Train the Trainer

Trainee Handout

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Lesson introduction

**Purpose of Lesson:** This lesson is intended to provide an understanding of the different teaching methods used by effective instructors. Your success, as an effective instructor, is determined to a large degree, by the ability to organize the material and to select and utilize a teaching method appropriate to a particular method.

The following will be discussed in this lesson:

* Establish best practices with the organization of lesson materials
* Preparing to teach the lesson
* Utilizing the Demonstration-performance method

Objectives

* Understand and interpret the established best practices in regards to **organizing the lesson materials**, and be able to apply the principals to future training sessions.
* Demonstrate one of the principles of **delivering the lesson** and discuss effective ideas of providing direction and the use of effective questions.
* Recognize and define the (3) three fundamental **demonstration skills** that an instructor should utilize in a classroom setting.
* Understanding the importance of the conclusion and the evaluation phase of the lesson.

References

* Bonwell, C. C.; Eison, J. A. (1991). Active Learning: Creating Excitement In the Classroom. ASHE-ERIC Higher Education Report, No. 1. Washington, DC: George Washington University, School of Education and Human Development.
* Christensen, C. R. (1991). "The Discussion Instructor In Action: Questioning, Listening, and Response." In C. R. Christensen, D. A. Garvin; A. Sweet (Eds.), The Artistry of Discussion Leadership (pp. 153-172). Boston: Harvard Business School Press.

Topic 1: Lesson Preparation

**Preparing the Teaching Lecture**

The competent instructor knows that careful preparation is one key to successful performance as a classroom lecturer. This preparation should start well in advance of the presentation.

The following four steps should be followed in the planning phase of preparation:

* Establishing the objective and desired outcomes;
* Researching the subject;
* Organizing the material; and
* Planning productive classroom activities.

**Organizing Material**

Regardless of the teaching method used, an instructor must properly organize the material. The lessons do not stand alone within a course of training. There must be a plan of action to lead instructors and their trainees through the course in a logical manner toward the desired goal.

Note: Usually the goal for your trainees is to complete the mandated training hours or in some cases receive a certificate of completion.

Class discussion: Review the lesson plan and select one (1) objective. Does it relate to the desired outcome? Yes/No and Why. Provide your reasoning.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Course Introduction**

***Three (3) elements of the Introduction***: Attention, Motivation, & Overview of what is to be covered.

What does the lesson introduction do? The introduction sets the stage for everything to come.

Attention

* Establish common ground between the instructor and trainee.
* Capture and hold the attention of the class.
* Specify the benefits the trainee can expect from the lesson

Class Discussion. How can you focus the trainees’ attention on the lesson?

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Motivate

* Establish receptive attitude toward the lesson
* Create smooth transition into the lesson

Class Discussion. Provide an example of how to motivate trainees toward the lesson. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overview of what is to be covered

* Indicate what is to be covered and
* relate this information to the overall course

Class discussion. Provide a brief example of an overview.

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**Lesson Development**

Development is the main part of the lesson. Here, the instructor develops the subject matter in a manner that helps the trainees achieve the desired learning outcomes.

**Lecture Method**

The lecture method is the most widely used form of presentation. The lecture method is adaptable to many different settings, including either small or large groups. Lectures also may be used to introduce a unit of instruction or a complete training program. Finally, lectures may be combined with other teaching methods to give added meaning and direction.

Topic 2: Lesson Delivery

**Suitable Language**

In the teaching lecture, simple rather than complex words should be used whenever possible.

* If the subject matter includes technical terms, the instructor should clearly define each one so that no trainee is in doubt about its meaning.
* Another way the instructor can add life to the lecture is to vary his or her tone of voice and pace of speaking.
* In addition, using sentences of different length helps, since consistent use of short sentences results in a choppy style.
* To ensure clarity and variety, the instructor should normally use sentences of short and medium length.

**Types of Delivery**

Lectures may include several different types of delivery. However, depending on the requirements of any particular circumstances, a lecture is usually delivered in one of four ways:

* Reading from a typed or written lesson plan.
* Reciting memorized material without the aid of a lesson plan.
* Speaking from an outline
* Speaking impromptu without preparation.

Topic 3: Lesson Demonstration

**Lesson Communication**

**Clear and Complete Directions/Instructions**

(Recite important information 3x)

Instructors need to provide directions and instructions that contain in clear, precise terms exactly what trainees are to do, in what order, with what materials, and when appropriate, what trainees are to generate as evidence of their mastery of targeted content and skills.

These directions need to be given to the trainees before they engage in their group learning efforts.

**Use of Notes:**  An instructor who is thoroughly prepared or who has made the presentation before can usually speak effectively without notes.

**Use of Questions/Answering Questions** The instructor often uses a question to open up an area for discussion.

Characteristics of an effective question?

* Have a specific purpose
* Be clear in meaning
* Contain a singe idea
* Stimulate thought
* Require a definite answer
* Relates to previously covered material

**Directly answer the question**

* Instructor can answer the trainees question directly (we do not recommend answering a trainee's question directly if you wish to foster thinking or problem-solving skills).
* However, when the questions ask for information that other trainees in the class are not likely to have (or questions asking for the instructor's opinion), directly answering the question is appropriate.
* Directly answering questions takes less time than attempting to have a trainee or the group come up with answers.
* If you choose to answer directly, make your answer brief and to the point.

**Postpone answering the question**.

Trainees are more likely to learn and remember if the instructor answers their questions when they ask them, the following is certain occaision you may decide to put off answering a question:

* due to time restraints
* complex answer, or
* the material will be covered in an upcoming class, or
* when the answer is of interest to only a few trainees.

Example: When the material is covered later, call it to the trainee's attention: "Here is the answer to the question you asked before, Bob ...."

Note: If the answer will not be covered during the course, we recommend that you offer to answer it after class or make set a time to get together with the trainee sometime.

By doing this you very clearly communicate to all of the trainees your willingness to try to answer their questions. Generally, you should answer more questions than you postpone or you are likely to find the trainees asking fewer and fewer questions.

**Repeat the question, paraphrasing it.**

This process also gives other trainees time to think about the question and possible answers to it.

This serves two purposes: (1). It ensures that the entire class hears the question and (2). It lets the questioner check your understanding of his or her question.

**Note:** When you have not completely understood, often the trainee will rephrase or elaborate upon the question. In doing so the trainee is often "thinking out loud" and may come to his or her own conclusions without further help.

**Ask probing questions.**

The intent of probing questions is to draw the trainee's attention to things that may be only implied in her answer, and so help her answer her own question.

You might respond to the trainee's question by directing her (or his) attention to a particular aspect of the issue she has raised, or drawing her attention to some previously learned course material that is relevant to answering the question or by going beyond what the trainee has said in some way.

**Discourage inappropriate questions.**

Usually trainees ask questions because they wish to learn, but sometimes a trainee will ask a question to sidetrack the class, to get attention, or even to embarrass the instructor.

Handling such questions presents a dilemma. If you treat them like other questions you may encourage the trainee to ask more of the same, but if you turn that trainee down abruptly you may discourage not only that trainee but the rest of the class from asking any kind of question. In reacting, it is probably best to tactfully indicate what about the question is inappropriate.

**Admit when you do not know an answer.**

If you do not know the answer to a trainee's question, we recommend that you say so. Although one of the roles of a SME instructor is that of "expert" and "information source," admitting that you do not know the answer to a question will probably not damage the trainees' confidence in you.

In fact, giving the trainees clues about how certain you are of your answers is likely to increase their confidence in you, for example: "The experts agree that....," "as I recall they found....," "I'll have to look that up....," etc.

On the other hand, if you try to fake it, there is a good chance the trainees will find you out and your credibility will be seriously damaged. Unless the question is tangential to the objectives of the course, we recommend that you assume responsibility for finding the answer to questions you do not know and report back to the entire class.

**Asking QuestionOpen-ended questions**

(Who, What, When Where & How)

Ask open-ended, not just close-ended questions.

*Close-ended question* - Structures the response for the trainee and can be answered by one word, often "yes" or "no", or by a very brief phrase.

*Open-ended question* - Leaves the form of the answer up to the person answering and so elicits much more thinking or information.

**Wait, pause and silence!**

Wait, give the trainees time to think. The basic reason for pausing after asking a question is to give the trainees time to think about possible answers.

If the question is worthwhile, even at the memory level, it deserves a wait. Questions at higher levels require considerable time -minutes- for trainees to think before they can adequately answer. If you really want the trainees to answer the question, you must give them enough time.

**Do not put down the trainees.**

You should avoid anything which would embarrass the trainee who asks the question. Here are a few instructor responses well-calculated to insure that the trainee asking the question will not ask any more questions.

We have suggested possible alternatives.

EXAMPLES

|  |  |
| --- | --- |
| Poor: You should know that we covered that in.... | Better: What about ... that we covered ... weeks ago? How does that fit in? |
| Poor: You're completely wrong. | Better: How would you reconcile what you're saying with ...(something previously covered)? |
| Poor: I entirely disagree. | Better: I'm not sure I agree, (or I think I disagree) because ... |
| Poor: This is how we do it. | Better: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Lesson Demonstration**

“We learn by doing”

**Demonstration**

Trainees learn the skills by performing those skills under supervision.

1. Identify the most important learning outcome
2. Explain and demonstration the steps involved to perform the task
3. Allow the trainees time to practice each step.

Trainee Performance with Instruction. The trainee performing the skills. To learn the skill the trainee must practice.

**Conclusion**

An effective conclusion retraces the important elements of the lesson and relates them to the objective. This review and wrap-up of ideas reinforces trainee learning and improves the retention of what has been learned. New ideas should not be introduced in the conclusion because at this point they are likely to confuse the trainees.

Note: By organizing the lesson material into a logical format, the instructor has maximized the opportunity for trainees to retain the desired information.

**Evaluation Phase**

The instructors will assess the trainee’s performance. To assess each trainee’s ability to perform, the instructor should have the trainees work independently and provide comments to how each performed the skills relative to the way it was taught.

Note: Positive feedback can motivate them to greater effort because it makes their goal seem attainable. Also, ask your trainees how they feel they are doing.

Practical Exercise

**Directions**: Utilizing the material in this lesson and group discussion, create a lesson plan and provide in a discussion setting examples of effective demonstrations and clear and complete questions that can be used.

1. Review the objectives of your lesson and see if the lesson flows with the objectives.

2. Give Two (2) examples of effective demonstrations that can be used to reinforce your lesson objectives.

3. Give some examples of measuring your trainees’ learning.