his work performance. The trainer guides the person to discover his strengths and weaknesses through reflecting on how he applies newly acquired skills and/or knowledge on the job. Once you have identified the needs, established the learning outcomes and assessment criteria, it is time to look at the actual training session. Lesson planning and preparation are a crucial part of effective training. If you plan your lessons effectively, you will feel more confident in the training and unlikely to experience difficulties.

Unit 2.1	Sequence and types of activities in the lesson plan are appropriate for learning
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Importance of developing a lesson plan

All lessons regardless of the topic, must contain the following important components:

- learning objectives
- learning activities and duration
- content coverage and instructional methods
- learning resources
- assessment of learning

A lesson plan is a well written document that identifies how you intend to incorporate these five components into any lesson you conduct. It provides suggestions to ensure that the lesson objectives are met.

Why develop and use a lesson plan

- They are useful should another trainer need to step in to a particular session you work in
- They provide trainer and learners a clear idea of where the lesson is going
- They provide a starting point for further planning when the lesson is roll out again
- They give you a measure of your performance

Unit 2.2	Duration allocated for each learning activity is sufficient to meet the learning objectives
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An experience trainer will be able to evaluate whether the given time is sufficient for the activity or session. For example, based on the learner's profile, you may choose to make your training more activity-based as the group of learners may be discouraged by excessive presentations by the trainer. Thus, you make adjustments to the timing for more hands-on activities instead.

Allocation for each learning activity also depends on the type of learning methods used. For example, role playing requires more time as compared with discussions.



Unit 2.3	Learning objectives are identified
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Learning objectives refer to measurable knowledge, skills and attitudes. It is a specific action statement which clearly identify what the learner will be able to do or learn as a result attending a course and expressed using an action verb, for example: to describe, to resolve, to illustrate, to analyse etc.

An example of a learning objective would be:

- By the end of this session, the learners will be able to:

Action Word -> Learning -> Criteria

(By the end of this course, you will be able to:

- Explain the foundational concepts and answer questions related to the philosophy of social science completely.

Learning objectives/outcomes can be broken into four components:

- **A** udience (who)
- **B** ehaviour (will do what)
- **C** ondition (by when or some other condition such as with assistance)
- **D** egree (how well, if not 100 percent of the time)

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A trainer should have the ability to evaluate if the learners are able to achieve the stated learning objective. When writing learning objectives, Remember the acronym, **SMART**:

Specific : list a single action or task

Measurable: identified in terms of numerical, specific targets (eg. number of people)

Achievable: contain an action verb (eg. recognize, compare)

Realistic : concerning available resources and time

Time-bound: objectives should contain a timeline which will be achieved

SMART verbs to use are:

Demonstrate	Develop	Analyze	Express	Evaluate
Organize	Create	Write	Plan	Apply
Produce	Implement	Compile	Incorporate	Construct



Unit 2.4	Relevant training resources are specified in the lesson plan
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Training and learning resources refer to any training aids and resource materials that are used in the session to help develop the intended learning. These include flipcharts, audio-visual aids, tasks for learners to complete and handouts.

Ensure that resources are well produced and clearly support what you plan for the learners to achieve. Supporting materials are used to support the activities and content of the programme. These could be new information about the subject matter. Handouts would include checklists, case studies, templates, activity sheets etc. The trainer will need to review all these documents to ensure that the learners are able to understand the material easily.



Sample lesson plan

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Duration	Knowledge or skill	Activity or Learning Method	Resources
0900 – 0910	Welcome Getting to know each other and to introduce each other To know the logistics and administrative details To understand the training programme and the objectives on delivering service to customers	Welcome • Pair up and find out 3 things about your partner • Introduce partner to class • Housekeeping details Gaining Learner's Attention Show a short video (The Guest) on bad customer service and ask the learner to suggest ideas on how customers should be treated. Provide Learners with objectives of the course • Programme outline • To apply effective interactions skills on delivering service to customers • To demonstrate	Small cards (size of name card) Video clips Powerpoint slides

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		how to respond to customer issues/complaints To use organizational procedures, limits of authority and personal responsibility to customers when handling exchanges, returns and refunds	
0910 0930	– Elicit prior knowledge on delivering service to customers	Recall of Pre-requisite - Review and share learners' own knowledge and experience in relation to customer service - Learners to write 3 areas on individual post-it pad - Peer review and individual reflection	Post-it pads



Learning Activity 2.1

1. In pairs, determine what is NOT appropriate about these statements as learning outcomes:
 - i) Understand the importance of using communication
 - ii) Be competent producing learning outcomes
 - iii) Gain knowledge about Globalisation and the impact on learning
 - iv) Know how to use the Powerpoint package properly for use in training sessions

2. What is the process of determining whether learners can achieve the learning outcomes?

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Unit 2.5	Design of the lesson plan is aligned with relevant theories, models and instructional design principles
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An instructional method is any planned activity used by the trainer to promote identified learning. There are a wide variety of instructional methods used in training. The more suitable the instructional methods are to your learner profiles, the higher will be your chance of successful training delivery.

Lectures - The lecture method is the most used instructional method. It can facilitate effective learning by conveying key concepts, principles and facts. This will guide the learners through a topic and stimulating interest in the subject.

Discussions - Discussions can be a very effective method when the main objective is to encourage learners to share information and compare views. It can promote learning by:

- developing a range of thinking skills
- providing a framework for cooperative learning
- encouraging the critical appraisal of different perspective

The disadvantages of conducting a discussion include :

- Time consuming if not managed well
- Learners who have differing views may cause conflict

Case studies - A case study is a capture of a real life situation. It provides information outlining a problem-based scenario, where decisions involving value judgements are made. Case studies help to achieve the following outcomes:

- motivate learners and create a structure for independent learning

- promote skills of critical analysis and problem solving
- encourage reflective practice and decision making

Learning activities - Learning activities are designed to help learners improve their learning skills. Each activity contributes to one or more types of development and will help prepare learners for future learning.

The following is a list of common types of activities:

Game: a short fun event that involves words and actions to achieve its learning outcome

- ❖ *Group discussion:* A number of people, with or without a leader, discuss a topic and report back
- ❖ *Role-play:* The learners act out situations related to the topic
- ❖ *Buzz pair:* Pairs have a short discussion or a brainstorm
- ❖ *Brainstorming:* Groups, think up lots of ideas about a topic without making any judgement of them

Written Assignment – A written assignment is an undertaking that you have been assigned to do by your trainer. It is used to identify the knowledge gained during the course. All the written assignments should follow the specified format. Due dates for such assignments will be indicated at the start of an assignment.

Self directed learning - Self-directed learning is a process by which learners take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies and evaluating learning outcomes.

Project - Project is assigned to learners by trainers to do it as an assignment. It contains a sequence of tasks, planned from beginning to end, bounded by time, resources, defined outcome, deliverables and required results. A report may be required as documented evidence of the process.

Ways To Organize Your Lesson

Here are some models from experts that can be used as a reference in your lesson plan design.

Gagne's Nine Events of Instruction

Instructional Event	Application
1. Gaining attention	<i>Use abrupt stimulus change.</i> Eg: storytelling; demonstration; doing something the wrong way (the instruction would then show how to do it the right way); why is it important
2. Informing learners of objective	<i>Tell learners what they be able to do after the learning.</i> Eg: describe the goal of the lesson; tell them what they will be able to accomplish; tell them how they can use the knowledge.
3. Stimulating recall of prior learning	<i>Ask for recall of previously learned knowledge or skill</i> Eg: Remind the learners of prior knowledge related to the current lesson; provide the learners with a framework to help them to remember.
4. Presenting the content	<i>Display the content with distinctive features</i> Eg:  Content chunking to avoid memory overload  Use real-life examples
5. Providing "learning guidance"	<i>Communication between the instructor and the learner is an essential means of providing guidance.</i> Eg:

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	✚ Use of visual aid (videos, graphs etc) ✚ Instructions on how to learn ✚ Use a different channel or media to avoid mixing it with the subject matter
6. Eliciting performance	<i>Ask learner to perform – to confirm learning (without penalty)</i> Eg: ✚ Practice by letting learner do something with the newly acquired skills and knowledge ✚ Be relevant to the objective ✚ Elicit the exact performance stated in the objective
7. Providing feedback	<i>Give informative feedback to help learners correct error</i> Eg: Feedback must be specific and tells learner why they are doing well or poorly. ✚ Provide comments about the learner's performance ✚ Be immediate and frequent ✚ Enable learners to correct their own mistakes when possible
8. Assessing performance	<i>Require additional learner performance with feedback</i> Eg: Test to determine if lesson has been learned.
9. Enhancing retention and transfer	<i>Provide varied practice with spaced reviews</i> Once the final assessment is complete, most learners assume that the course is over. However, it is important to help learners apply their knowledge to areas outside of the course. To do so, it is a good idea to provide learners with meaningful context in which to use this new knowledge at workplace. Eg: Provide additional practice; put learner in a situation to transfer knowledge.

Keller's ARCS Model of Learning

Model of Learning	Things that can be done
Attention	❖ <i>Drawing learners' attention to the learning</i>
Relevance	❖ <i>Telling and showing how learning will be relevant to learners</i> ❖ <i>Describe topic and main points</i> ❖ <i>Reinforce what learners know</i>
Confidence	❖ <i>Presenting information with different activities (incorporating breakouts, discussion groups)</i> ❖ <i>Checking for understanding by asking Questions</i> ❖ <i>Presenting information in small 'chunks' in a logical sequence</i>
Satisfaction	❖ <i>Link lesson with others to follow</i> ❖ <i>Give summary of main points</i> ❖ <i>Provide examples for practical application at workplace (transfer of learning)</i> ❖ <i>Provide feedback on what was done during lesson</i>

Bloom's Taxonomy

Competence	Skills Demonstrated
Knowledge	❖ <i>recalling learned material</i> ❖ <i>mastery of subject matter</i> ❖ <i>knowledge of major concepts</i>
Comprehension	❖ <i>understanding information in the course materials</i> ❖ <i>interpret facts, compare, contrast</i> ❖ <i>translate knowledge into new context</i> ❖ <i>grasp meaning</i>
Application	❖ <i>using methods, concepts, theories in new Situations</i> ❖ <i>solve problems using required skills or knowledge</i>
Analysis	❖ <i>breaking course materials down to increase understanding</i> ❖ <i>identification of components</i> ❖ <i>recognition of hidden meaning</i>

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Synthesis	❖ <i>reshaping course materials into a new form</i> ❖ <i>relate knowledge from several areas</i> ❖ <i>generalize from given facts</i>
Evaluation	❖ <i>assess value of theories and presentation</i> ❖ <i>verify value of evidence</i> ❖ <i>recognize subjectivity</i>

Kolb's Experiential Learning

Learning Styles	Skills Demonstrated
Convergers	❖ <i>use abstract conceptualization and active experimentation</i> ❖ <i>practical applications of ideas</i> ❖ <i>use deductive reasoning to solve problems</i>
Divergers	❖ <i>use concrete experience and reflective observation</i> ❖ <i>imaginative and good at</i> ❖ <i>coming up with ideas</i> ❖ <i>see things from different perspectives.</i>

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Assimilators	❖ <i>use abstract conceptualization and reflective observation</i> ❖ <i>create theoretical models by means of inductive reasoning</i>
Accommodators	❖ <i>use concrete experience and active experimentation</i> ❖ <i>actively engaging with the world and actually doing things instead of reading and studying them</i>



Learning Activity 2.2

Discuss in your group on the following questions.

1. What are the advantages and disadvantages of using a case-study as a learning method?

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2. What is the process of using group discussions?

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3. How would you conduct a role play?

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Unit 2.6	Instructional methods identified are appropriate to the learners' needs and learning styles
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Characteristics of Adult learners

Adult learners bring a different set of experiences to the classroom and instructing adults is different instructing children or adolescents. An awareness of the unique attributes of adult learners is necessary in order to meet their needs and help them achieve their life-long learning goals.

The concept that adults and children learn differently, was first introduced in the United States by Malcolm Knowles, a professor in the field of education. Knowles identified six key characteristics of adult learners:

Adults have a self-concept and are self-directed:

Adult learners have other roles in life, roles that may take precedence over their identities as learners.

Having a full-time job, a spouse or being a parent are responsibilities that adult learners will have to juggle in addition to their responsibilities as learners. The trainer needs to acknowledge these other aspects of an adult learner's identity and incorporate these elements into the training curriculum.

Adults bring a wealth of experience to the learning process:

An adult learner brings prior educational, professional and life experiences to the classroom. The trainer will be filling in gaps in adult learners' knowledge, in order to build and expand their base of understanding. In addition, a trainer should ensure that the subject matter is relevant to the adult learner's real-life

experiences.

Adults come to the learning process ready to learn:

Many adult learners are returning to school while they are still in the workforce or raising families and they have other priorities. But, the decision to return to school is done with a firm purpose and determination to learn to fulfill their other needs, e.g., for progression at work, self actualization, etc.

Adult learners are eager to acquire new information, and an effective curriculum taps into their enthusiasm. The materials should demonstrate that the learning will be directly beneficial to their professional or personal lives.

Adults are oriented toward immediate application of learned knowledge:

Closely tied to the fact that adults are ready to learn, is the orientation to learning that adults bring to the classroom. Adults seek higher education because they need and want to address issues in their lives.

They embark on the journey of learning from a performance-oriented or problem-oriented mind-set. They want information that they can immediately apply to their life tasks, solve their problems and enhance their performance. In designing a curriculum, a trainer can provide real-life examples of how knowledge of the subject matter can be applied successfully at the workplace or to their lives.

Adults need to know the reason for learning something:

Design a curriculum for adult learners that makes explicitly clear the reason, purpose and usefulness of the subject matter is a necessary component of effectively reaching adult learners.

Adults are driven by an intrinsic motivation to learn:

Adults are aware of their reasons for seeking additional education and they take the initiative to make room in their lives for continuing education. Adult learners take ownership of their learning, with the goal of improving their knowledge-base and career opportunities.

Trainers should keep these six important characteristics in mind when conducting a training programme for adult learners. This will have a meaningful impact on the adult learner. It will also ensure that continuing education will help them meet the goals they set out to achieve.

Different types of learning styles

Auditory

Auditory learners are those who learn best through hearing things. They may struggle to understand a chapter they have read, but experience a full understanding as they listen to the lecture. They are good at writing responses to lectures they have heard and are generally good at oral examinations.

An Auditory Learner:

- Likes to read to self out loud
- Is not afraid to speak in class
- Likes oral reports
- Is good at explaining
- Remembers names
- Notices sound effects in videos
- Reads slowly
- Follows spoken directions well
- Can't keep quiet for long periods
- Enjoys acting, being on stage
- Is good in study groups

Learning Techniques for Auditory Learners:

- Using word association to remember facts and lines
- Recording lectures
- Listening to recorded lectures
- Repeating facts with eyes closed
- Participating in group discussions
- Taping notes after writing them

Tactile or Kinesthetic Learners

Tactile or Kinesthetic learners are those who learn through experiencing/doing things. They become bored more quickly than other learners while listening to a class lecture. Tactile learners like to experience the world and act out events. They are good at short definitions, fill-in the blanks and multiple choice questions.

A Kinesthetic Learner:

- Can't sit still for long
- Is not great at spelling
- Does not have great handwriting
- Likes a science lab
- Studies with loud music on
- Likes role-playing
- Takes breaks when studying
- Builds models
- Is fidgety during lectures

Learning Techniques for Kinesthetic Learners:

- Studying in short blocks
- Taking lab classes
- Role playing
- Taking field trips, visiting museums

- Studying with others
- Using memory games
- Using flash cards to memorize

Visual learners

Visual learners are those who learn things best through seeing them. Visual learning learners like to keep an eye on the trainer by sitting in the front of the class and watching the lecture closely. Visual learners will find that information "clicks" when it is explained with the aid of a chart or picture. They are good at diagramming, reading maps and essays.

A visual learner:

- Is good at spelling but forgets names
- Needs quiet study time
- Has to think a while before understanding a lecture
- Understands/likes charts
- Is good with sign language
- Likes colors

Learning Techniques for Visual Learners:

- Draw a map of events in history or draw scientific process
- Make outlines of everything
- Copy what's on the board
- Ask the teacher to diagram
- Diagram sentences
- Take notes, make lists
- Watch videos
- Colour code words, research notes
- Outline reading
- Use highlighters, circle words, underline

Learner profiles

It is important for trainers to know who their learners are before they start preparing and facilitating a training programme. Each training session may be different from the previous because learners and their expectations are different.

A learners' profile can be gathered from records, interviews and observations. Information on the learners' backgrounds, work environments, attitudes towards the learning experience, skill levels, learning styles and comfort with learning activities will help to determine the learner's profile.

The information in the learners' profile can be used by the curriculum developer to develop the course materials and the trainer for selecting activities in training sessions.

A learners' profile usually contains most of the following information. It should be detailed and accurate.

Learning styles: the ways learners feel and behave while they learn and how they prefer to learn

Expectations: benefits and future prospects after the training

Attitude & interest: feelings towards the learning experience and about the subject matter, their job, the training performance issues and the organisation

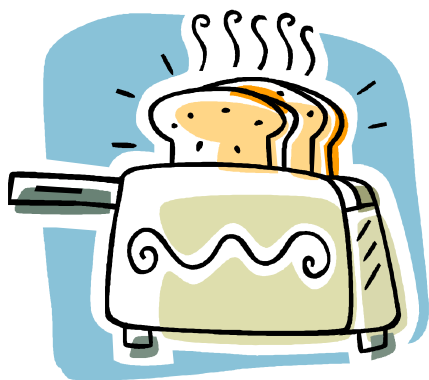
Relevant Experience: amount of time the learners have spent in the employing organisation

Needs (special needs): any disabilities and special needs that may impact on their learning and for which they need additional support

Emotional and motivational styles: learner's fear, anxiety and anger are emotional factors that will negatively affect learning. Motivational factors are a sense of increase in self-esteem, pleasing and impressing others, pleasures and satisfactions

Requisite knowledge & skills previously acquired: special skills, previous training that provides capabilities to perform, prior education and work experience

Social and demographic profile: general background of the learner, such as ethnic group, age and gender





Learning Activity 2.3

Reflect for a moment about yourself as a learner.

Reflect on your feelings right now:

- your surroundings
- your expectations
- the interaction you were having with your trainer

Think also about a particular situation in which you learnt something new. It could have been using a new electronic gadget or how to change a car tyre. You may have attended a training course or someone at work may have coached you.

Answer the following questions:

1. What did you learn?

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2. Where did the learning take place?

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3. How did you learn?

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CHAPTER 3 – Prepare Instructional Resources



What's inside this Chapter

Performance Objectives :

- ❖ Instructional resources prepared are suitable to the learners' needs and meet learning objectives
- ❖ Activity sheets designed are relevant and contextualised for effective learning
- ❖ Reading materials selected are appropriate to the topic
- ❖ Presentation slides are prepared according to basic guidelines
- ❖ Instructional resources support the instructional strategies identified
- ❖ Relevant organisational and industry requirements are outlined in the instructional resources

INTRODUCTION - Instructional resources are used to support the training and learning of a training session or programme. As

Notes



a trainer, you will be involved in collaborating with the curriculum specialist to select and prepare resources to meet a variety of learners' needs. It is important that you are aware of the resources available and how they can be used effectively to support learning.

Unit 3.1	Instructional resources prepared are suitable to the learners' needs and meet learning objectives
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There are many different components in a training package and all have specific considerations in their use to meet learners' needs and learning objectives. The most common and important to any training package:

- Activity sheets
- Reading materials
- Presentation materials

Unit 3.2	Activity sheets designed are relevant and contextualized for effective learning
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Activity worksheets are given out during training to facilitate learning activities. The written activities on the worksheets are designed and contextualized for effective learning and enhances learners' retention and information flow.

Activity worksheets provide space for learners to draw, write and think. The information is well structured to present a coherent

picture to the learners and the trainer will need to align its use with training activities.

Unit 3.3	Reading materials selected are appropriate to the topic
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Reading materials such as learner guides, handouts and reference guides are key sources of information given to the learners to refer to. All these materials have to be appropriate to the topic and they are effective means of developing and consolidating learning. Learners read them for the following reasons:

- ❖ they reinforce and emphasize key points
- ❖ they provide a comprehensive account of the main learning content for a particular topic area
- ❖ they are a guide for further learning and means of revision

Trainers can focus more on the key concepts, principles and models involved in the topic and point learners to specific pages of the reading materials for references.

Unit 3.4	Presentation slides are prepared according to basic guidelines
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Presentation Slides

Presentation slides are not meant for activities or reference, they allow learners to follow the sequence and progress of the training. You may give a printed copy of the slides as handouts to the learners at an appropriate juncture as necessary.

Basic guidelines for preparing presentation slides

❖ Text and Fonts:

The text you include in your slides become the primary focus of your presentation. Avoid typing in paragraphs or excessive information. Use bullet points. As a general rule, you might try to keep to a maximum of 3-5 bullet points. More information can be included in printed notes to your learners.

Use large fonts to ensure all learners can read the presentations on the screen and sans serif fonts (ones without the little stalks on the end)

eg. - Headers at Arial 32 point
- Text Arial 24 Point.

❖ Colours:

The key is contrast between light and dark NOT between colours, i.e. *Background* colours should either be DARK, i.e. black, dark blue, dark green, dark purple with LIGHT type or vice versa.

eg. - WHITE text on blue background
- BLUE text on white background

❖ Layout:

Slide layouts contain formatting, positioning, and placeholders

for all of the content that appears on a slide. Placeholders are the containers in layouts that hold such content as text (including body text, bulleted lists, and titles), tables, charts, graphics, movies, sounds, pictures, and clip art. A layout contains the theme colours, fonts, effects and background of a slide.

❖ **Graphics and Animation:**

The use of images in your slides can reinforce or complement your message. A picture can say more than a thousand words. But, use high quality graphics, including photographs. You can take your own high quality photographs with your digital camera or purchase professional stock photography. Avoid using distracting graphics and do not simply place a small, low-resolution photo to make it fit your layout.

Animations can be a powerful tool to visualize and explain complicated matters. A good animation can improve understanding and make the message stick with your audience.

❖ **Spelling and Grammar**

Make sure that you check for spelling and grammatical mistakes before using the slides.

Unit 3.5	Instructional resources support the instructional strategies identified
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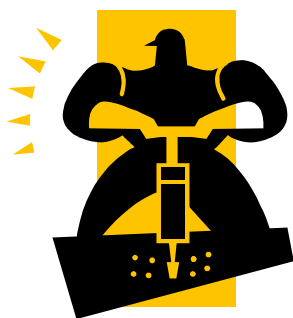
Gagné's theory stated that there are several different levels of learning and each specific type requires unique instruction.

Below is a learning module with content and activities sequenced based on Gagne's "Nine Events of Instruction":

1. **Gain Attention:** grab your learner's attention at the beginning of the lesson to prepare them for what's to come. By using a "grabber", a video that is relevant, audio clip, or an attention-getting display, the trainer is able to focus learner learning from the onset.
2. **Inform learners of the objectives:** overview of the module objectives, including relevance to the overall course goals would provide learners with a general idea of what is expected of them.
3. **Stimulate recall of prior knowledge:** review previously presented relevant concepts and connect them to the materials to be addressed in the current module. Provide students with an opportunity to test their prior knowledge through game, puzzle or other learning activity
4. **Present the material to be learned:** it is important that the material is presented in a way that is easily understood in comprehensive blocks that makes sense to the learners. For example, lectures, graphics, demonstrations, multimedia graphics animations etc.
5. **Provide guidance for learning:** "learning guidance" will help the learners retain the knowledge better. Some guidance could be offered by discussions to enable learners to actively reflect on new information in order to

check their knowledge, case studies, worked problems, practice sessions in a coached setting.

6. **Elicit performance:** it is important for the learner to put into practice their new found knowledge / skills to reinforce retention and ensure applicability. Learning activities eg. research project, discussion, homework, or practice through role-play or a mock-up, etc.
7. **Provide feedback:** immediate, specific and constructive feedback should be provided to the learners to ensure learner understanding and retention.
8. **Assess performance:** an assessment activity such as a research project, demonstration, or written test will help to determine mastery of the subject.
9. **Enhance retention and transfer:** provide opportunities for guided practice or problem-solving opportunities in a more authentic situation to ensure knowledge and skills are applicable.



Unit 3.6	Relevant organizational and industry requirements are outlined in the instructional resources
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Importance of knowing organizational and industry requirements

Each organization may have its own Standard Operation Procedures, industry standards, safety and security guidelines. It is our responsibility as trainers to ensure that we know all these requirements and incorporate them into our training materials.

The course/module we are delivering and assessing must be in accordance with the generic Workplace Safety and Health Standards. Learners should only be required to undertake instruction and assessments in environments that comply with generic Workplace Safety and Health Standards.



Learning Activity 3.1



Reviewing a Training Programme

Name of programme: _____

1. List the learning objectives/outcomes for the session:

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2. What resources (learner guide, facilitator guide, room, props, equipment etc) are available to you for delivery of the programme?

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CHAPTER 4 – Set Up Training Facilities



What's inside this Chapter

Performance Objectives :

- ❖ Facilities are booked in advance
- ❖ Training facilities provided are in accordance to the given logistics checklists
- ❖ Training facilities are adequate and appropriate for the safe delivery of training
- ❖ Seating arrangements cater to the type of learning activities and instructional methods
- ❖ Appropriate evacuation and contingencies are planned for

INTRODUCTION - It is essential that you prepare the training environment and training resources to ensure that learners achieve the learning outcomes of your programme. Think about the following:

Notes



- Will meals be served? If so, can you have a shorter break, but if not you should leave some time for participants to go out for a breath of fresh air
- What kind of chair and table layout is possible and how will this affect group dynamics?
- Is there space for break-out groups?

Unit 4.1	Facilities are booked in advance
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One of the most important factors in successful training is the venue or room in which the training is conducted. The venue or room has to be booked in advance to ensure availability. It is advisable to get to the venue early on the day of the training to sort out any problems.

Do not be afraid to re-organise furniture, open or shut windows and doors as necessary to ensure that participants are comfortable. If they are too hot or too cold, hear outside noise, sitting on hard chairs or chairs that are too soft their concentration may not be good.

Unit 4.2	Training facilities provided are in accordance to the given logistics checklists, adequate and appropriate for the safe delivery of training
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To organise yourself as a trainer, you can develop checklists to facilitate your planning process. There are various checklists you

could use:

Trainer Materials Checklist

Every trainer will be given a core set of regularly updated training materials. This includes trainer's manual, presentation slides, activities sheets and handouts for each session. The trainer's manual includes:

- Lesson plan
- Course Outline
- Learning Objectives
- Suggested energizers
- Detailed trainer's notes
- Alternative activity suggestions for particular audiences

Equipment Checklist

In order to deliver successful training courses, you should check all equipment in the training venue or room before training starts.

- Whiteboard, markers, and eraser - check colors and readability ☐
- Overhead Projector available and working ☐
- Projection screen available ☐
- Flip-chart available ☐
- Check the size and readability of your writing on the whiteboard/flip-chart from the back of the room ☐
- Audio sound system in working condition ☐
- Training room computers working ☐

TRAIN THE TRAINER - INSTRUCTING

- Your laptop/PC: ☐
 - Power cords
 - Cables to connect to projector (and instructions)
 - Fully charged battery and spare
 - Cables and connections for external keyboard, mouse, monitor
 - Remote mouse: extra batteries
 - Check desktop and directories for anything that could be offensive or is proprietary/confidential
- Network cables ☐
- Laser or extendable pointer ☐
- Power adapters ☐
- Internet connection active ☐
- Extension cords ☐
- CD/Video players, TV ☐

Learner's Material Checklist

The learner's materials contain all the information to acquire all the knowledge and skills leading to the course standard. Thus, the overall feel of the learner's material is very crucial, the material is going to motivate the learners to learn.

- Learner guide appropriate for learners ☐
- Handouts ☐
- Case studies ☐
- Written Assignments ☐
- Supplementary reading materials ☐

Safety and Security Checklist

You could make the training safe by being aware of:

Potential Hazards



Informed learners at the start of the programme on the following:

- Locations of emergency exits for training rooms and training institute ☐
- Locations of safety equipment i.e. fire extinguisher ☐
- Safety precautions pertaining to training equipment/room setup ☐
- Evacuation routes for the training room ☐

REMEMBER to observe all Workplace Safety and Health (WSH) Procedures

Reception and Refreshment Checklist

- Welcome letter / Name tag ☐
- Attendance list for participants to sign in ☐

- Arrangement for morning and afternoon tea break snacks and beverages ☐
- Arrangement for lunch and beverages (if included) ☐



Learning Activity 4.1

1. Draw up a list of “Must-haves” and “Like-to-have” criteria for the training room/ location for your training programme.

TRAIN THE TRAINER - INSTRUCTING

Must Have	Like to Have
eg. Overhead projector	Windows open

2. What are some of the considerations you would need to take note of before training?

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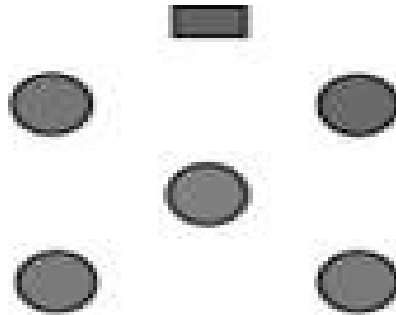
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Unit 4.3	Seating arrangements cater to the type of learning activities and Instructional methods
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Seating arrangement is part of a classroom management plan. You

have to ensure that the seating arrangement is suitable for the learner needs, type of learning methods and learning activities used.

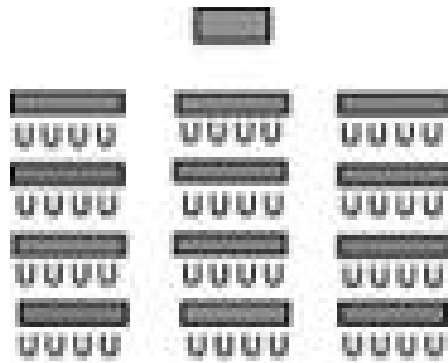
Cluster



The cluster arrangement consists of four or five desks pushed together so every desk is facing another one. The fifth desk, if needed, could be put at the end of the group of four. The trainer is free to walk around the room.

Recommended use: lectures, demonstrations, games and presentations

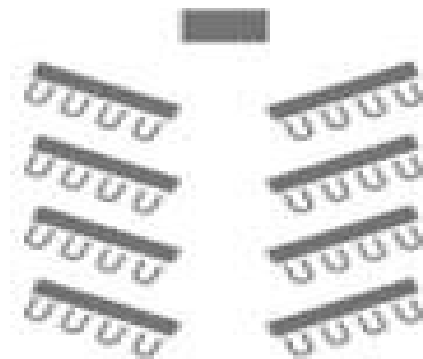
Classroom



The classroom arrangement provides medium group involvement. The Interaction is between the trainer and the entire group, or the trainer and an individual within the group.

Recommended use: lectures, videos, presentations and demonstrations

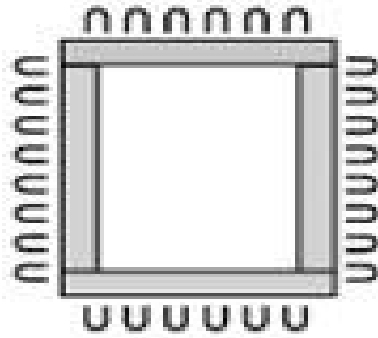
Chevron or “V” shape



The chevron arrangement allows discussion among small groups of learners during or immediately after a large group activity.

Recommended use: demonstrations, discussions and games

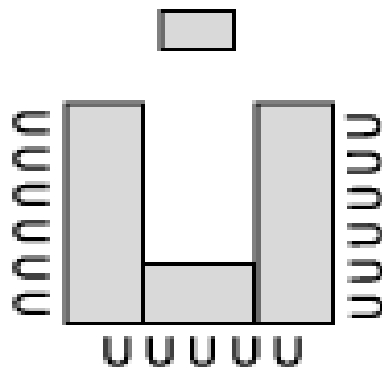
Hollow Square



The hollow square arrangement is designed for group interaction among learners and trainers. There will be no designated “head table for the trainer.

Recommended use: group work, demonstrations games and debate

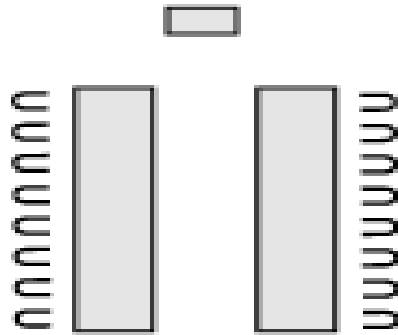
U-shaped



The “U” defines the action zone and this arrangement works well with audiovisual aids and physical activities. The trainer has easy access to individuals and is able to see all learners.

Recommended use: lectures, videos, presentations, discussions, demonstrations and debate

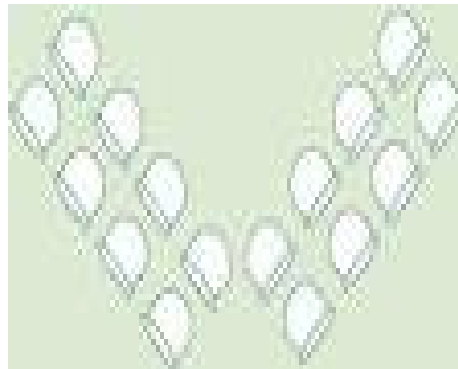
Perpendicular



The perpendicular arrangement has tables set in long rows perpendicular to the trainer's table. This arrangement requires more space for the learners because they will need to turn their chairs slightly to see the facilitator.

Recommended use: debate, role play, games and demonstration

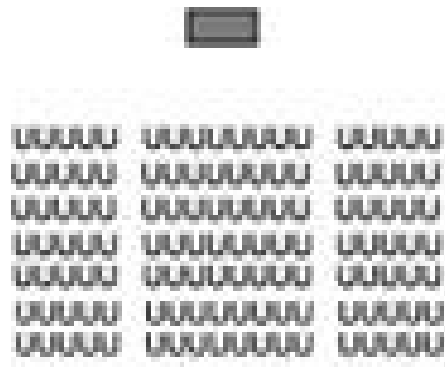
Herringbone



The herringbone arrangement provides a podium and/or learning table set-up with individual seats angled for maximum viewing by learners.

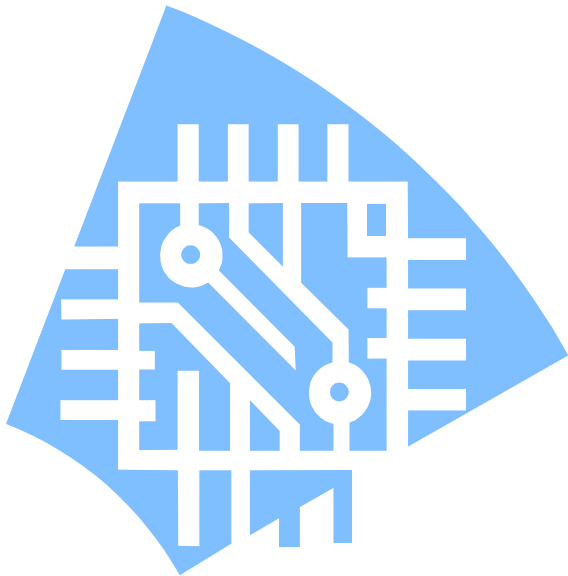
Recommended use: lectures, videos, demonstrations, presentations

Theatre style



The theatre arrangement provides a podium and/or learning table set-up with individual seats arranged for large group participation.

Recommended use: lectures, presentations





Learning Activity 4.2

1. Based on a training programme of your choice, what style of room set-up will you use and why?

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2. What are the factors you would consider when choosing an appropriate seating arrangement?

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Unit 4.4	Appropriate evacuation and contingencies are planned for
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Contingency planning is always about “what if”. A contingency plan provides the trainers with an alternative course of action if an unanticipated event occurs. You should be prepared for any events that happen.

Steps in developing a contingency plan:

1. Determine all the risks
2. List all possible preventive measures and contingency actions
3. Evaluate preventive measures against their ease of application and cost
4. Choose the preventive measure and implement it
5. If no preventive measures exist, then to do up the contingency plan

Possible risks in the training environment:

Equipment Failure

When there is equipment failure, the following contingencies can be used :

- Trainer uses the trainer’s manual to continue to explain the subject
- Conduct learning activities/games first
- Have a list of alternative training venues and people you know
- Write manually on flipchart/whiteboard
- Have spare equipments on standby

Training delays and interruptions

- Ask learners to take a break first
- Have an alternative venue or classroom nearby

Unavailability of Trainers

- Have a list of backup/standby trainers
- Combine the class

Loss, theft or damage of materials

- Save backup copy of training materials in an external hard-disk, CD-ROM, thumb-drive
- Keep a hard copy of all training materials



Learning Activity 4.3

1. Develop contingency plans for three situations that could impede your training.
2. Have you ever experienced any situation like this?
3. How did you work around it?

Share your findings with the class.

CHAPTER 5 – Conduct Classroom Lesson



What's inside this Chapter

Performance Objectives :

- ❖ Set up of physical environment is conducive for learning.
- ❖ A climate for active learning is developed to encourage the learner to stay motivated
- ❖ Rapport with learners is established by using appropriate communication and interpersonal skills
- ❖ Lesson objectives are clearly spelt out.
- ❖ Introductory activities are used to build a positive environment for effective learning
- ❖ Lesson is conducted using the appropriate methods as indicated in the lesson plan
- ❖ Activities conducted are appropriate for learning
- ❖ Appropriate questioning techniques are applied to assess learners' understanding
- ❖ Language used is pitched at the level of the learners' language abilities.
- ❖ Barriers to learning are identified and managed using the appropriate strategies
- ❖ Cultural sensitivities are managed appropriately
- ❖ Disruptive learner behaviours are managed effectively
- ❖ Key learning points are highlighted in a timely and appropriate manner during a demonstration
- ❖ Factors to optimize retention are identified accurately
- ❖ Lesson is concluded with a review of key learning points



INTRODUCTION - It is critical to create a comfortable, non-threatening learning climate in which people are treated as responsible adults. What happens at the beginning of a learning session is very important. It will make a huge difference to how much learning takes place, the attitude of learners and their perception of the trainer's role.

Unit	Set up of physical environment is conducive for learning
5.1	

Classroom training is essentially like a 3-legged stool where the trainer, classroom and contents are the 3 legs. Take any component away, or if any component is weak classroom training becomes ineffective. Classroom training can be an affordable and easy way to train several learners at the same time. The physical environment for conducive learning includes a clean classroom, spacious and well ventilated classroom etc.

Before class begins, it is important to conduct a briefing on emergency equipment, exits and evacuation routes. Briefing the participants clearly on the emergency's procedures is important because safety of all learners is number one priority in classroom management.

Unit	A climate for active learning is developed to encourage the learner to stay motivated
5.2	

A trainer who is conducting the training programme will need to create and maintain an environment where learners can feel engaged and motivated. The learners have to believe that the trainer can guide them from the known to the unknown. Factors for an active learning

climate include:

- a conducive learning environment – the learning climate, that is an environment of trust and respect, is created with your first interactions with your learners. Your learners will begin to judge you the minute you step through the door – start off well. You set the scene within your learning environment. There are five critical aspects of creating a climate conducive for learning:
 1. setting up the room and adjusting the physical environment factors before the learning session
 2. preparing yourself for the training experience
 3. greeting learners as they arrive
 4. making learners feel comfortable
 5. conducting opening activities
- creation of learning groups – co-operation is a key word in learning groups. Competition in groups may sharpen the critical faculties of a few, but is more likely to dull the appetite for discussion among most. Co-operation doesn't just happen. We learn to co-operate through practice and this requires a clear and co-ordinated strategy for learning about working together.
- collaborative learning - the term "collaborative learning" is when learners at various performance levels work together in small groups towards a common goal. The learners collaborate to contribute to one another's learning as well as their own. Thus, the success of one learner helps other students to be successful. Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking.

- reciprocity - reciprocity is a deep and powerful principle where, under the right circumstances, is all but impossible to resist. By stating one's needs and being aware of the needs of others, reciprocity can take place.
- participation - one way to get the learners to participate more in class is to give them an assignment that they have to come prepared to speak about. For example, you might ask them to bring a quote from the assigned reading which they could especially relate to, or found inspiring or enlightening. You could also ask them to bring a quote from a passage that they did not understand.
- Here are a few simple strategies to get learners to respond to questions or participate more:
 1. give learners a clue to the kind of response that your are expecting
 2. give learners a minute to write their thoughts before they are called upon
 3. break learners into small groups to discuss the answer, then re-group them
 4. arrive at the class early to chat with learners informally
 5. use non-verbal means to invite learner to participate - sit close to learners, make eye-contact with them individually, move around the room, or sit in different locations.

Unit 5.3	Rapport with learners is established by using appropriate communication and interpersonal skills
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Establishing rapport is the key to a trainer-learner relationship. Rapport can be defined as empathy and trust which is the foundation of all good relationships. It begins with the trainer's intention to build a relationship with the learners. When there is good rapport with the learners in class, there is a greater degree of interaction, attentiveness, sense of humour and overall interest in the training.

The following are some suggestions for establishing rapport with learners:

- **Greetings and Handshakes**

It is always good to start off the training session a warm welcome for the learners as they walk into the training room. A personal welcome with a firm handshake is an appropriate gesture.

- **Being approachable**

A friendly trainer who is easy to talk to makes learning comfortable for the learners.

- **Being cultural sensitive**

A trainer needs to be sensitive to the cultural background of the learners. A trainer may use words or unwittingly quote examples that offend learners. The general rule is to refrain from using such examples unless you are clear about the issue at hand.



Learning Activity 5.1

Discuss in pairs on the following questions and share your answers with the class.

1. What are the two main ingredients of building rapport?

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2. What are the factors needed to build rapport?

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3. How can you establish rapport with your learners?

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Unit 5.4	Learning objectives are clearly spelt out and introductory activities are used to build a positive environment for positive learning
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State the learning objective clearly so that the learner and you know exactly where you are heading with the training session.

The first few activities you plan to start the training programme with to get off on the right note are very crucial.

Introductions

- Greet learners as they stream into the training room
- Introduce yourself
- Ask for the learner's name
- If learners are still coming in irregularly, take some time to find out more about those who are there early

Ice-breakers

Ice-breakers are excellent activities to use at the very beginning of your session. Ice-breakers are techniques used at the first session to reduce tension and anxiety and to immediately involve your learners in the training programme.

There are millions of ice-breakers available. You can use a standard getting to know each other type ice-breaker. Get learners to tell you and the others who they are, why they are there and what they hope to get out of the training session. Listen carefully to what they say and you can use the information to make the training session more relevant to them.

Warm-up games

Warm-up games are prepared, non-threatening fun activities, which require the whole group to mingle and familiarise themselves with each other.





Learning Activity 5.2

Play a warm-up game

Time: 15mins

Steps:

Each participant will teach/coach/show the other how to perform a simple task. These could be:

- Operate a feature that is unique in your mobile phone
- Say a greeting in another language
- Play a game
- Make a paper crane, plane or boat

Ask learners for their feedback on this activity. List their responses on a flipchart.

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Unit 5.5	Lesson is conducted using the appropriate methods as indicated in the lesson plan and activities enhance the learning experience
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You need to incorporate appropriate methods as indicated in the lesson plan to suit the learners' needs.

Case Study

"Case-study is a description of an actual or made-up situation which learners examine to increase their knowledge and skills or to influence their attitudes" Barbazette (2006). Case-studies are used as an instructional method to allow learners to solve problems, analyse situations, reflect and apply concepts and principles to real life situations.

A case-study can be direct and simple or complex. It contains narrative account of the situation with sequence of events and some detailed background about an organization, group or individuals. Some case-studies are based on real-life situations, but many are written to incorporate all the most significant learning points into one case.

Case-studies are useful when they:

- allow learners to discover new concepts
- build on past experience
- are non-threatening

Limitations of Case-Studies:

- The case-study may describe a situation that learners find difficulty identifying with
- A poorly written case-study may discourage learners
- Inability to provide all the relevant information

Steps to facilitate a case-study:

1. Set up the learning activity within which you will use the case
2. Allow time for learners to individually read the case and prepare answers to the questions, then discuss the responses with their small group. After the discussion, each learners shares responses
3. Have learners share and interpret their reactions to the case
4. Have learners identify concepts from their reactions
5. Help learners apply the concepts to their situation

Role-Play

Role-play “is a training method that allows learners to practice skills or to empathise with another’s situation by acting out a prescribed role” (Barbazette, 2006). Two purposes for effective role-plays are:

- to develop empathy
- to practice skills in simulated real-life work situations

Some learners will be asked to behave in a hypothetical situation. They are to think through how such a person would react or behave in that situation. The others in the class would be observers.

Benefits of using role-play:

- Role-plays reflect real-life situations facilitating the transfer of knowledge and skills
- It gives learners an opportunity to develop their interpersonal skills
- The learners would be able to experience first-hand, the

impact of reacting and behaving in a certain way

- Learning is relaxed and humorous

Limitations of using role-play:

- The trainer needs to be skilled in pulling together the various components of enacting a role-play
- Learners may not be able to relate to the role-play and view the experience as artificial
- The selected players may not be able to enact that which is expected of them

Steps in conducting role-plays:

1. *Identify the learning outcomes:* The setting of the role-play needs to align with the learning outcomes.
2. *Setting up the learning environment:* Trainer need to use appropriate props and ensure that these are available.
3. *Stating the learning outcomes:* Trainer should state the learning outcome so that learners are clear about the purpose of the activity.
4. *Providing learners with relevant materials:* The scenario is given to all the learners so that they are aware of the setting and background. Roles and the characteristics are given to the allocated players and they are briefed accordingly. Observation guides to be handed out to the observers and they should be briefed on what to observe.
5. *Debrief:* Learners are invited to express their views and ideas after the role-play. The trainer will consolidate all these comments and insights together to reinforce learning.
6. *Reinforcing learning outcome:* Make sure that learners can see the link between what they have just participated in and the theories.

Group Discussions

A group discussion is an exchange of facts, feelings and opinions of several learners. They could be brainstorming, problem-solving and exploring options. Communication, cooperation and collaboration amongst the group members are key indicators of success.

Benefits of group discussion:

- Encourages active learning and participation as group members react and think about each other's statements
- Opportunity for members to learn from each other through collaborative building of ideas rather than just from the trainers
- Can be readily combined with other activities and helps in consolidating the ideas generated during these activities

Limitations of group discussion:

- Learners can lose their focus
- Takes time for group members to trust one another (group dynamics)
- Some of the members may dominate the discussion
- The trainer should be attentive on keeping learners on the subject

Steps in conducting group discussion:

1. *Preparation:* Plan in advance, compose some easy and difficult questions from learner's view and mix them for sequence and pace.
2. *Ask the question:* Learners need to be given time to think about answers to the questions, once the questions have been asked, prepare to continue to ask more questions to continue the discussion.
3. *Wait:* Having asked a question, especially an open question to start a discussion, the most important thing to do is to WAIT for an answer. Use the 10 second PAUSE.

TRAIN THE TRAINER - INSTRUCTING

4. *Call on someone by name:* Who should be asked for an answer?

Ask the whole group or direct the question to a small group and those who are ready, willing and enthusiastic will respond. Don't forget the quiet participant.

5. *Listen to all answers and use paraphrase techniques:* Actively listen to every answer. Remembering 'who said what' is a valuable skill. Link it to comments from previous topics or learners.

6. *Review, reinforce, repeat:* Ask one of the learners to summarise a discussion or ask each small group to summarise. To do this, they will review, reinforce and repeat (3Rs).





Learning Activity 5.3

Facilitate a 15 minutes session using structured learning activity from the following topics. Topics could include:

1. Explaining an activity
2. Conducting a role-play
3. Conducting a discussion
4. Conducting a case study
5. Responsibilities of a trainer who is facilitating an activity
6. The 5-step facilitation process

Presentation Skills

As a trainer, you are a presenter. You present your experiences, beliefs and attitudes together with the training content. The effectiveness of your presentation depends on three basic communication skills, speaking, listening and asking questions.

The most impressive presenter is a person who connects well with the audience and communicates his/her points clearly. To be an engaging and captivating trainer, you need to be a story-teller and effective at using humour.

Life Experiences, Anecdotes and Stories

Stories can be used to motivate, persuade and inspire in ways that bullet points and factual information cannot. There are inner and outer processes of telling stories. The inner process focuses on you being in the world in that moment and your sense of personal power and confidence. The outer process focuses on what you are doing – your facial expression, non-verbal gestures, tone of voice, actions, postures and the words you choose to say.

Anecdotes are very short stories about an idea or event.

The following are some ideas for improving your story telling abilities:

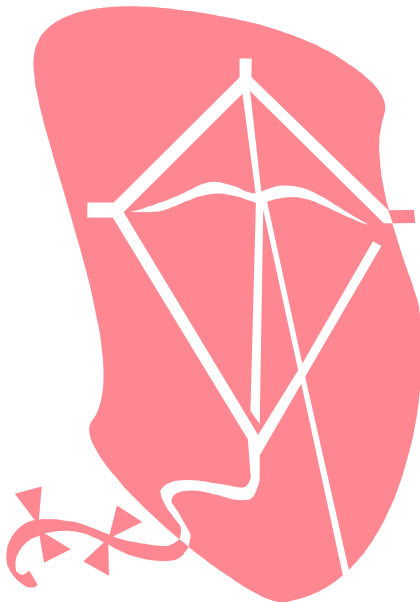
- Identify with your story
- Relate your story to the content of your presentation
- Be 100% authentic
- Paint a vivid picture
- Get involved emotionally and physically
- Maintain a record of good stories you have heard or experiences you like to share with a future audiences
- Find opportunities to practise your story

- Test your story, anecdote or jokes

A trainer could share his/her life experiences as a form of story-telling. This gives learners an insight to the person behind the trainer.

Humour

Humours are funny stories, tricks, stunt or jokes that are used for entertainment and learning. They can be used as openers or at any point where the energy level in the class is low. Humour is helpful as it is used to create a relaxed and informal learning environment and lead to self-reflection.





Learning Activity 5.4

1. Give a three minute talk on a subject you know well and incorporate a story, anecdote or life experience to your session
2. Ask for feedback on your:
 - movements
 - voice
 - eye contact
 - posture
 - facial gestures
3. Write down any improvements that you could make to your presentation style.

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Unit 5.6	Appropriate questioning techniques are applied to assess learners' understanding
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Questioning

Questions are used as an invitation for learners to respond to; and to participate in the training session. Questions can be used to:

- encourage creative thinking
- promote discussions
- review previous work
- gain information
- capture attention
- boost self-esteem of learners
- measure understanding

Questions can be categorise into six types:

1. *Open Questions:* are designed to draw out more complex explanations or opinions and allow for a variety of responses
2. *Close Questions:* are structured to be answered by a simple, brief response. These are often answered with 'Yes' or 'No'.
3. *Probing Questions:* are designed to stimulate a further response to a question already asked.
4. *Leading Questions:* in leading questions, the questioner offers the response they wish to hear
5. *Overhead Questions:* directed to the entire group, these tend to be rhetorical in nature. They are used as discussion openers or to ask a group to summarise.

6. *Funnel Questions*: starting with general questions and then homing in on a point in each answer and asking more and more detail at each level. It is often used by detectives taking a statement from a witness

Unit 5.7	Barriers to learning are identified and managed using the appropriate strategies
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Barriers to learning

Barriers to learning are hindrances that stop adult learners from achieving the learning outcomes of the training programme. These barriers may include:

1. lack of confidence – a learner could lack confidence due his perceived lack of credentials, or his background.
2. fatigue – learners may simply be too tired to keep up or attend.
3. cultural differences and beliefs - learner does not resonate to what was being taught because of the cultural differences or beliefs, eg. fear, ignorance, religious practices
4. non-conducive environment – numerous environmental constraints could form a barrier to learning. Example, a training room that is oddly shaped, or has many pillars awkwardly placed, training equipment that is not working properly, or noise level from repair work happening near the classroom.
5. personality and attitudinal traits – learners are individually different. Their attitude towards learning or the subject of learning will affect how they learn. Example, an inferiority complex, self-pity, narcissism, etc.

6. language abilities – if the learner is not as linguistically confident, the learner can hesitate in contributing to the training session, or if due to the differences in linguistic abilities is unable to understand the training.

Strategies to minimize learning barriers:

1. Confidence building – a trainer should assist the learner to build confidence. Example, if the learner does not have sufficient prerequisite knowledge, trainer could provide him with materials and handouts so that he could bring himself up to the level of others in the class.
2. To overcome fatigue – trainer can make adjustments to the scope and coverage of the content. Adapt the pace of the session accordingly. Give a short break so that the learners can rejuvenate themselves or incorporate energizers into the session.
3. Cultural differences and beliefs – a trainer must exercise sensitivity to the beliefs and cultural backgrounds of the learners. It may be necessary to manage cultural sensitivities by stressing that the learners should put aside cultural differences for the duration of the training session.
4. Create a positive learning environment – a trainer must prepare to minimise the environmental constraints and ensure a positive learning environment by meeting learners special needs, getting feedback on the physical environment and his teaching style periodically throughout the session. The trainer should also check learners' understanding and clarify, answer questions to the best of his ability. Trainers who have established a good relationship with the learners will be able to

resolve problems promptly. He should manage disruptive learner behaviour so that the positive environment is not disrupted.

5. Personality and attitudinal traits – every individual is different, some are participative, shy, quick thinking or conservative. A trainer should manage differences in personalities and attitudes. If a learner is naturally participative, the trainer should not dampen his participation by ignoring him but also encourage the shy learner to participate, giving equal opportunities to all in his class.
6. Language abilities – a trainer should find out the language abilities of his class before training so as to tailor his materials to suit the learners' abilities.

Unit 5.8	Language used is pitched at the level of the learners' language abilities
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The language used during training is an important part of your presentation. As an effective trainer, you must be able to:

- plan and organise what you are going to say
- use appropriate language for the target group of audience
- speak slowly
- speak clearly
- modulate and vary your voice
- ensure that your non verbal messages support your delivery
- make eye contact with learners



Learning Activity 5.5

Discuss the following questions in your group and share your findings with the rest of the class.

1. State how do you manage the following barriers:

- a. Mix of junior executive and senior managers
- b. Older learners who are not physically active
- c. More females than males

2. List the barriers that a learner could face during training.

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Unit 5.9	Cultural sensitivities are managed appropriately
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Culture is central to learning. It shapes the thinking process and defines modes of communicating and receiving information.

As a trainer, you need to acknowledge the diversity in cultures amongst learners as well as between yourself and the learners. Communication across racial and ethnic barriers can be challenging. Language may be an issue. Race, social class and culture frame how we understand, interpret and give meaning to others' words and actions. The following factors highlight different attitudes, values and behaviours trainers need to consider:

Literacy and language: If learners are non-English speaking, support your spoken words with appropriate visual text.

Verbal expression: People of different cultures express things differently. What may sound appropriate to one, may not be for another. The trainer needs to remain sensitive to these differences and respond appropriately.

Concept of time: As a trainer, keeping to the specified hours of training is important. Start promptly and end promptly. Encourage your learners to also be on-time and highlight the advantages of keeping to the time.

Traditions, religions and social norms: The trainer needs to be sensitive to and be aware of these. Comments and reactions may need to be modified.

Values: Values are important. Inculcating good values to your learners is important, but you should not force them to adhere to your own beliefs. A trainer should do his best to adhere to a code of ethics, exercise respect, demonstrate fairness and exhibit moral behaviour.

Diversity is an increasing part of our learning journey. Learning to understand different cultures besides your own can help prevent miscommunication. Communicate more effectively across cultural barriers with these tips.

1. Speak in a clear voice, minimise speaking with a strong accent if possible. Someone from a different country may not be able to understand.
2. Remain patient when someone from a different culture that has trouble understanding you. Repeat your message paraphrasing as needed to get the meaning across.
3. Develop active listening skills to understand what is being said. Allow them to express their thoughts before responding; focus on what they are trying to express without making judgments about their character or personality.
4. Pay attention to non-verbal communication. Hand gestures, facial expressions, posture and personal space all convey different meanings across cultures. Understand the culture of the person you're dealing with to adjust non-verbal interactions.



Learning Activity 5.6

Discuss the following questions in pairs.

1. Why must behaviour problems be managed promptly?

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2. List some factors that are conceived differently in different cultures.

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3. List some behaviour problems found during training.

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Unit 5.10	Disruptive learner behaviours are managed effectively
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Managing difficult learners

Trainers need to be able to identify desirable and undesirable behaviours. Disruptive behaviours may arise out of a low motivation to learn or a need for attention and this may hinder the learning of others in the classroom.

Types of disruptive behaviour you may expect in class:

- Side conversations
- Asking questions not related to the topic
- Frequent lateness
- Throwing temper tantrums or making aggressive remarks
- Refusing to answer questions or engage in lesson
- Making inappropriate jokes
- Dominating class discussions with personal opinions

The first step to solve these problems is to recognise them. Strategies for overcoming disruptive behaviours:

- positive and negative reinforcement
- enforcement of rules
- highlight the disruptive behaviour
- asking for clarification
- be well prepared
- project an image of confidence and good humour
- ease your way into the group and don't use authoritarian type methods

TRAIN THE TRAINER - INSTRUCTING

- never confront a learner alone
- do not be discouraged by antagonistic attitudes or negative reactions. Learners will respond positively in time if you demonstrate that you cannot be ruffled by indications of resentment.
- do not be sarcastic or ironical
- be patient
- do not become anxious about management and control

Examples of Managing Difficult Learners

Typical Behaviours	How to Facilitate
○ Appears not to be involved ○ Is shy ○ May be outspoken ○ Feels his/her input not wanted or valued	• Ask for their input • Break into small groups (one-on-one ideal) • Remind them of their importance/gifts
○ Is impatient ○ Is eager to give input ○ Wants center stage or attention	• Affirm interruption and move on • Tell them when there is ample time for their input • Ask for time for others to give their points of view
○ Needs to be convinced ○ Sees bottle half empty ○ Is constantly negative	• Affirm the response and defuse their critical stance • Get others to give objective data • Ask them to give due consideration before evaluating
○ Is impatient ○ Wants to rush decision ○ Has high energy	• Give them a task • Tell them consensus takes longer • Help them see "Big Picture" (Vision)
○ Feels very confident his/her input is correct ○ Always has an answer ○ Is very imposing ○ May rationalise or intellectualise	• Compliment them on their insight • Remind them of the value of others • Ask them for practical/experiential input



Learning Activity 5.7

Discuss in your groups and share your 'stories' with the rest of the class.

1. Have you ever encountered barriers in any of your training sessions? What were they? What effect did they have on the training? How did you overcome them?

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Unit 5.11	Key learning points are highlighted in a timely and appropriate manner during a demonstration
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It is important to debrief after each demonstration activity. During the debrief, the trainer should highlight the key learning points and link them back to the learning outcomes.

The trainer can also refer to the key learning points when learners raise any questions. This can be a way of helping learners make connections between the various topics

Unit 5.12	Factors to optimize retention are identified accurately
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Learners must retain information from classes in order to benefit from the learning. The trainers' jobs are not finished until they have assisted the learner in retaining the information. Trainers can use questions to

- Confirm what learners have learnt
- Emphasise key learning points
- Clarify doubts
- Learn about the steps in a procedure

Other methods include:

- Reflection
- Feedback
- Reinforcement
- Meaningful tasks and materials

- Primacy and recency

Unit 5.13	Lesson is concluded with a review of key learning points
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The final wrap-up of the training session should include a re-cap of the learning outcomes that had been covered for the day or for the duration of the training. Summarise all key points. Ask questions to confirm learning and understanding. End the session with a high note. Make the learning fun and enjoyable.



CHAPTER 6 – Provide Feedback to Learners



What's inside this Chapter

Performance Objectives :

- ❖ Feedback on learners' performance based on assessment results is provided in a timely manner
- ❖ Appropriate feedback techniques are used
- ❖ Adjustments to training programme are made accordingly



INTRODUCTION - Feedback is about learning, continuous improvement and doing things differently. It is an objective message about recognition of a job well done or a suggestion on how to improve on the job.

Giving and receiving feedback in a learning setting is a crucial part of managing learners, listening and interacting to them. Feedback improves unsatisfactory behaviour, fosters positive change, increases self awareness and reinforces preferred behaviour.

Unit 6.1	Feedback on learners performance based on assessment results is provided in a timely manner
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The information trainers give to learners concerning their performance in assessment is important to their future learning. Assessment decisions are not simply grades on a piece of paper, but represent judgements of worth. The trainer will assess the learners' progress based on information set out in the assessment plan.

The two main types of assessment are **formative** assessment and **summative** assessment.

Formative Assessment takes place over a period of learning and practice.

Summative Assessment occurs at the end of a period of learning or practice

Assessment measures what learners have been taught as part of the curriculum. Feedback on assessment should be given in an

environment where there is little distraction and when the person whom you are giving feedback to is not in a hurry.

Timely feedback could be provided in the following situations:

- On completion of formative or summative assessment
- On completion of a written or oral exercise, provide feedback to enable him/her to appreciate the right answer
- After a discussion or presentation, provide guidance through feedback
- Learner is in doubt, answer his/her question
- Learner raises a valid observation, feedback to him/her the merits of the observation

Different types of feedback

Corrective Feedback

Corrective feedback is a common practice in the field of learning. It involves a learner receiving either formal or informal feedback on his/her performance by a trainer or peers.

Trainers may be the most authoritative source of corrective feedback by virtue of their training and experiences. There are other sources of feedback such as :

- Peer feedback is where proficient peers can help their less proficient counterparts. Trainers can instruct learners to limit their negative feedback while ensuring a sufficient amount of positive or constructive feedback.
- Third party feedback where an external consultant or an observer may provide constructive feedback to help the learner.

Reinforcement Feedback

Reinforcement feedback is feedback that is the consequence of

action, change or decision given to amplify or bolster what caused it. It is helpful in controlling behaviour. Eg, The trainer chooses to increase an athlete's playing time for their hard work during practice.

Reinforcement is the use of reward and punishment that will either encourage a certain action or decrease it in the future. There are two ways of using reinforcement, a positive approach and a negative approach. The positive approach focuses on rewarding appropriate behaviour (this increase the possibility of this behaviour happening again). The negative approach focuses on punishing undesirable behaviours and would lead to a decrease of such behaviours in the future.

How to positively reinforce learners:

- Reward good performance as well as good outcome in class/group activities
- Provide motivational and instructional feedback
- Reward effort
- Reinforce behaviours that are close to one you are training
- Time and schedule the reinforcers eg. if you are reinforcing an already learned skill, immediate reinforcement is a good strategy

Negative Reinforcement (punishment)

Punishment can change and control behaviour, but 80-90% of reinforcement should be positive. There are several drawbacks to punishment:

- Can hinder learning skills
- Can arouse fear of failure
- Can act as a reinforcer

How to use punishment:

- Punish the behaviour not the person, tell the person it is the behaviour that needs to change
- Make sure the punishment is not perceived as attention or a reward
- Do not embarrass learners in front of others
- Impose punishment impersonally – do not yell or berate
- Be consistent by giving every learner the same type of punishment for breaking similar rules
- Removal of a positive stimulus that has in the past followed a certain behavioural result





Learning Activity 6.1

Below is a case study in which Alice (Assessor) is giving feedback to Cherry (Learner) about an Assessment Plan she has developed for her written assessment.

Read it carefully and then answer the questions.

Alice : Yeah, not too bad, well done, except we will have to fix that end bit up?

Cherry: What do you mean? Was it okay?

Alice : I think the Assessment Plan looks fine. It's just a bit hard to follow.

Cherry: Which bit is hard to follow? I mean I used the format you gave me.

Alice : Look, don't worry. I think you just did fine. It just needs tightening up a bit, that's all.

Cherry: But this is how you showed me to do it. I don't understand. If I don't do it properly, it's your problem.

Alice : I'm sorry Cherry, I didn't mean to upset you !!!

Questions:

1. What went wrong with the above interaction?
2. Rewrite the dialogue to demonstrate the best way to provide

feedback in summative assessment.

Unit 6.2	Appropriate feedback techniques are used
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Feedback should not be all one way – from trainer to the learner. It needs to be a two-way process with input provided by both the learner and trainer. When providing either constructive or negative feedback, you risk leaving the learner feeling frustrated, low in self-esteem and frustrated.

Characteristics of effective Feedback

- Be understanding and supportive
- Be timely and regular
- Focused on agreed action
- Be constructive and non-judgemental
- Conducted in conducive environment
- Encourages self-assessment
- Focused on behaviour that can be changed
- Provides opportunities for improvement and continued learning

There are several feedback techniques:

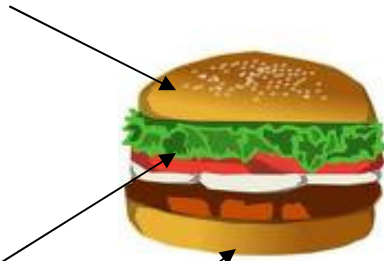
- Hamburger
- One-on-One
- Event focused
- Self Assessment

Feedback Hamburger

Positive feedback

Areas for
improvement

Positive feedback



The feedback hamburger is a useful tool when you are giving straight but balanced feedback. The key point in the “hamburger” technique is to begin your feedback positively on the areas done well (top bread tier).

The “meat” of the burger is the main communication. It is provided as constructive criticism, giving feedback on areas of improvement. Deal with areas that can be changed. Do not give feedback on areas where learners cannot do anything about it.

The bottom piece of bread is the positive close.

Example of a Hamburger feedback:

“You really did an excellent job with that ‘Treating People Fairly’ report – everybody has been very impressed! In the future, it would be better to avoid naming people that haven’t accepted all the methods you outline. It’s great that you put so much thought into this and a lot of people are going to benefit from it!”

ONE-On-ONE Feedback

It is important that feedback is given in private, ONE-on-ONE.



Be objective and accurate in giving feedback so that the learner can verify the facts with a third party.

Be very specific when giving your feedback and the words used. This will help the learner to make constructive changes to his/her behaviour.

Avoid being judgmental on the event when you describe the incident and action.

To avoid a defensive reaction, be sure to approach the event with sensitivity. If it is done properly, the learner will take the feedback positively.

Event focused Feedback

Focused on the problem **NOT** the person



It is easy to lose focus of the problem and be carried away by the emotions surrounding the event. It is critical to stay focused on event and NOT on the person involved when giving your feedback. This “event-focus’ point has to be established in the beginning.

Self-Assessment

Giving feedback is necessary and very helpful for learners to know how they are progressing during their learning. But, it is also important that learners learn how to assess their own progress.

Engage learners in regular self-assessment so that they can see themselves grow over time and be in-charge of their own success.

Some self-assessment techniques include:

- asking other learners for feedback
- discussing their workplace progress with Supervisor

- keeping notes about things that they did/did not do well and ways they could improve



Learning Activity 6.2

Discuss in your group and write a short description of a recent experience when someone had given you positive or negative feedback at work. Answer the following questions:

1. How was the feedback given?
2. How did each instance of feedback make you feel?
3. Did anything in the feedback you received make you feel good? Why?
4. Did anything in the feedback you received make you feel bad? Why/Why not?
5. Do you find it difficult to give positive feedback? Why/Why not?
6. Do you find it difficult to give negative feedback? Why/Why not?

Unit 6.3	Adjustments to training programme are made accordingly
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Trainers need to monitor the learners' performance and progress. If learners are performing less than expected, trainers need to be flexible and make adjustments throughout the programme.

By customizing the training programme it would enhance its effectiveness in view of learners' needs. It is critical to customize the training programme to suit learner's needs, so that.

- learners can make connections easily, allowing for proper encoding and recall of information
- learners can transfer knowledge and skills to their workplace more easily
- training is relevant to learners and they should be able to see the significance of what they are learning

Training programme can be customised in the following ways:

- modifying training resources such as:
 - instructor materials
 - lesson plan
 - audio visual aids
- providing supplementary reading materials
- adapting the delivery method

You can make any adjustments to the training programme as long as learners are able to achieve the learning outcomes in accordance with the performance standards set.



Learning Activity 6.3

Case Study

Jacqueline is about to deliver a two-day training session on team building to a group of mature learners at a Training Centre. She has planned her session, structured it and feels as though she is well prepared. By the afternoon of the first day, Jacqueline senses that the learners are a little frustrated in keeping up. She becomes worried as they need to get through a lot of information and if they don't keep up they won't be able to cover everything.

Analyse the case studies and answer the following questions:

1. What should you do as a trainer?
2. Why is this action important?
3. What steps can Jacqueline take to ensure that the changes she makes are successful?

CHAPTER 7 – Evaluate Effectiveness of Lesson Conducted



What's inside this Chapter

Performance Objectives :

- ❖ Post lesson evaluation is conducted appropriately
- ❖ Lessons are reviewed to determine if learners needs and organisational objectives have been met accordingly
- ❖ Lesson summary is reviewed and potential areas for improvement are accurately identified
- ❖ Post lesson evaluation is reported to the relevant authority



INTRODUCTION - Evaluation is to gather information on the strength and weaknesses of a training programme with the aim of improving its effectiveness and worth. When evaluating the performance of a class, you are measuring them against the standards for satisfactory performance in the course materials and the course objectives.

Unit 7.1	Post lesson evaluation is conducted appropriately
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Besides evaluating the programme, evaluation is used to justify the conduct of the programme and to find out the return on investment to the organization. Evaluation should be planned and its purpose must be clear. Refer to Sample Post-Course Evaluation (Feedback) Form.

Areas of evaluation can include :

- Lesson administration
- Training facilities
- Learning materials
- Effectiveness of instructor / trainer
- Effectiveness of lesson delivery

Purposes of Evaluation:

- to assess the value of training programs
- to identify areas of improvement
- to determine if the training achieves its outcomes
- to identify the appropriate learning group

Different types of Evaluation

- Evaluating Output (reaction and learning): evaluating how well the programme was conducted i.e. trainers, facilities, administration, etc.
- Evaluating Outcome (behaviour and result): the evaluation will focus on how much the learners have learnt. Assessments are

used to evaluate the level of knowledge gained.

Data can be gathered in four different ways:

1. Feedback forms - this is the most common mode of post course evaluation. A 5-point range Likert scale to rate agreements with a few open-ended questions is usually used. The feedback form is usually handed over to learners at the end of the course.
2. Observations - the organizer of the training programme can appoint an observer to evaluate how the programme is being conducted and they focus on the following:
 - Level of learning
 - Overall objectives of the training met
 - Sharing among the participants
 - Usage of multimedia in class
 - Usage of learner guide
3. Feedback from the organization - If there are a number of participants from an organization attending the programme, they would be able to provide feedback on how the training has helped their employees.
4. Interviews - Feedback can also be received informally by talking to the learners during breaks and in between sessions. Interviews are time consuming, but they are a good source of information.

TRAIN THE TRAINER - INSTRUCTING

Sample Post-Course Evaluation (feedback) Form

Name (Optional) :	Course Title :
Class Code/Organisation:	Duration :
Trainer :	

Please indicate your impressions of the items listed below.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
EFFECTIVENESS OF TRAINING PROGRAMME					
1. The course achieved its stated objectives.	☐	☐	☐	☐	☐
2. The course content is current and relevant to the workplace.	☐	☐	☐	☐	☐
3. The course material and handout are well designed and well organized	☐	☐	☐	☐	☐
4. The content was organized and easy to follow.	☐	☐	☐	☐	☐
5. The duration of course was appropriate.	☐	☐	☐	☐	☐
EFFECTIVENESS OF TRAINERS					
6. The trainer was knowledgeable.	☐	☐	☐	☐	☐
7. The quality of instruction was good.	☐	☐	☐	☐	☐
8. The trainer met the training objectives.	☐	☐	☐	☐	☐
9. Class participation and interaction were encouraged.	☐	☐	☐	☐	☐
10. Adequate time was provided for questions and discussion.	☐	☐	☐	☐	☐
EFFECTIVENESS OF FACILITIES					
11. The training facilities provided were adequate.	☐	☐	☐	☐	☐
12. The participants workbook, handouts and other materials were well prepared.	☐	☐	☐	☐	☐

TRAIN THE TRAINER - INSTRUCTING

13. How do you rate the training overall?

Excellent

☐

Good

☐

Average

☐

Poor

☐

Very poor

☐

TRAINING ADMINISTRATION

14. The training administration support staff is efficient?

Excellent

☐

Good

☐

Average

☐

Poor

☐

Very poor

☐

15. I receive clear instructions (e.g.time, location and pre-work required) are given with regards to this programme ?

Excellent

☐

Good

☐

Average

☐

Poor

☐

Very poor

☐

16. What aspects of the training could be improved?

17. Other comments?

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THANK YOU FOR YOUR PARTICIPATION!



Learning Activity 7.1

Present a 20 minute presentation on a topic you having been working on.
Yours peers will critique your performance as follows:

Presentation Evaluation

Trainer: _____

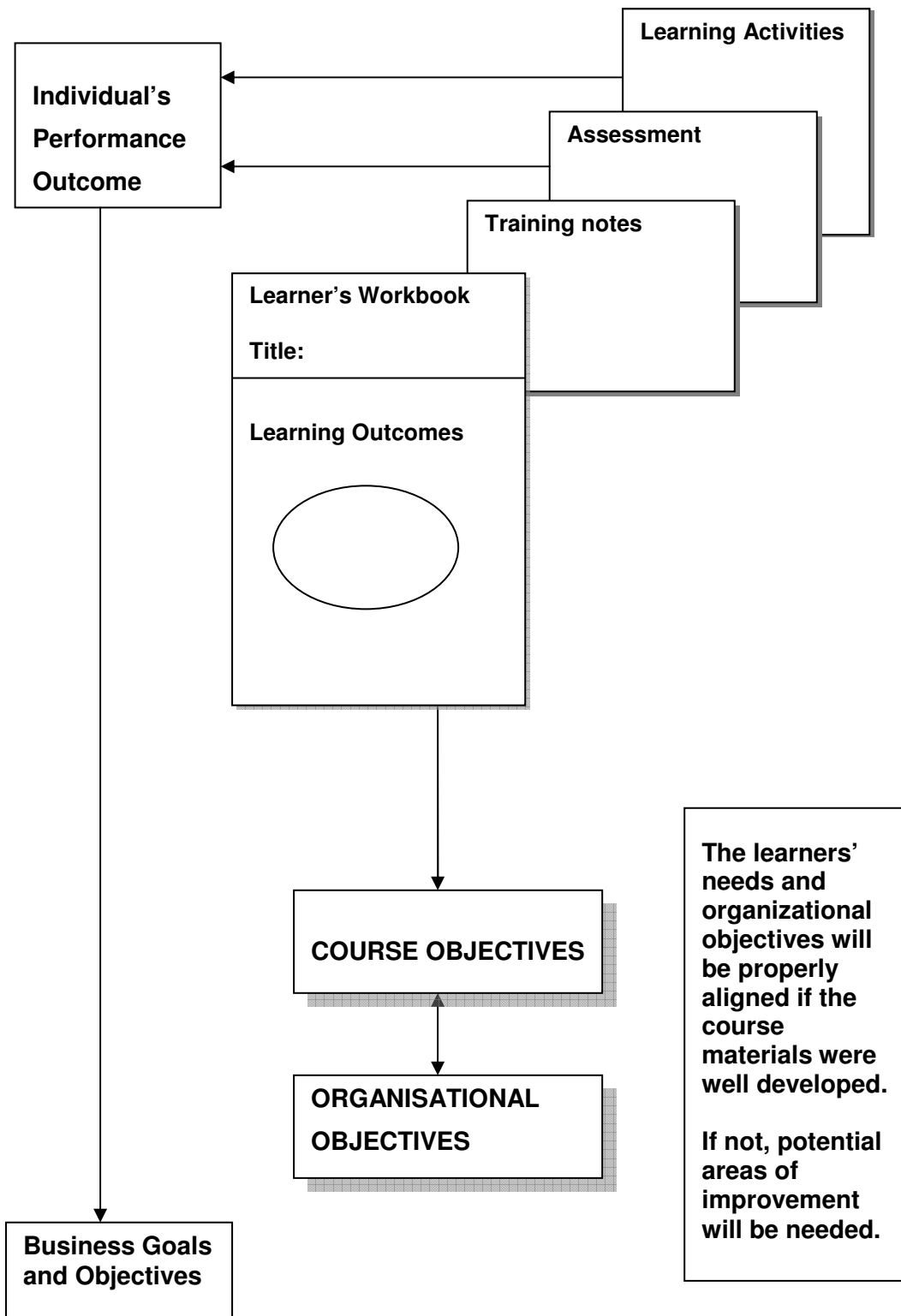
Topic: _____

Presentation Observed	Yes	No
1. Present information clearly in a manner appropriate to learner characteristics and needs, the type of learning activity and nature of learning environment		
2. Clearly communicate and inform objectives and expected outcomes of the training session to learners		
3. Use both verbal and non-verbal communication effectively to enhance learning and motivate learners		
4. Use examples, real life experiences, stories and humour appropriately to put learning into context and to stimulate interest		
5. Language, tone, pace and voice projection are appropriate to learner needs and characteristics, as well as the type of learning activity		
6. Utilise learning materials and training resources appropriately that enhances learning		
7. Arouse or generate learners interest in the content of the training session and capture learners' attention and maximize learning		

TRAIN THE TRAINER - INSTRUCTING

8. Encourage participation of learners through active listening, effective questioning and responding techniques in the training session		
9. Check and monitor learners' understanding periodically during the training session		
10. Address, acknowledge and where necessary, document learners' queries, signals (both verbal and non-verbal) and feedback accordingly		

Unit 7.2	Lessons are reviewed to determine if learners' needs and organisational objectives have been met accordingly
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The training profession, like so many others, is increasing its emphasis on assessing and promoting continuing competence of its trainers. It's an individual's professional responsibility to practice competence.

It is important that you look critically at the module you are teaching and conduct a self-reflection on what you did well, what you need to improve on and whether changes need to be made.

In your self-reflection, the following questions are a good starting point:

- What did I do in the lesson delivery that worked very well in terms of students learning?
- Is the sequencing of the lesson appropriate?
- How can I improve my knowledge of this subject?



Unit 7.3	Lesson evaluation summary is reviewed and potential areas for improvement are accurately identified
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The purpose of a lesson evaluation is to concisely and clearly identify the aspects of a training programme. This will lead to a more effective learning experience for a greater number of learners if programme is adjusted or improved.

Some suggestions for adjustment to the training programme:

- ❖ *Reviewing the Instructional design* : the learner's profile might have changed over the years and thus, more time may be required to go through the skills practice session.
- ❖ *Different instructional strategy*: the trainer can use small group discussion to Increase participation as this is a good way to get learner involvement
- ❖ *More examples and illustrations*: the trainer will have to provide more examples and illustrations to explain the concepts if learners are unclear of certain points
- ❖ *Adjusting the timing/duration*: the trainer should recommend shortening the time if the duration of training is too long or vice versa
- ❖ *Varying the pace*: the trainer may need to slow down if the lesson is too fast so that learners can catch up. On the other hand, if the lesson is moving too slow, the trainer will have to speed up so that learners will not get bored.

- ❖ *More effective conduct of lesson:* the trainer can use more appropriate delivery methods through role-play, case studies, games, software simulations, multi-media learning instead of just using powerpoint presentations in a classroom or just lecturing.
- ❖ *Reviewing training facilities* – the resources could be modified to better meet the needs of the learners. For example, providing a dvd player and video camera in the classroom, provision of computer terminals, practice aids, etc.
- ❖ *Reviewing the course content* – the content of the materials or its presentation could be improved. For example, incorporating recent issues in the workplace and recent case studies.

Potential improvements that might result from an evaluation:

- an improved learning experience - after the evaluation, use the feedback provided to improve facilities, provision of resources, training materials, refreshments, etc.
- better delivery of lesson - feedback provided by learners could provide insights as to whether the delivery of the lesson was effective.
- better buy-in by learners - Adults approach learning differently than children. Their education is not compulsory - they choose to learn. Adult learning has the potential to be fun as well as meaningful. If the learners enjoyed their experience, they would be more convinced to apply the learning at work or in their lives.



Learning Activity 7.2

Case Study

Discuss the scenarios below in your group.

1. One of your learners comes to see you to tell you that she is finding the course too difficult for her and she cannot keep up. She is thinking of dropping out. How do you respond?

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2. One of your learners keep asking questions in the class and seems to require more attention than other members of the group. Several learners have complained that she is wasting time asking unnecessary questions. They are frustrated and want you to do something about it. What would you do?

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Unit 7.4	Post Lesson evaluation is reported to the relevant authority
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A post course evaluation report for management and stakeholders is necessary once the areas of improvement are decided. The report will be distributed to the Senior Management, Human Resources Department or Training Department.

How to write a full Post Course Evaluation Report

1. **Preparation:** Derive all the ratings from post course evaluation and analyse the results against learners' needs and organizational objectives. Decide on the improvements to be made and their benefits.
2. **Organisation of report:** You need to provide a lot of information if it is a full report. The full report should describe design, delivery, training variables, evaluation instruments, data collected, data analysis, finding, conclusions and recommendations. If it is a memorandum, decide on the areas which you want to report. The *Recommendation* is very important, it describes the proposed improvements and the rationale.
3. **Writing the report:** You need to decide how formal is the report to be and write out the content.
4. **Editing the report:** Proof read the report for spelling and grammatical errors

Depending on the improvements required, the training programme could be adjusted by making changes if necessary to the following:

- Instructional design: overview of how to conduct the training programme. For example, the learner profile could have changed over the years and more time is needed to go through the underpinning knowledge.
- Training resources: the resources could be changed to better meet the learners' needs eg. screening a different video.
- Learning materials: the content of the materials could be improved by incorporating recent issues in the workplace, and supported by better produced learning aids.
- Course content: could be improved by providing more relevant examples to the learners' work and supported by justified research.
- Conduct of lesson : lesson could be changed based on the overall improvement to the management of the training.

SAMPLE POST-COURSE EVALUATION REPORT

1. Summary of key feedback

- Observation
- Questionnaire/Feedback form
- Interview
- Feedback from organisation

2. Review of course aim

2.1 Review of learning

2.2 Review of training impact and learner's needs

2.3 Review of target audiences and learners' profile

3. Review of course contents and instructional materials

- Training syllabus
- Training programme

4. Review of instructional design and strategy

- Instructional strategy
- Level of facilitation
- Training methodology
- Learner with special needs
- Class size

5. Review lesson plan

6. Review of course administration and training resources

7. Review of assessment plan

8. Course validation

9. Recommendations

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