Training Delivery & Evaluation

Presented by
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Learner Induction

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Module aim and learning outcomes

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The aim of this module is to give learners an understanding of their rights and responsibilities as learners.

At the end of the module, you will be able to:
‣ Explain the Housekeeping arrangements
‣ Explain who the Award is and who awarding body is
‣ List the duties of Qualtec as the course provider
‣ List the responsibilities of Learners
‣ Expectations of Learners
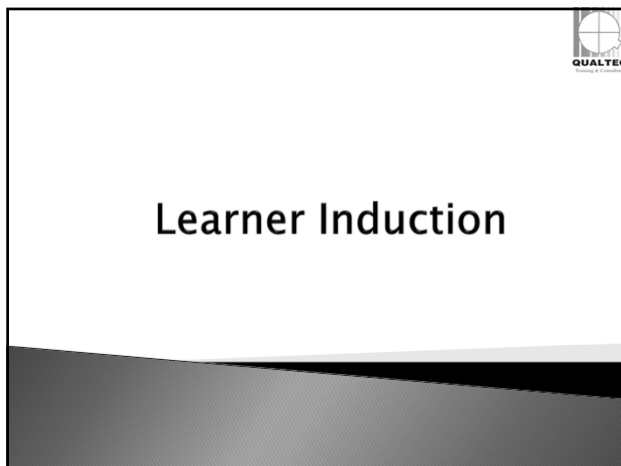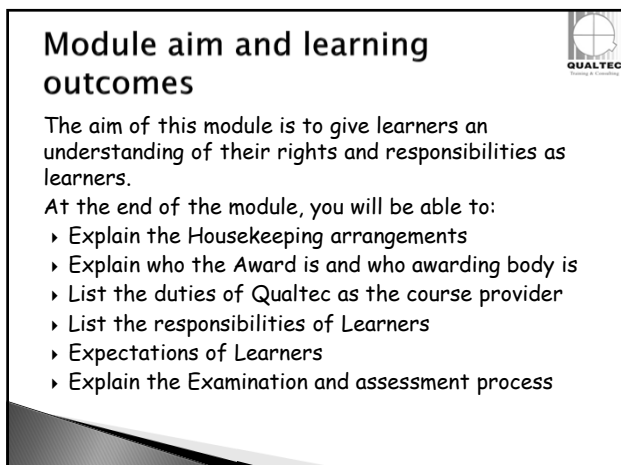‣ Explain the Examination and assessment process

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Basic Housekeeping Rules

Phones: Please keeping on silent
Health & Safety: Fire Exits,
Schedule and breaks: Course times are 9.30 to 3.30.
Breaks at 11am and 1pm
Participation: Participation is welcomed & expected!
Academic Support: Send email to info@qualtec.ie

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Learning Agreement: Course Provider

- Protect your personal Data
- Treat all learners equally, fairly and with dignity and respect and recognise diversity
- Provide a safe learning environment
- Start courses and finish courses on time and inform you as early as possible on any schedule changes.
- Provide you with course notes/resources so that you can complete the course successfully.
- Assess you fairly in accordance with our Assessment Policy and Procedure.
- You can appeal results or complain about any aspect in accordance

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Learning Agreement: Learners

Attend all training sessions punctually unless agreed otherwise
Treat learners equally, fairly and with dignity and respect and recognise diversity.
Contribute and participate constructively in the training sessions.
Submit any assignments within the deadline unless agreed otherwise
Ensure that any assignments and course work are your own work
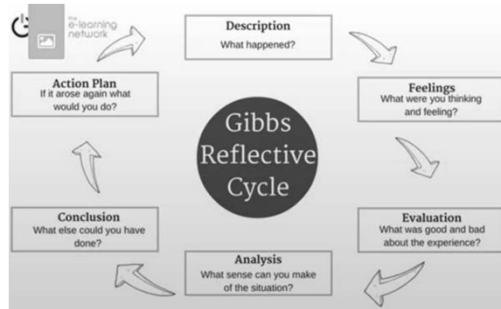Abide by any fair disciplinary actions set by trainer/Qualtec.

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Assignments & Assessments

Lesson plan – completed prior to presentation
Assessment: 30 mins Presentation: (2nd week)
Reflective journal – 1500 words (1 week)

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Gibbs Reflective Cycle

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Aim:

The aim of this course is to provide you
with the knowledge, skills and attitude to
be able to develop and present an
effective training session

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Road map

- Unit 1 Theory of Training
- Unit 2 Psychology of training
- Unit 3 Adult learning
- Unit 4 Lesson Planning
- Unit 5 Delivery of training
- Unit 6 Assessment of training

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Theory of Training

Module Aim:
The aim of this module is to provide you with the knowledge, skills and attitude to become a terrific trainer!

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Module learning outcomes

On completion of this module you will be able to:
- List the three components of training
- compare and contrast training and education
- List the benefits of becoming a trainer
- List the roles and responsibilities of a trainer
- List the knowledge, skills and attitude of a trainer
- List the grounds for discrimination
- List relevant social, linguistic & cultural issues
- Deal with equality and diversity
- Deal with challenging learners
- Apply the theory to training practise

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What is training?

A planned systematic approach,

to providing knowledge, skills, and attitude,

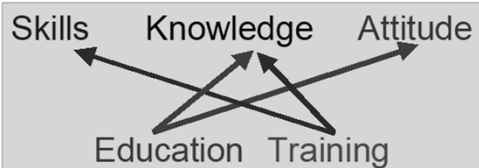for an activity or range of activities. Garavan

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Education V Training

Education	Training

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Skills   Knowledge   Attitude

Education Training

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Why become a trainer?

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Roles & Responibilities

Roles	Responsibilities

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Knowledge, Skills and Attitude

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Recap

- List the three components of training
- compare and contrast training and education
- List the benefits of becoming a trainer
- List the roles and responsibilities of a trainer
- List the knowledge, skills and attitude of a trainer

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Challenging issues

The aim of this module is to provide you with the knowledge, skills and attitude to deal with challenging issues.

On completion of this module you will be able to:
- List the grounds for discrimination
- List social, linguistic & cultural issues
- Deal with equality and diversity
- Deal with challenging learners
- Apply the theory to training practise

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Social, linguistic & Culture issues?

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Ground for Discrimination

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Dealing with challenging learners?

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Recap

▸ Social, Linguistic & Cultural issues?
▸ Grounds for discrimination?
▸ Challenging issues?

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Psychology of learning

The aim of this module of to provide you with the knowledge, skills and attitude to change behaviour

At the end of this module learners will be able to:
Explain what psychology is.
Explain the different psychological approaches
Explain how these approaches can be applied to training

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Psychological Approaches

What is psychology?

The science of behaviour
Why?
To modify behaviour?
How?
‣ **Behaviourist approach**
‣ **Humanistic approach**
‣ **Cognitive approach**

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Behaviourists

What?
Focus on skill

How?
Conditioning
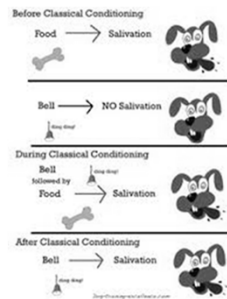
Who?
Pavlov, Watson, Skinner

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Conditioning

Who?
▸ Pavlov

▸ How?

What?
Conditioning a dog
Stimulus/ Response

Before Classical Conditioning
Food ⟶ Salivation

Bell ⟶ NO Salivation

During Classical Conditioning
Bell
followed by
Food ⟶ Salivation

After Classical Conditioning
Bell ⟶ Salivation

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Watson's "Little Albert"

▸ What?
▸ Experiment on a kid
▸ Why?
▸ Can we be conditioned?
▸ How?
▸ Repeated loud noises with the rat on his lap

▸ Relevance to training?
▸ We can be conditioned to behave in a certain way

Before Conditioning

He sees a white rat

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Permanent Conditioning

Who?
Skinner

What?
Rewards and punishments for behaviour.
How?
Positive & negative reinforcement

Relevance to training?
You need to reinforce training afterwards

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Humanists

What?
Focus on motivation, attitude

How? Principles
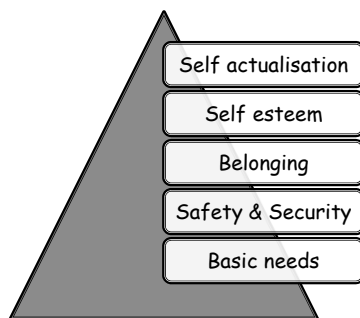‣ Personal responsibility,
‣ Internal motivations
‣ Free will

Who?
Maslow

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Maslow's Hierarchy of Needs

Self actualisation

Self esteem

Belonging

Safety & Security

Basic needs

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Vrooms Expectancy Theory

Expectancy

Instrumentality

Valence

Effort → Performance → Reward
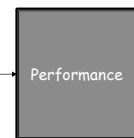
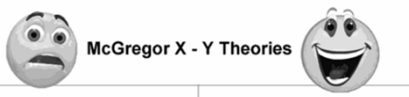Can I succeed if I work hard?   What is expected?   Will the reward be worth it?!

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McGregor 's Theory X and Y

McGregor X - Y Theories

Theory X	Theory Y
* people need close supervision	* people want independence in work
* will avoid work when possible	* people seek responsibility
* will avoid responsibility	* people are motivated by self-fulfilment
* that they desire only money	* people naturally want to work
* people must be pushed to perform	* people will drive themselves to perform

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Cognitive Approach

What?
Focus on knowledge
Storage & retrieval of information in memory.

How (Short term to long term)?
- 9
- Chunk (Chunkie bar)
- Bullet points
- Expand
- Teach it
- Lists. 1st and last!!
- Mnemonics e.g PEEPS!!!
- Peg words. One is a bun….

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Recap

- Behaviourists: C……..
- Humanists=M………
- Cognitive=………..
- Relevance to training?

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Adult learning

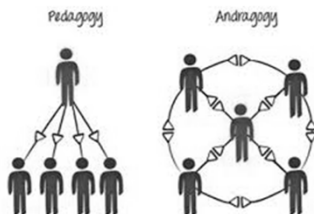The aim of this module is to provide you with the knowledge and attitude to train adults.

At the end of this module you will be able to:
‣ List the key principle of adult learning
‣ State the different types of learners
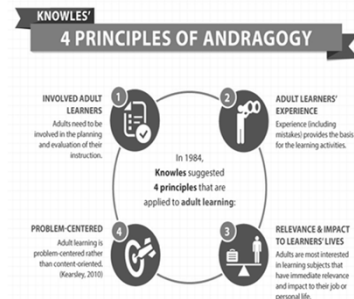‣ Explain the relevance of this to training

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Kids	Adults

Pedagogy   Andragogy

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Knowles- Androgogy

‣ Problem centred
‣ Involved
‣ Experience
‣ Relevant

KNOWLES'
4 PRINCIPLES OF ANDRAGOGY

INVOLVED ADULT LEARNERS ①
Adults need to be involved in the planning and evaluation of their instruction.

② **ADULT LEARNERS' EXPERIENCE**
Experience (including mistakes) provides the basis for the learning activities.

In 1984, **Knowles** suggested **4 principles** that are applied to **adult learning:**

PROBLEM-CENTERED ④
Adult learning is problem-centered rather than content-oriented. (Kearsley, 2010)

③ **RELEVANCE & IMPACT TO LEARNERS' LIVES**
Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.

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Flemings VARK Model

- Examples?
- Examples?

Visual Aural

Reading Kinaesthetic

- Examples?
- Examples?

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Honey and Mumford

- Pragmatists
- Activists
- Reflectors
- Theorists

Can I have a think about that?

Can I have a go at doing this now?

Reflector Activist

Pragmatist Theorist

How does this work in the real world?

Why does this work like that?

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Group Dymanics

When?

Forming → Performing

How?

Norming ← Storming
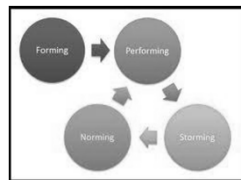
Why?

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Recap

- Learning styles? VAK, PART?
- Principles of adult learning?
- Relevance to training?

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Lesson planning

The aim of this module is to provide you with the skills to plan and develop an effective training session

At the end of this module you will be able to:
- Set clear aims and learning outcomes
- Develop a lesson plan
- Develop a course

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Aim

What?
- Statement of the overall activity the learners will be able to perform.

How?
The aim of this session is to provide you with the knowledge, skills and attitude to………..

Why?
Give an overall direction and focus for the course

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Learning outcomes

What?
Statements of what the learners will be able to do

How?
At the end of this module learners will be able to:
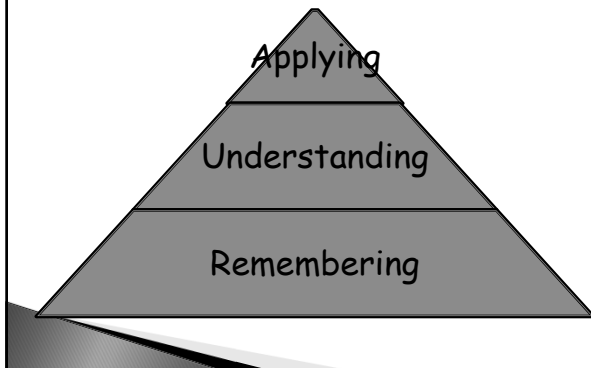Action verbs
SMART: Specific V Wooly!!

Why?
Helps the trainer structure course & select content
Gives students an expectation on assessments
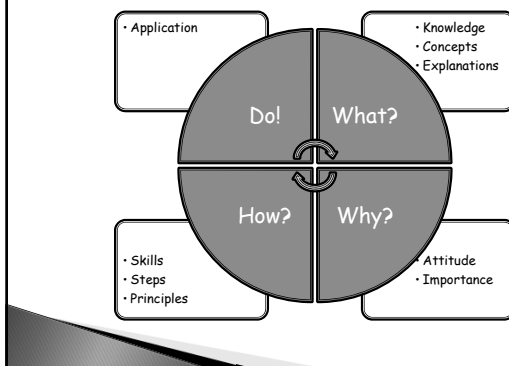
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Levels of learning

Applying

Understanding

Remembering

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Course structure: 4 MAT

• Application

• Knowledge
• Concepts
• Explanations

Do!   What?

How?   Why?

• Skills
• Steps
• Principles

• Attitude
• Importance

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Group Exercise

‣ Set aim and learning outcomes for simple tasks:
‣ Making a cup of tea!
‣ Setting a table

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Course content

What?
Material of the course

Why?
So the aim and learning outcomes can be achieved!
How?
‣ Subject. What's going to be covered?
‣ Scope. How broad or specific?
‣ Loading. How deep?
‣ Relevance: Useful/ appropriate?
‣ Sequence. In what order?

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Recap

‣ Aims & Learning outcomes
‣ Specific V Wooly
‣ Levels of Learning
‣ 4 MAT
‣ Course Content

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Training Media

The aim of this topic is to provide you with the K, S & A to use different training media

At the end of this module you will be able to:
‣ List the different types of media
‣ Explain what they are
‣ List their benefits
‣ List the dos & don'ts of each

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Teaching Media

‣ What?

‣ Why (benefits)?

‣ How (Do's/ don't's)

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Powerpoint

Benefits	Dos/Don't

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Flipchart/Whiteboard

Benefits	Dos/Don't's

55

Props

Benefits	Dos/Don't's

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Handouts

Benefits	Dos/Don't's

57

Videos

Benefits	Dos/Don't's

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Recap

- List the different types of media
- Explain what they are
- List their benefits
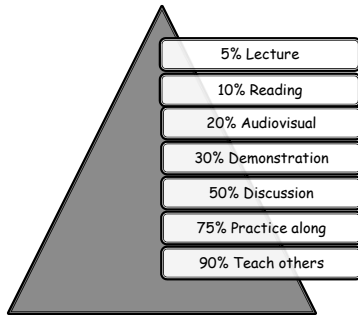- List the dos & don'ts of each

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Training Methods

The aim of this topic is to provide you with the K, S & A to use different training media

At the end of this module you will be able to:
- List the different types of methods
- Explain what they are
- List their benefits
- List the dos & don'ts of each

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Learning Pyramid

5% Lecture
10% Reading
20% Audiovisual
30% Demonstration
50% Discussion
75% Practice along
90% Teach others

Source: National Training Laboratories: Bethel, Maine

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Lecture– One way

Benefits	Do's/Don'ts

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Discussion: Two way

Benefits	Dos/Don't

63

Demonstrations

Benefits	Do's/Dont's

64

Case Study/Role Play

Benefits	Do's/Don'ts

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Ice breakers

Benifets	Do's/Don'ts

66

Energisers

Benifets	Do's/Don'ts

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Recap

‣ List the different types of methods
‣ Explain what they are
‣ List their benefits
‣ List the dos & don'ts of each

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Unit 6 Training Delivery

Module aim: The aim of this module is to provide learners with the knowledge, skills and attitude to present a training session effectively.

At the end of this module learners will be able to:
‣ Prepare correctly for a training session
‣ Establish credibility
‣ Deal with fear
‣ Establish rapport with their learners

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Preparation

‣ What?

Why?

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Fear

What (happens)?

Why (does it happen)?

How(to deal with it)?

WORSE CASE OF STAGE FRIGHT
I'VE EVER SEEN

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Rapport

• Why?
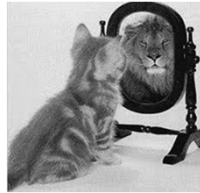
• When?

• How?

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Credibility/Confidence/Competence

What?

Why?

How?

When?

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Communication

Module aim: The aim of this module is to provide you with the knowledge, skills and attitude to communicate effectively with your learners

At the end of this module learners will be able to:
‣ State the elements of communication
‣ List what we use of ourselves to communicate
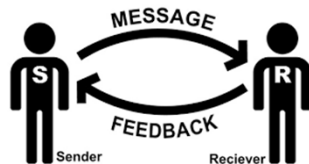‣ State the do's & don'ts for each of these

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Communication

What (do we use?)

Why?

How (do's and don'ts)

MESSAGE
S
R
FEEDBACK
Sender   Reciever

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Voice

Do's	Don'ts

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Eye Contact/Facial expressions

Do's	Don'ts

77

Hand gestures/ Movement

Do's	Don'ts

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Poor training

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REU Science Communication Workshop

Session One: Oral Presentations
June 22, 2012
Museum of Science

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Poor training

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Unit 7 Evaluating training

‣ Module aim: The aim of this module is to provide learners with the skills to be able to evaluate training effectively

At the end of this module learners will be able to:
List the different levels of evaluating training
Suggest ways of evaluating training
Evaluating training effectively
Improve training courses effectively

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Assessments

‣ What?
A systematic approach to evaluating if the aims and learning outcomes have been achieved.

Why?

To ensure training is effective

How?

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Kirkpatrick's Levels of Evaluation

Level One: Reaction. Satisfied
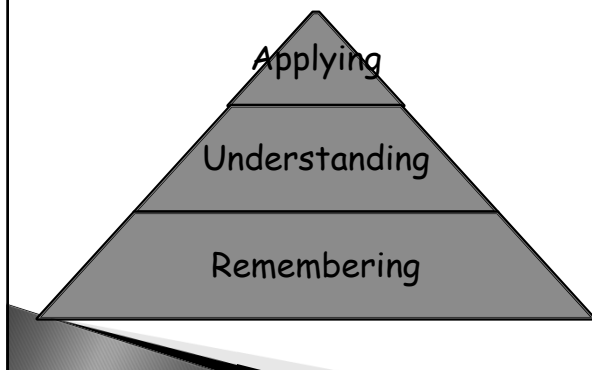**Level Two: Learning. Knowledge & Skills**
Level Three: Behaviour. Application
Level Four: Results.
Level 5 ROI – Pr.ofit

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Levels of learning

Applying

Understanding

Remembering

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Principles of assessing

‣ Identify stakeholders
‣ Only assess what was covered
‣ Ensure Knowledge, skills and attitude are assessed
‣ Identify any challenges to the assessment

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Lets reflect!!

Why?

When?

How?

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Recap

‣ What do you assess?
‣ Levels of assessment?
‣ Principles to assessing?

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