# Preparing to Teach Transition to Trainer

# Acknowledgements

# Welcome

Transition to Trainer was developed by a group of Wisconsin apprenticeship training professionals (apprentices, employers, on-the-job trainers, instructors, and sponsoring organizations) in 1996. These experts identified the key responsibilities of a skilled worker trainer, revising content in 2007 and 2020, addressing a changing workforce, new apprenticeships, and technology opportunities.

This course is designed to provide you resources for the delivery of the Transition to Trainer course.

# Transition to Trainer Instructor Requirements

Transition to Trainer Instructors must meet the following criteria:

1. Complete the WTCS Teaching Methods professional development course, or approved equivalent.
2. Complete the Preparing to Teach Transition to Trainer Training
   *NOTE: Instructors approved for training prior to the 2020 Revisions must complete an abbreviated offering of this training.*
3. Current approval to facilitate on file with the Bureau of Apprenticeship Standards.

Bureau of Apprenticeship Standards maintains the list of approved Instructors.

# WTCS Teaching Methods Competencies

The following competencies are addressed in the WTCS Teaching Methods course. This course builds upon these competencies. Review of these are responsibility of each instructor.

### Explore instructional strategies
**Criteria**
- you evaluate how one or more specific technologies impact teaching
- you evaluate how one or more specific technologies impact learning
- you explore strategies that encourage critical thinking/problem solving
- you explore strategies that encourage engagement
- you explore strategies that encourage reflection
- you explore strategies that promote practical and real-world application you explore strategies for various delivery modalities (i.e. online, hybrid/blended, accelerated)

### Analyze learning theories and models/cycles
**Criteria**
- you compare behavioral, humanistic, cognitive, brain-based, information processing, constructivist, and/or other theories
- you describe behavioral, humanistic, cognitive, brain-based, information processing, constructivist, and/or other theories
- you address characteristics of learning styles
- you address characteristics of multiple intelligences
- you address characteristics of at least one additional model: dimensions of learning, accelerated learning, emotional intelligence, collaborative learning, experimental education, etc.
- you include principles of adult learning

### Create a plan for learning
**Criteria**
- plan considers delivery method (face to face, hybrid/blended, online, accelerated, flipped, etc.)
- plan shows alignment to outcomes
- plan follows a learning theory or learning model
- plan includes variety in instructional strategies that support learning and present content
- plan identifies learning materials
- plan identifies assessment
- plan includes strategies for actively engaging learners
- plan addresses the physical environment (for all delivery modes).
- plan addresses social needs of learners (i.e. sense of community, group work, icebreakers, etc.)
- plan addresses emotional needs of learners (i.e. support for risk taking and mutual respect)
- plan addresses course expectations
- plan promotes problem solving, critical thinking, and reflection

### Facilitate learning
**Criteria**
- you communicate expectations
- you communicate alignment to outcomes
- you organize learning experiences according to the learning cycle
- you use learning theory or learning model
- you use instructional strategies that support learning and present content
- you use learning materials
- you incorporate assessment
- you engage learners
- you meet social needs of learners (i.e. sense of community, group work, icebreakers, etc.)

- you meet emotional needs of learners (i.e. support for risk taking and mutual respect)
- you employ questioning techniques that promote higher level thinking (problem solving, critical thinking, and reflection)
- you customize learning based on learner needs
- you use learning activities appropriate to the delivery mode

**Revise teaching practice**
**Criteria**
- you gather feedback from a variety of sources
- you analyze feedback
- you modify plans and instruction based on feedback

*\*WTCS Teaching Methods Competencies, revised 2014*
*\*\*View* https://mywtcs.wtcsystem.edu/ *for current Teaching Methods Offerings*

## Using this Guide

This guide includes the following sections:

- Preparing to Teach Transition to Trainer
- Transition to Trainer Course Learning Plans
- Access to Transition to Trainer Participant Materials

# Learning Plan 1: Cultivate a Positive Learning Environment

## Competency
1. Develop a plan for cultivating a positive learning environment

## Why This Skill is Important
Setting a positive course environment is essential to the success of a course. But what makes a positive environment? Most of us just do what we have experienced in the past--sometimes it works, sometimes it does not. You will discover how to cultivate a positive course environment for your course.

### *Assessment Strategies*
- by completing a Course Plan

### *Your performance will be successful when:*
- plan addresses specific needs of the apprentice/skilled worker target population
- plan includes specific strategies you will use to create a positive course environment
- plan includes a diagram showing how to arrange the course room
- plan includes your notes for opening the course and detailing why the course is important to your audience
- plan includes an ice breaker

### *Learning Objectives*
a. Explain the principles of how adults learn.
b. Identify characteristics of a positive course environment.
c. Describe ways to arrange the course to gain participation.
d. Explain the role of the icebreaker in the course.
e. Relate the content to the target population.

## Learning Activities

| | Learning Activity | Teaching Notes | Materials/Supplies |
|---|---|---|---|
| 1. | THINK ABOUT the signs of a poorly designed workshop or meeting. How did this impact the course of the session? What about the end result? Record your reflection. What elements do you feel establish a positive environment? | | |
| 2. | REVIEW the Transition to Trainer Background Information to learn how/why the Transition to Trainer course was created. Make notes on follow-up items. | | |
| 3. | EXAMINE the Performance-Based Learning Overview. Discuss how this reflects the apprenticeship model. | | |
| 4. | DISCUSS the characteristics of your target audience. Capture ways you can address some of their needs related to adult learning. You will use this information in the Course Plan. | | |
| 5. | REVIEW the Breaking the Ice information sheet. BRAINSTORM additional sample ice breakers on the Sample Icebreakers activity sheet. | | |
| 6. | PRACTICE opening the workshop and conducting an icebreaker. Use the Welcome Practice activity sheet to help you plan. | | |

## Assessment Activity

| # | Assessment Activity | Teaching Notes | Materials/Supplies |
|---|---|---|---|
| 1. | COMPLETE the Course Plan. | | |

# Performance-Based Learning

This course is based on performance-based learning strategies. Performance-based learning is an approach to teaching and learning which:

- Specifies required outcomes (competencies) before the learning experience.

- Requires learners to demonstrate competencies successfully to complete the learning experience.

- Uses quality measures (criteria) for successful demonstration of the competencies to evaluate the learner's performance. The criteria are competency-specific and specified before the instruction.

# Transition to Trainer Learning Plans

The course is organized into five learning plans. Learning plans detail the agenda for the course and include:

- **Competency**: Learning Plans focus on one specific competency, or major skill the learner can acquire by completing the Learning Plan. It is what the learner will be able to *do* as a result of the learning experience.

- **Why This Skill is Important:** This section tells learners why they need to learn the competency. It communicates the importance and purpose of the competency. The intent is to hook their interest and motivate them to achieve the competency.

- **Quality Measures:** This section outlines how learners demonstrate the competency in the context of the course. The criteria are used to assess learner competence. If you are offering the course for credit, you will use the quality measures to help you assess the work learners submit for a grade.

- **Learning Objectives:** Learning objectives are supporting skills, knowledge or attitudes learners learn as a step toward acquiring the related competency. These serve as a guide and checkpoint to help learners determine if they are learning the intended competency.

- **Learning Activities:** Learning activities are the actionable steps taken to acquire the learning objectives and competencies. The activities are conducted course using supporting resources, websites, handouts, and other resources are provided to you and the learners.

- **Performance Assessment Activities:** Learners finish each Learning Plan by completing the Performance Assessment Activities, informing learners how they will demonstrate the attainment of the competency.

# Transition to Trainer Course Details

**Time**
Transition to Trainer is designed to take approximately 8 hours to complete. It can be delivered in any configuration appropriate for your audience. Examples include a 1-day in-person offering, four 2-hour sessions, 4-hours online and 4 hours in person, and so on.

**Deliver Mode**
Delivery modes may also vary depending upon the audience, situation, or available technology. Development of courses in a learning management system (LMS), full or in part, is the responsibility of the offering organization or individual.

**Credit/Non-Credit**
The course can be delivered as either paid or non-paid related instruction on either a credit or non-credit basis.

If you conduct the course for credit, learners must submit the performance assessment activity identified in their learning plans for evaluation and grading.

**Course Participants**
Course participants may or may not represent the same occupation or apprenticeship. Activities and resources provided support many occupations, and you can adapt to meet the needs of your audience.

**Materials and Supplies**
Participant materials are provided electronically and can be uploaded to a Learning Management System (LMS) or provided via an accessible web link. All participants must receive the *Learner Guide* and *Training Toolkit.*

## In-Person Room Set Up
This course is designed to be interactive in nature. Make your set up as discussion friendly as possible allowing participants to face one another as much as possible. Conference tables, U-shape and slanted table and desk arrangements allow for more frequent interaction. You may not have much control over the set-up of your training room, however moving tables and chairs can create a more interactive environment.

## Virtual Learning
Online and hybrid courses necessitate different approaches to cultivating a positive classroom environment. Intentional interaction with participants is Critical, remembering the learner characteristics do not necessarily change when a course is delivered in a different mode. Encourage interaction and invite participants to connect with you and fellow participants on and off-line where possible. Follow the guidelines and online teaching standards for the organization or college providing the learning management system (LMS).

**Follow these tips to create your class.**

**Create a Welcoming Presence**
- Arrange class materials in a logical manner – follow the learning plans provided
- Welcome learners to the class before the session – a quick email goes a long way
- Provide a variety of activities and resources – not just lecture or reading pages of writing

**Ensure Appropriate Expectations**
- Introduce yourself
- Provide purpose for the course (What's In It For Me?)
- Address housekeeping items (submission of work, deadlines, interaction expectations)
- Review the course competencies

**Begin with a Motivating Activity or Icebreaker**
- Use quick, reflective activities
- Integrate videos and visuals
- Keep it brief (10-15 minutes in person or video, brief discussion online)

**Keep the Learners Active**
- Use the learners' experiences for examples; use your personal stories sparingly
- Create discussions (in-person and online), WIKI's and activities requiring participants to interact with class frequently
- Ask questions more than you give answers – this works in written and spoken word
- Change group members so learners have a chance to work with a wide variety of people
- Accept multiple forms of responses (i.e. videos, photographs, etc.) where appropriate

# Characteristics of Adult Learning

[Malcolm Knowles](#) (1980, 1984) identifies six main characteristics of adult learners. Discuss these characteristics of learning with classmates. Consider how each characteristic applies to you. Describe implications this might have in the environment of apprenticeship and creating a positive learning environment. Adult learning is:

- Self-directed, autonomous
- Uses knowledge & life experiences
- Goal-oriented
- Relevancy-oriented
- Highlights practicality
- Encourages collaboration

Consider the structure of apprenticeship and how the model of apprenticeship follows common adult learning theories. Others, such as David Kolb, Patricia Cross, and Jack Mezirow, build upon Kolb's theories, exploring different dimensions and impacts to learning as adults.

The web provides a wealth of information about adult learning theories and practices. Here are a few additional resources on Adult Learning:

https://www.ode.state.or.us/wma/teachlearn/testing/resources/essentialskillreading_hs_level3_characteristicsadultlearners.pdf

https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf

https://youtu.be/Uk6QFlUYrkE

Reflect on your preferred method of learning. How have your experiences shaped your preferences? How might this impact your role as a trainer?

# Getting Started – Motivating Participants

Engaging participants is the key to any learning experience. Trust among participants and instructor must be established immediately and repeated throughout the offering. An icebreaker is a great starting point.

**What is an icebreaker?**
Icebreakers are also known as energizers, meeting starters, openers, or warmups. These should be

**Why use icebreakers?**
- Engage participants immediately
- Helps the instructor get to know the participants
- Can relax and ease the environment

**When do you use an icebreaker?**
- At the beginning of a course
- After a break
- Whenever energy is lagging

**How can you conduct an icebreaker effectively?**
- Choose an icebreaker that is consistent with the tone of the course
- An icebreaker should take no more than 15-20 minutes of the class
- Do not use icebreakers difficult or embarrassing for participants
- Establish a rule "What is stated in the icebreaker, stays in the icebreaker"
- Discourage sharing of proprietary or private information
- Keep the activity moving swiftly

Spend time preparing an icebreaker. Sometimes "more serious" icebreakers inadvertently send the message "there will be no fun here!" On the other hand, a "silly" icebreaker may seem like a waste of time and inadvertently disinterest participants. The icebreaker can set the tone for the entire course!

# Sample Icebreakers

**Directions:**  Read through the list of icebreakers below. Consider where these may be useful.

1.  Ask participants to introduce themselves using an object they have on hand that represents their attitude towards their current job. Give them a few minutes to think about the item and craft a brief response.

2.  Post 3-4 questions on the board. Direct participants to work in pairs and interview each other using the questions. After about ten minutes, they can come back to the larger group and introduce each other. Questions could include:
    *   What is your name?
    *   What company do you work for?
    *   What is the most interesting thing that has happened to you this week?
    *   What new skill have you learned in the last year?
    *   What drew you to your current occupation?
    *   What were you doing yesterday at this time?

3.  Post the statement "*I'm the world's greatest*…" before the class. Ask learners to complete the sentence and turn in the note to you. The answers can be real or funny (i.e. *I'm the world's greatest welder* or *I'm the world's greatest pancake eater*). Put all of the cards into a hat and pull one out at a time. Read the statement and ask for the person who wrote it to introduce himself/herself to the class and tell why he/she is the "world's greatest."

4.  Two truths and a lie: Prompt participants to capture 2 truths and 1 lie about themselves. Each participant shares the statements and others need to identify the "lie". This works well in a group of individuals who are familiar with one another.

5.  Provide a collection of images (i.e. post-cards, slide deck, or have participants search the web) or ask students to find a piece of artwork that best describes their current occupational situation. Participants share the image and describe why she/he selected the image.


Brainstorm additional icebreakers and motivating activities below. Note where these might be useful and the characteristics of the intended audience.

# Welcome Practice Activity

**Directions**:  Document your welcome for the course below. Select a delivery method (n person, synchronous video, online or hybrid).

❑ Course Delivery Method:

❑ Welcome apprentices to class:

❑ Introduce yourself; establish yourself as an expert – why are you suited to teach this course?

❑ Conduct an icebreaker:

❑ Provide background information on the course:

❑ Review course expectations and guidelines:

# Assessment: Your Course Plan

Draft your course plan in the spaces provided below.

1. Target Population: Describe the apprentice/skilled worker target population. How might they respond to the course and how will you prepare for it?

| Characteristics of the Target Population | What I Will Do in the Course to Address It |
|---|---|
|  |  |
|  |  |
|  |  |
|  |  |

2. Course Environment: Identify the strategies you will use to create a positive course environment.

3. Course Introduction: Describe how you will introduce the course to your audience. Be sure to address the purpose of the course and benefits of completing the course.

4. Icebreaker: Identify the icebreaker you will use in the course.

# Learning Plan 2: Facilitate Course Activities

## Competency

2. Facilitate course activities

## Why This Skill is Important

As the Trainer of a course, you are in a unique position. You are a leader, a participant, and an observer. You provide the structure and activity from beginning to end. You provide a model for other participants.

In this learning plan you will explore the skills needed to facilitate a course effectively, but we all know that we do not become experts at using new skills overnight. New skills take continuous practice. You will learn more about how to conduct a course with each course you give. You do not have to be an "expert" with answers to every problem or questions. But you do have to be a learner--always trying to learn something new from your past attempt.

***Assessment Strategy***
- conduct an activity from the *Transition to Trainer* course

***Your performance will be successful when:***
- you introduce the concept to be learned clearly
- you use examples to support your main points
- you post activity directions on the flipchart or board
- you give clear directions for the activity
- you create groups effectively
- you encourage active learner participation
- you close the activity by summarizing what was learned
- you use time effectively
- you use visual aids to support the learning

***Learning Objectives***

1. Explain how to conduct different types of course activities
2. Identify how to give directions clearly
3. Describe how to use visual aids effectively
4. Summarize ways to energize a lagging group
5. Detail how to present effectively
6. Examine ways to handle difficult situations

## Learning Activities

| # | Learning Activity | Teaching Notes | Materials/Supplies |
|---|---|---|---|
| 1. | DESCRIBE your most memorable learning experience. Think about the things that made it effective. Record your ideas on the Think About It activity sheet. Share your findings with the class. | | |
| 2. | READ the statement on the Learning information sheet. Consider how this reflects the learning and teaching strategy of apprenticeship. | | |
| 3. | COMPLETE the Active Learning activity sheet in your small group. Participate in a discussion over the questions. | | |
| 4. | EXAMINE the Characteristics of Effective Trainers. Consider additional distractions and positive behaviors you have experienced. | | |
| 5. | COMPLETE the Characteristics of Effective Trainers self-check. | | |
| 6. | REVIEW the Visual and Audio Aids information sheet. | | |
| 7. | REVIEW the Presentation Tips information. Make note where delivery mode impacts presentation. | | |
| 8. | REVIEW Learning Styles information as a review from Teaching Methods. | | |
| 9. | DISCUSS Special Concerns scenarios with classmates. Capture practices you may find useful in the future. | | |

## Assessment Activity

| # | Assessment Activity | Teaching Notes | Materials/Supplies |
|---|---|---|---|
| 1. | COMPLETE the *Course Plan*. | | |

# Think About It - Most Memorable Learning Experience

**Directions:** Think about a concept or skill that you enjoyed learning. Picture the environment, setting, people involved, etc. Respond to the items below.

1. What specific class, event, or situation comes to mind?

2. Describe the environment or setting?

3. How was the material presented?

4. What was your role in the learning?

5. Describe why you felt the learning and/or instruction was effective.

# *Learning*

*Learning is not a spectator sport.*
*Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers.*

*They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives.*

*They must make what they learn part of themselves.*

Arthur W. Chickering and Zelda F. Gamson
"Seven Principles for Good Practice," AAHE Bulletin
39: 3-7, March 1987

# Active Learning

Document your initial thoughts below. Prepare to discuss as a small or large group.

1. Describe the benefit of having people work in small groups.

2. Describe 3 ways to form groups.

3. What is an ideal number of people for a small group activity?

4. Describe 3 types of activities can you use to get people involved? 1 must address a virtual learning environment (video, fully online, hybrid).

5. Describe an approach to working with people who are resistant to participating in a small group?

# Top Trainers

Behaviors and attitudes of a trainer can have long lasting effects on participants. Consider the positive and distracting (annoying) behaviors below.

## Distracting Behaviors

**People may become distracted with trainers who:**

1. Appear unprepared, disorganized
2. Arrive or start late
3. Ignore time limits
4. Do not know the information well
5. Are uncomfortable using visual or audio aids
6. Allow a few participants dominate the course
7. Say they are going to finish but continue talking
8. Are negative or unenthusiastic
9. Give poor directions
10. Make no eye contact

## Positive Behaviors

**People often respond positively to trainers who:**

1. Present a positive attitude
2. Value the people in the course
3. Present content with enthusiasm
4. Model the behaviors presented in the course
5. Are genuine
6. Are versatile and adaptable to the needs of the group
7. Lead effective group discussions
8. Present information clearly
9. Integrate visual and audio aids appropriately
10. Handle difficult participants

# Activity: *Characteristics of Effective Trainers Self-Check*

**Directions:** Rate yourself on each of the characteristics or behaviors of effective trainers. Provide a comment or reflection to your rating. Consider noting areas of strength and opportunities.

- 3: Confident
- 2: Need additional practice
- 1: No experience

| Characteristic | Rating | Comment/Reflection |
|---|---|---|
| Positive attitude about the course | 3  2  1 | |
| Value the people in the course | 3  2  1 | |
| Enthusiastic about the content | 3  2  1 | |
| Model the behaviors presented in the course | 3  2  1 | |
| Genuine in your approach to others | 3  2  1 | |
| Versatile and adaptable | 3  2  1 | |
| Lead group discussions | 3  2  1 | |
| Present information clearly | 3  2  1 | |
| Use visual aids (flip chart, PowerPoint) | 3  2  1 | |
| Use of technology (LMS, email, etc.) | 3  2  1 | |
| Handle difficult participants | 3  2  1 | |

**Improvement Plan:** Capture your personal plan for improving areas needing practice or experience. Consider the needs of your learners and possibly technology requirements.

# Visual and Audio Aids

Effective use of visual and audio aids can engage learners and add variety to courses. Consider some of the tips of the sector for using these aids effectively.

**Types of Visual and Audio Aids**

- Images (photographs, clip art, posters)
- Videos (YouTube, workforce and industry-generated aids, movie clips)
- Tools and equipment
- PowerPoint, YouTube or other electronic presentations

**Characteristics of a Good Visual and Audio Aid**

1. Visual and audio aids must be relevant to the topic. A 30-year-old movie clip may be entertaining, but if it is off topic you may encounter challenges engaging learners.

2. Visual and audio aids must be appropriate to the audience, free offensive language, images, or possibly harassing material. Adjust aids to represent participants.

3. Visual must be large enough to be seen by all learners. Keep It Large and Legible.

4. Audio aids must be easily understood and heard by all. Closed captioning may be necessary if a learner is hearing impaired.

5. Visual and audio aids require an interpretation or elaboration by the speaker. You should not just read the visual to the audience or play the audio piece without further presentation. The aid serves as a piece to build upon.

6. Visual and audio aids should be representative of the diversity of your audience. Aids should provide a means of connecting with the content and subjects.

7. Good visual aids are structured with:
   - One idea per visual
   - No more than 5 words per line
   - No more than 5 lines per page


## Using Visual Aids

- Plan where the visual fits in relation to the content.
- Prepare a transition to introduce it to your audience.
- Describe its essential elements of the visual.
- Maintain eye contact with the audience—not your visual

**Note:** Prior to your course, verify aids and equipment are in place and working properly. Check different perspectives in a room or access from different internet browsers. Verify online links function and do not contain possible ads or links to offensive or unprofessional information. Online visual aids should have descriptions added, meeting ADA Accessibility requirements.

# Putting Visual and Audio Aids to Use

1. Describe how you use visual and/or audio aids.

2. Identify technology used to create and deliver the visual and/or audio aids.

3. Identify new tools or uses of visual and audio aids you want to explore.

# Presentation Tips

**Expressive Features**
How you act, appear, and sound during the course greatly influences how the learners will respond to your message. Keep in mind the following characteristics of expressive speaking.

**Enlarged Conversation**
Presentations are most effective when they reflect many of the same qualities present a lively conversation. This includes animation, directness, spontaneity, warmth, and respect. However, some of the elements are "enlarged" in a group situation. For example, you should speak loudly enough to be heard by the whole group.

**Liveliness**
Make eye contact with your audience and vary the rate and pitch at which you speak. Use physical energy to convey your interest in the material. Vary facial expressions appropriate for the situation. Remember to smile when appropriate.

**Spontaneity**
Let your delivery style emerge naturally. Your style should not mirror anyone else's. When mistakes happen (and they will) do not try to cover them up, just move on. Do not take yourself too seriously; be flexible.

**Conducting the Course In-Person or via Live Video**
Over time you will develop your own training style. Try to relax and let your personal style come out naturally. The following techniques will help you conduct the course effectively.

**Before the Course begins**
- Establish a relaxed, open atmosphere
- Make light conversation with early comers
- Introduce yourself to participants

**Video Preparation (for synchronous video delivery)**
- Set up in a distraction-free zone
- Remove clutter from background, verify YOU are the focus
- Practice using the web/video conference tool before the first session
- Check audio and other equipment ahead of session
- Open the video platform 10-15 minutes ahead of scheduled time

**Voice**
- Speak clearly and distinctly
- Use simple, direct sentences
- Check your volume level in room or virtual video platform

**Eye Contact**
- Maintain eye contact with the participants
- Do not speak to your notes, the flip chart, the screen, etc.
- Avoid reading your notes, presentation, or participant resources directly

**Be Prepared**
- Practice using video or electronic equipment ahead of time
- Provide examples where appropriate
- Use humor when you can do it naturally and professionally
- Include visuals representative of your audience

**Distractions**
- Keep your hands out of your pocket or wrapped in clothing
- Do not wander aimlessly, pace, or rock in your chair – it is OK to move, but move sparingly
- Do not play with your glasses, pen, or other items
- Do not check your phone or other personal mobile devices

**Questions**
- Always watch and listen for questions – body language can be informative
- Repeat or paraphrase all questions – ESPECIALLY on video run sessions!
- Answer the question to the entire group, not just the person who asked it
- Answer the question directly

# Giving Directions

How you set up an activity is critical to the success of the activity

- Explain the purpose of the activity
- Explain why the activity is important and/or useful
- Describe the steps of activity using action verbs
  - Tell them what they will do – and in what sequence
  - Display the steps visually
- Ask if anyone has questions before beginning

REMEMBER: If you are confused about an activity, your participants will also be confused.

# Using Questions

People may be hesitant to participate in groups. Yet we know that people learn by participating—not just being told or reading it. They need to do something with it.

# Suggestions for Improving Participation

These are some tips for encouraging and improving participation.

1. When posing a question, pause for 10 seconds before selecting someone to answer. Look around the group. Restate the question. Give everyone time to formulate a response in their heads.
2. Ask everyone to respond to the question by writing it down first.
3. Ask for a show of hands in response to your question. (How many of you think…?)
4. Allow participants share their response with a neighbor in twos or threes.
5. Allow time for silent reflection when questions do not require an "out loud" response or interaction among learners.

## Suggestions for Soliciting Questions

Encourage participants to ask questions. Try these suggestions.

1. Use phrases such as: *I am happy to answer questions as we go. If you have the question, chances are someone else does too.*
2. Remember there is no such thing as a stupid question. Look for and mention the merit in every question whenever possible.
3. Repeat the question, give time for a response.
4. Allow time in the course for asking questions at regular intervals. Do not keep them for the end of the day.
5. Allow time for participants to respond. Do not ask for questions and then immediately move on.
6. Avoid asking for questions immediately before breaks.

## Leading a discussion

There are several best practices for leading a discussion.

1. Ask open ended questions. These are questions that cannot be answered yes or no.
2. Wait for a response. You do not have to fill the silence.
3. Get everyone to participate. Do not let one person monopolize the entire discussion.
4. Keep control. Hold on to the subject. Do not let conversation stray to unrelated topics for a long time.
5. Give recognition. Thank people for their comments.
6. Do not dominate the discussion yourself. Discussion is not time to explain your own ideas and experiences.
7. Listen actively. Validate you are listening to participants and their interactions are valued!

## Forming Groups

Many of the activities in this course require learners to participate in a small group. Forming small groups can be done in a variety way. Use several methods of forming groups over the course of the course to mix up the combination of people in each group.

- Let participants form their own groups. (Drawback: Most participants will huddle together with people they already know and are sitting near. This does not expose learners to new ideas and people.)

- Let participants form their own groups for the first activity. Then for the next activity, ask the person with the next birthday (largest shoe size, longest hair, etc.) in each group to move to another group (clockwise around the room).

- Have participants count off by number and then form groups accordingly.

- Divide participants into groups based on a similarity such as birthday month, sector, shoe size etc.

- Cut up old greeting cards or photos into 3-4 pieces (based on the number of participants you want in each group). Give each participant a greeting card piece. Direct learners to locate the other members of their group by completing their picture.

# Learning Styles

What is the best way for you to learn? Do you absorb more information from a face-to-face talk or reading a manual? Would you rather watch a demonstration or do it yourself?

Educators agree that people learn in different ways. Just as we prefer different hairstyles, clothing styles, managerial styles, and music styles, we also feel much more natural and comfortable acquiring information in ways that fit our preferred "style" of learning. If you operate within your preferred style of learning, you will have a better attitude toward learning and increase your productivity, achievement, and creativity.

Most people learn by blending several styles, but usually have a definite preference for one or two. Researchers have developed many learning style theories. In this course the VISUAL/AUDITORY/KINESTHETIC approach is used in the participant materials. However, there are several other theories. Following are a few of the most common ones.

## Perceiving and Processing Theory

This approach to learning emphasizes the fact that people perceive and process information in very different ways. The learning styles theory implies that how much individuals learn has more to do with whether the educational experience is geared toward their particular style of learning than whether or not they are "smart." In fact, educators should not ask, "Is this student smart?" but rather "How is this student smart?"

Concrete and abstract perceivers--Concrete perceivers absorb information through direct experience, by doing, acting, sensing, and feeling. Abstract perceivers, however, take in information through analysis, observation, and thinking.

Active and reflective processors--Active processors make sense of an experience by immediately using the new information. Reflective processors make sense of an experience by reflecting on and thinking about it.

Teachers should design their instruction methods to connect with all four learning styles, using various combinations of experience, reflection, conceptualization, and experimentation. Instructors can introduce a wide variety of experiential elements into the courses, such as sound, music, visuals, movement, experience, and even talking.

## Multiple Intelligences

This theory of human intelligence, developed by psychologist Howard Gardner, suggests there are at least seven ways that people have of perceiving and understanding the world. Gardner labels each of these ways a distinct "intelligence"--in other words, a set of skills allowing individuals to find and resolve genuine problems they face.

*Verbal-Linguistic*--The ability to use words and language

*Logical-Mathematical*--The capacity for inductive and deductive thinking and reasoning, as well as the use of numbers and the recognition of abstract patterns

*Visual-Spatial*--The ability to visualize objects and spatial dimensions, and create internal images and pictures

*Body-Kinesthetic*--The wisdom of the body and the ability to control physical motion

*Musical-Rhythmic*--The ability to recognize tonal patterns and sounds, as well as a sensitivity to rhythms and beats

*Interpersonal*--The capacity for person-to-person communications and relationships

*Intrapersonal*--The spiritual, inner states of being, self-reflection, and awareness

Gardner advocates instructional methods that appeal to all the intelligences, including role playing, musical performance, cooperative learning, reflection, visualization, storytelling, and so on.

## Right-Brain vs. Left-Brain Thinking

This theory of the structure and functions of the mind suggests that the two different sides of the brain control two different "modes" of thinking. It also suggests that each of us prefers one mode over the other.

| Left Brain | Right Brain |
|---|---|
| Logical | Random |
| Sequential | Intuitive |
| Rational | Holistic |
| Analytical | Synthesizing |
| Objective | Subjective |
|  | Looks at the whole |

## Additional Resources
For additional information on learning styles search these websites.

Vanderbilt University
https://cft.vanderbilt.edu/guides-sub-pages/learning-styles-preferences/

Funderstanding
http://www.funderstanding.com

Mindtools
https://www.mindtools.com/mnemlsty.html

# Special Concerns

**Directions:** Discuss possible ways to handle each of the possible situations in a *Transition to Trainer* course.

1. Jack has been talking and joking ever since he entered the room. He is funny and tells a lot of stories that provide entertainment to the group. However, you are getting off track. Activities are taking too long because he is talking so much. What should you do?

2. During one of the parts of the course, Rich disagreed with you over a concept. You lead a brief discussion over the issue, and now you want to move on. He will not let go of the issue. You feel the situation has escalated into an argument. What should you do?

3. Doug is a real rambler. He uses a lot of far-fetched examples and just keeps telling stories. You want to move on; by now you are off the subject. What should you do?

4. Sam is prejudiced. He thinks female apprentices cannot handle the work. He is said so many times. How can you handle this situation?

5. Cheryl answered a question you asked—but her answer is incorrect. How can you handle it?

6. Tammy has something against the management at her company. She has been griping about it a lot. She keeps insisting her company or contract would not allow her to try some of the things you are suggesting. How can you handle this situation?

## Managing Special Concerns

When conducting a course, you will deal with many types of people. Some of them will present problems. Following are some practical suggestions for dealing with "people problems" as they occur in the course.

| Action | What to Do |
|---|---|
| **Overly talkative** | Do not be embarrassing or sarcastic. Interrupt politely and throw the ball to another participant with a question. |
| **Highly argumentative** | Keep your own temper in check. Do not let the group get excited either. Try to find merit in one of their points, express agreement, and then move on to something else. As a last resort talk to this person privately during break to see if you can win cooperation. |
| **Rambler** | When the person pauses, thank him/her, and then restate his/her relevant points and move on. You could also point out in a friendly way that the group has wandered of the topic. |
| **Obstinate** | Throw the views of this person to the group. Have the group wrestle with it. Let the person know that time is short, and you will be glad to discuss his/her views during break. |

# Learning Plan 3: Examine Transition to Trainer Materials

## Competency

3. Develop a plan for using the *Transition to Trainer* materials.

## Why This Skill is Important
You will participate in a walkthrough of the *Transition to Trainer* materials. You will examine the learner packet and the learning plans available to help you conduct the course. Then you will have the opportunity to prepare an activity to present to a group of your fellow workshop participants

*Assessment Strategy*
- *complete the Training Plan*

*Your performance will be successful when:*
- *you participate in a walk-through of the materials*
- *you identify your target audience*
- *you outline what you will do to get ready to use the materials*
- *you obtain contact information for a course coach*

*Learning Objectives*

1. *Identify the key themes in each of the learning plans*
2. *Review the learning activities in each plan*
3. *List ways to prepare for the course*
4. *Identify contact people for conducting the course*

**Learning Activities**

| # | Learning Activity | Teaching Notes | Materials/Supplies |
|---|---|---|---|
| 1. | PARTICIPATE in a walk-through of the Transition to Trainer materials. PARTICIPATE in a variety of the activities as directed by your instructor. | | |
| 2. | PREVIEW the Assignment Scoring Guide. | | |
| 3. | PREPARE a sample activity. | | |
| 4. | CONDUCT a sample activity with an audience of your peers. | | |
| 5. | REVIEW the Get Ready, Get Set, Go! and Course Countdown information sheets. Note any things you specifically want to remember | | |
| 6. | COMPLETE the Training Checklist. SHARE your ideas with someone else in the course. | | |

**Assessment Activities**

| # | Assessment Activity | Teaching Notes | Materials/Supplies |
|---|---|---|---|
| 1. | COMPLETE the Training Checklist. | | |
| 2. | CONDUCT a sample activity with an audience of your peers. | | |

Transition to Trainer materials are available _____

# Assignment Scoring Guide

**Directions:** Prepare a sample activity from the *Transition to Trainer* lesson plans. You may choose an activity or your instructor may assign one to you. Prepare the activity for an actual audience. You do not actually have to allow time for the learners to conduct the activity, but you must set it up and summarize what was learned.

1. Prepare your activity so it meets all of the criteria on the scoring guide.
2. Create at least one visual aid to use in your presentation.
3. Keep your presentation to between 6-10 minutes.

       *4: Extremely well done*
       *3: Well done*
       *2: Adequate*
       *1: Poor*
       *0: Not present*

**Scoring Guide**

| Criteria | Rating |
|---|---|
| You introduce the concept to be learned clearly | 4  3  2  1  0 |
| You use examples to support your main points | 4  3  2  1  0 |
| You post activity directions on the flipchart or board | 4  3  2  1  0 |
| You give clear directions for the activity | 4  3  2  1  0 |
| You create groups effectively | 4  3  2  1  0 |
| You encourage active learner participation | 4  3  2  1  0 |
| You close the activity by summarizing what was learned | 4  3  2  1  0 |
| You use time effectively | 4  3  2  1  0 |
| You use visual aids to support the learning | 4  3  2  1  0 |

*Comments:*

# Get Ready, Get Set, Go!

1. **Assemble Materials**
   - Make sure you have all of the necessary equipment and materials.
   - Note the Workshop Details section on page 18.

2. **Review Learning Plans**
   - Review the lesson plans and learning plans thoroughly. Make notes on them, highlight them, and make key outline sheets. DO NOT RELY ON READING THE LESSON PLANS ALOUD. Make them your own.
   - Make plans to team teach with another trainer your first one or two times out. Talk about how to divide up the workshop.
   - Note key questions you want to ask.
   - Develop personal examples.
   - Outline on-the-job illustrations.
   - Note times for breaks, lunch, etc.
   - Note when to use visual aids.

3. **PRACTICE!**
   - Give the presentation aloud to yourself—in front of a mirror.
   - Use a tape recorder.
   - Practice with a colleague or co-trainer.
   - Remember to review throughout the workshop. You can use the breaks and group activity time to set up for the next section.

4. **Plan Ahead**
   - Plan to arrive at least 45-60 minutes early the first time (you may need to pre-arrange this with the host to make sure you can get into the room).
   - Check audio visual equipment (overhead, projector, etc.) and arrange the flipcharts and other visuals.

## Training Checklist

**Before I can use the Transition to Trainer materials, I need to...**

| Task/Resource | Contact/Source | Due Date |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Preparation Checklist

**The list below captures course preparation items.**

| Complete | Preparation Item |
|---|---|
|  | I have reviewed the learning plans thoroughly |
|  | I have noted questions I want to ask |
|  | I have prepared electronic and online learning materials |
|  | I have added personal examples |
|  | I have added customized scenarios and resources for audience |
|  | I have completed scheduling tasks, where necessary |
|  | I have coordinated presentations with co-teachers or special presenters |