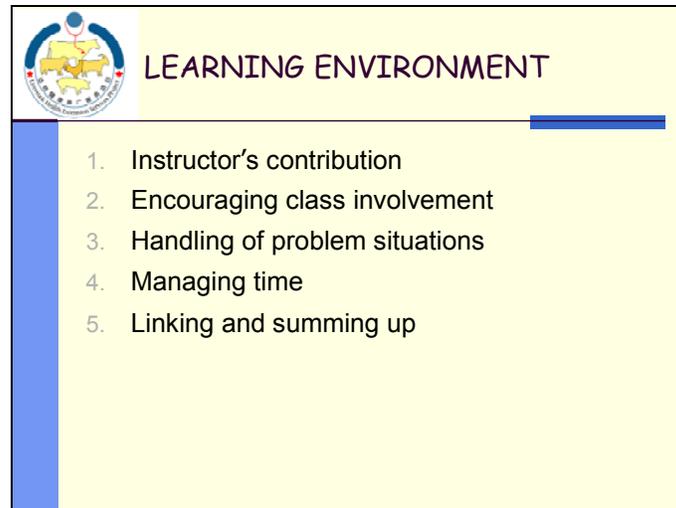


The classroom must be a learning environment.

In other words, it must encourage and support learning.

There are many types of instructor behaviour that may encourage or discourage a positive climate in the classroom.

Example - at the start of the course, a warm-up or ice-breaker/introduction relaxes the participants.



LEARNING ENVIRONMENT

1. Instructor's contribution
2. Encouraging class involvement
3. Handling of problem situations
4. Managing time
5. Linking and summing up

Animated slide - title, then 6 points.

ASK? What are some various ways to encourage learning in the classroom?

- ◆ Brainstorm by writing any and all suggestions down on a flip chart, as quickly as possible, about 10 minutes.
- ◆ Then present slide - as you present each point, link to those on the flip chart by using numbers 1, 2, 3, etc or different coloured marking pens to tick each one off.
- ◆ Ask for clarification if suggestions from participants do not fit in one of the six points.

Let's take a closer look at each of these 6 points in detail.



INSTRUCTOR'S CONTRIBUTION

- Be prepared
- Take time for introductions, opening remarks
- Establish rapport
- Show enthusiasm, respect
- Answer questions, provide feedback
- Be flexible

Animated slide - title, then 6 points.

The instructor can create an environment that encourages learning by - read from slide, one at a time.

ASK? How might each point contribute to the learning (as each is presented)?

Define your role as an instructor as well as a resource.

Be a real person and share a little of your personal as well as professional side.

Describe the course objectives, what their role as participants is, and the instructional methods that will be used to achieve these objectives.

Encourage learners during their practice sessions to try newly acquired skills/knowledge and provide positive and corrective feedback in a constructive manner.



PARTICIPANT INVOLVEMENT

- Volunteers demonstrate to the group
- Volunteer to record class answers
- Small group discussion
- Assign topics or field projects
- Ask questions
- Ask participants to share experiences

Animated slide - title, then 6 points.

It is important to get the learners involved in the learning process.

There are several ways to do this - read from slide, one at a time.

ASK? Who can remember the three-way communication diagram from Module 3: Session 1?

We can see how effective questioning techniques might encourage better learning by encouraging the participants to be involved.

Allow for and encourage humour, examples, experiences to be shared with group.



USING HUMOUR

- Humour is different from making jokes
- Don't use learner's shortcomings or defects as humour resources
- Immediate and unrehearsed humour is the most effective

The most useful humour in the classroom is immediate and unrehearsed.

Contrived or planned jokes turn the attention on the trainer, not the learning.

Instead, take a light approach to events as they happen.

Humour that shows you are human makes you more approachable and has the added benefit of helping participants to accept that things do sometimes go wrong.



PROBLEM SITUATIONS

- Impossible to foresee everything
- Flexibility in handling the situation
- Ask participants to help

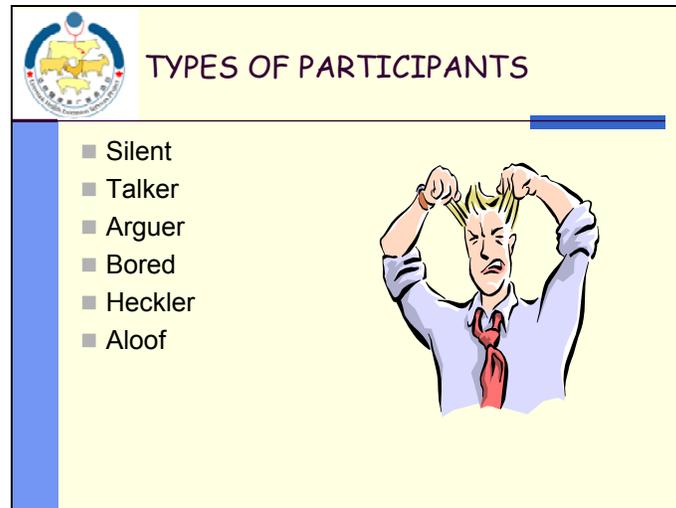
It is impossible to foresee everything that can possibly go wrong when instructing.

The point is to remain flexible and realize that there are many different ways to achieve the same goal.

For example, if the overhead projector suddenly breaks and can not be replaced, switch to the flip chart.

You can also ask participants to assist by referring them to copies of the overheads you have included in their manuals or handouts.

Often, dealing with equipment and facility problems just requires some creative thinking - dealing with problem participants requires some creativity and some specific skills.



Animated slide - title, picture, 6 personalities.

Every class contains a variety of personalities, some good and some not so good (from the trainer's viewpoint).

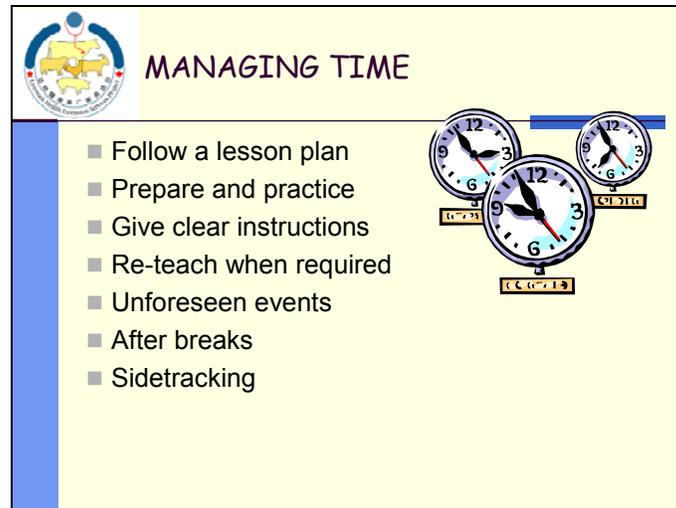
An effective trainer must be able to identify the difficult personalities and handle them so they do not distract the other learners.

ASK? What does this personality mean (as you present each one) and how can the trainer deal with him/her?

Try to imitate annoying personalities - read a newspaper, sleep, talk constantly with a neighbour, etc.

Often, the difficult student will lack the support of the class - providing the trainer maintains a diplomatic approach, others in the classroom may influence the difficult student to change his/her behaviour.

However, it is mainly your responsibility as the trainer to maintain control of the class to ensure that the learning objectives are met.



MANAGING TIME

- Follow a lesson plan
- Prepare and practice
- Give clear instructions
- Re-teach when required
- Unforeseen events
- After breaks
- Sidetracking

The slide features three analog clock icons on the right side, each with a small label below it: '12 3 6 9', '12 3 6 9', and '12 3 6 9'. The slide also includes a logo in the top left corner and a blue vertical bar on the left side.

Animated slide - picture, then 7 points.

The lesson plan is the instructor's most important time management tool.

Being prepared and well practiced is a real time saver.

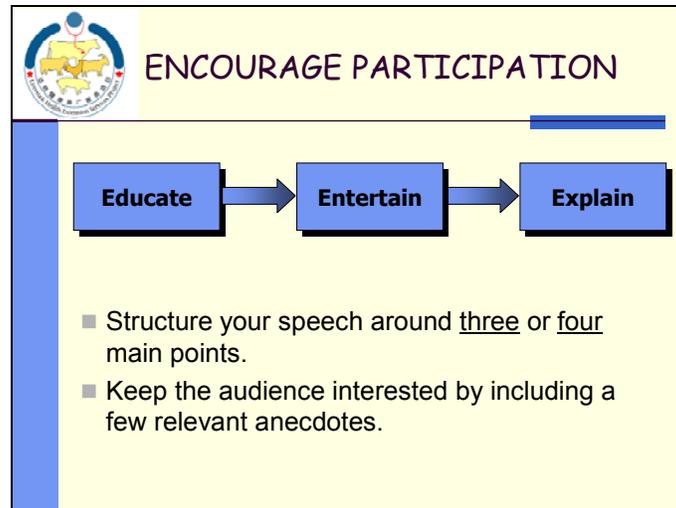
Events do not always unfold as planned however.

There are certain activities that have the potential to be time problems - such as unclear instructions, re-teaching, unforeseen events, breaks, and sidetracking.

ASK? How might these events discourage a positive climate in the classroom?

Promote discussion on ways to diffuse the potential disruption that these time problems may have.

- ◆ appoint a monitor to get everyone back from the break
- ◆ preparation is the key to time management
- ◆ team teaching so that you keep each other on track



Animated slide - title, three boxes, then 2 points

Every speaker wants to give a successful & well-received presentation, but many do not know that there are practical methods to achieve this. By structuring your speech in certain ways, you can elicit the response you want from the audience.

If you are providing your audience with new information, you may want them to ask questions at the end of your speech. Whet their appetites for the subject not by telling them everything they need to know immediately, but by encouraging them to be inquisitive.

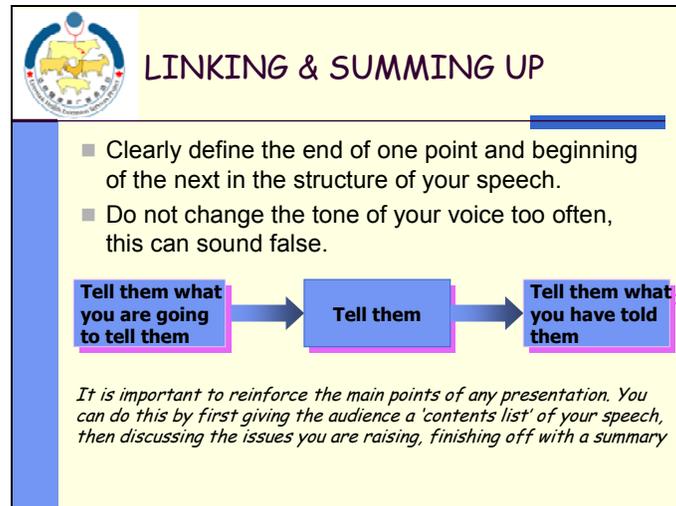
Present boxes:

Each successful presentation has three essential objectives:

- ◆ To educate: the audience should learn something from your speech;
- ◆ To entertain: the audience should enjoy your speech; and
- ◆ To explain: all parts of your speech should be clear to your audience.

Present two points:

Keeping the presentation concise (3 or 4 points) and using a variety of verbal aids will help to keep the audience interested,



LINKING & SUMMING UP

- Clearly define the end of one point and beginning of the next in the structure of your speech.
- Do not change the tone of your voice too often, this can sound false.

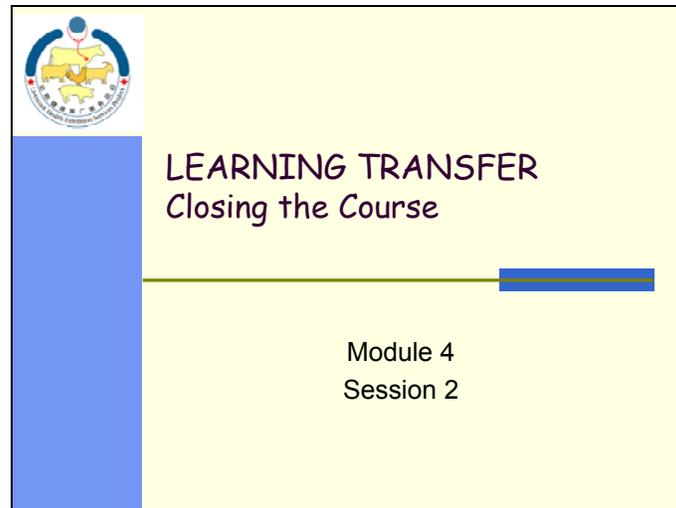
Tell them what you are going to tell them → **Tell them** → **Tell them what you have told them**

It is important to reinforce the main points of any presentation. You can do this by first giving the audience a 'contents list' of your speech, then discussing the issues you are raising, finishing off with a summary

Animated slide - title, two points, three boxes and then final point

ASK? Why is it important to link points of information and summarize?

- ◆ enhance the participants' understanding of your presentation.
- ◆ form of repetition (skilled) to facilitate the learning process
- ◆ provides comfort in the organization (orderliness) of the information which makes it more acceptable to the learner

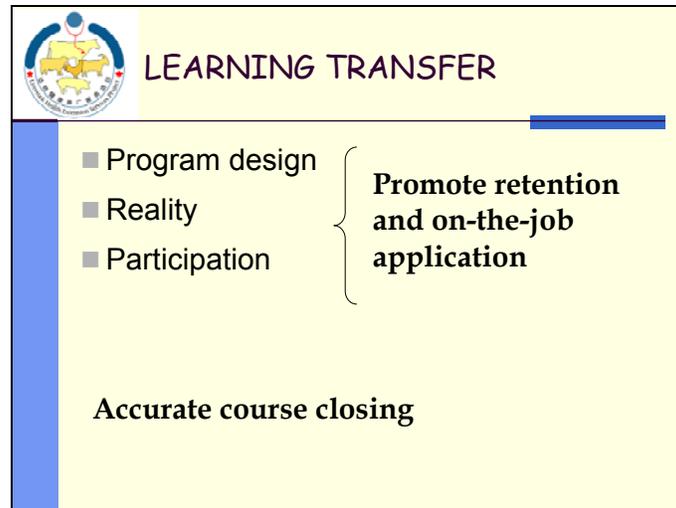


This module will deal with 2 aspects of Learning Transfer - Learning Environment and Closing the Course.

Training should not happen in isolation - the new skill and knowledge acquired in the classroom must be linked with on-the-job application.

If all the steps required to analyze training needs, design the course and deliver it have occurred, the chances are good that what's been learned will later be applied on-the-job.

Learning transfer should not be an afterthought - it should be a goal.



Animated slide - 3 points, then last point.

ASK? How can learning transfer be achieved?

To successfully achieve learning transfer, the initial design of the training must be based on a needs analysis

When the training is actually delivered, the instructor brings on-the-job reality into the classroom as much as possible with job specific examples, anecdotes, language and demonstrations.

Participants are also given opportunities to practice their new skills in situations as close to actual job conditions as possible or in future activities.

All of these actions encourage the transfer of learning and promote retention and on-the-job application.

The course closing in any training event presents a further opportunity to promote learning transfer.



RESISTENCE TO LEARNING

- Lack of specific objectives
- Lack of participation
- Lack of communication
- Lack of cultural understanding

Effective learning transfer requires high levels of communication and participation.

ASK? What are some factors that create resistance to learning?

- ◆ Brainstorm by writing any and all suggestions down on flip chart as quickly as possible, about 10 minutes.
- ◆ Present the factors and link to those on the flip chart by using colored marking pens to tick each one off.
- ◆ Ask for clarification if suggestions from participants do not fit in one of the factors listed.



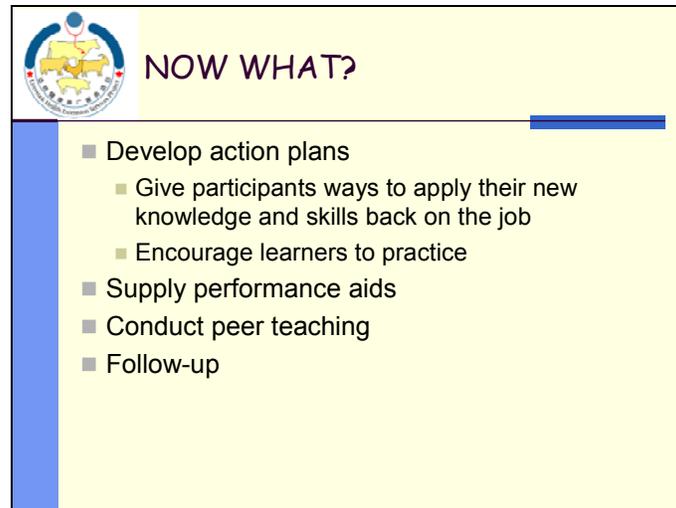
OVERCOMING RESISTANCE

- Specific objectives based on needs
- Provide opportunities for participation
- Group habits and norms
- Provide essential training only

Encourage participants to reflect on what they have learned during this course.

ASK? What can you suggest to overcome these factors?

- ◆ Develop specific training objectives based on needs
- ◆ Participation can stimulate many good ideas from those who probably are best acquainted with the training needs
- ◆ Give people a chance to voice their objections, to allow for misunderstandings /misconceptions to be revealed and resolved
- ◆ Always take group habits and norms into account, how training occurred previously, will training affect holidays or work schedules.
- ◆ Provide only essential training



The slide features a logo in the top left corner, a title 'NOW WHAT?' in purple, and a list of four suggestions, each preceded by a square bullet point. The background is light yellow with a blue vertical bar on the left and a blue horizontal bar below the title.

NOW WHAT?

- Develop action plans
 - Give participants ways to apply their new knowledge and skills back on the job
 - Encourage learners to practice
- Supply performance aids
- Conduct peer teaching
- Follow-up

Animated slide - question, then 4 suggestions.

At the end of the course, participants often ask the question - now what do we do?

Answer this question by giving participants ways to apply new knowledge and skills back on the job.

ASK? How can we as trainers achieve successful learning transfer?

Review PAPA - time will be given to complete this.

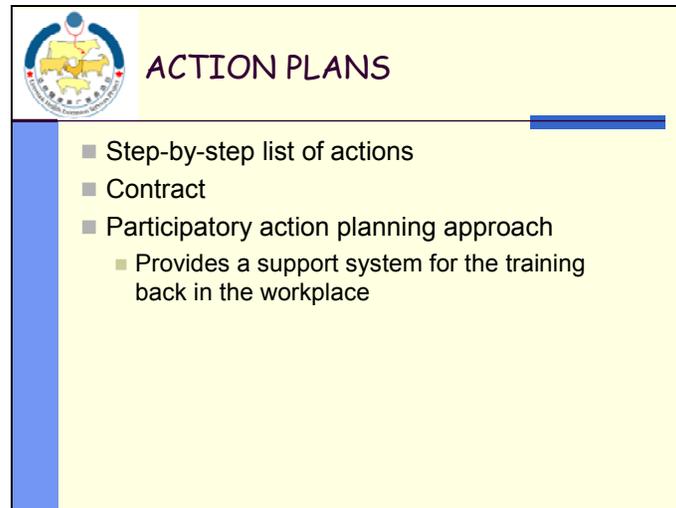
Performance aids are most effective if participants have tried them out during the training session and more likely to be used on-the-job as memory cues and learning reinforcements.

ASK? What is the best way to retain learning?

◆ Recall ladder of learning.

ASK? How can trainers follow-up?

◆ questionnaire, phone call, visit, performance evaluation



ACTION PLANS

- Step-by-step list of actions
- Contract
- Participatory action planning approach
 - Provides a support system for the training back in the workplace

Developing action plans

An action plan is a step-by-step list of the actions the participant plans to take in applying new knowledge and skills on-the-job.

It is actually an agreement an individual makes with themselves, or in the company of peers.

Action planning done as a group has the added benefit of providing a support system for the training back in the workplace.

One way to help participants organize their action plans is to have them list and define action steps after each session in the course.

At the conclusion of the course, ask the group to assign a priority to all the steps.

They should also define any obstacles and discuss how to overcome these obstacles.