

MRWED

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Risk-taking
is where
learning
happens

TWITTER
THE PLACE
TO GO



140

FANTASTIC Trainer Tips

MRWED
Training and Assessment



When I first started creating these #Training Tips it was more of a challenge to myself to see just how many I could come up with and whether I could continue to produce something new and meaningful every day. The result is this e-book. “140” takes the best of Training Tip tweets and puts them into one spot for easy reference and reflection. Whether you are a beginning trainer looking to pick up some new ideas or an experienced practitioner seeking to affirm your practice, there should be some good food for thought for everyone here!

If you think twitter is not for you, consider this... it is an inexpensive, mass-communication tool which allows for bite-sized chunks of information to be disseminated quickly to learners all over the world. It also offers a two-way dialogue which helps to make the content more meaningful. When used in combination with other modes of delivery, it can help your learners to quite literally stay connected with what you are teaching, once they leave the classroom. Whilst you only have 140 characters to get your message across, it should be remembered that almost all of the world's most memorable quotes would fit within these limits.

*As Edward de Bono would say, with simplicity comes focus
and the micro-blogging of twitter
allows us to drill down this
focus, one point at a time!
As the old saying goes,
“less is more”!*

Enjoy.

Marc ☺

At MRWED we believe in
FAST service, FLEXIBLE options
and FUN training...

Marc Ratcliffe
CEO MRWED Group



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Try “Laughing Rounds”
Break up into 4 groups
and give each a different laugh.
e.g. Ha ha ha, hee hee hee = smiles all round

Ask your students to play U-turn, replacing won't, can't and don't with will, can, do!

Invite your participants to lead a warm-up...
You may be surprised by the results!

We want them in the game, not sitting on the sidelines!

Use a game show genre to spice up your summaries and revisions!

Try 'back to front' game - to check preferences or positions on topics, pose two options (1= move to front, 2= move to back)

Get students to summarise a page of text by getting them to 'elevator pitch' its gist to the class (in 30 secs or less)

Risk-taking is where learning happens, so create safe and supportive spaces for students to be brave :)

Games are not the antithesis of content! Whilst content is 'king' we don't need the airs and graces to present it!

Try using a silent
Get-to-know-you
activity.

e.g. Ask participants
to mime a task
from **their job**
and get the group
to *guess* it.

To engage your tech-savvy participants, use social media tools for brainstorming and then print a transcript at the end.

Create a soundtrack for your activities. This adds atmosphere, provides a finite time for the task & a trigger to conclude.

Students learn more when they have to teach it to someone else... so open up more peer teaching opportunities.

There should be a balance of trainer and student activity in any delivery... Too much one way and the 'engagement' meter dips!

Invest some time in getting to know your learners on the 1st day... The 'meet and greet' is as important as the 'find a seat'!

Use aromas and fragrances as memory pegs to support reinforcement and recall.

Give students a postcard and ask them to self-address it and write down things they will put into practice back on the job...

Keep yourself in the game by trying a new activity every week. Not only will it extend your tool bag, it will keep you fresh!



Use team-teaching to mix up the vocal and presentation styles and make for a more dynamic session!

Sometimes you can't change the content, but you can change the atmosphere! Consider theme days as a way to relax the group.

Use an early brainstorm to focus students to the content and to establish the present level of knowledge of the topic.

There are no dumb questions, except the ones left unasked!
So invite questions, encourage input and value responses.

Create different experiences simultaneously -
students don't have to be doing the same things at the same time!

Invite your participants to lead a warm-up...
You may be surprised by the results!

Create a bank of industry-specific case studies
to help make the content real for participants.

Create different experiences simultaneously
- students don't have to be doing the same things at the same time!

Create a living session plan by putting key content phrases
around the room. This will remind you and support reinforcement.

Try to find
one thing
you can do
differently
or better after
every session.
After 6mths
you will see
the improvement!

A session plan is not a "one-size-fits-all"
- it's just our best idea until new information presents itself!

Get the students to help setup exercises...
It gives you support and brings about buy-in from participants.

Great movie quote for training = "help me to help you"
(Jerry Maguire)

Humour is good, as long as everyone is in on the joke!

Some of the best ideas you'll get for training come from other people
- so keep looking for new things from new people!

Universal design is good, but remember there is no such thing as
a 'one-size-fits-all' in training!

There is always someone worse off than you
- so when things don't work, just keep trying!

Classroom energy works like a pendulum
- the more you put in, the more you get out!



We should be partners in the learning,
which means we should seek and acknowledge
contributions from our participants!

Create a living glossary of terms by getting the students to catch you out using jargon and then you have to explain on the run

Transform the learning rather than just reform it!

Consider a hash tag back-channel inside the classroom, not just outside the classroom!

Give each student a post-it note and invite questions to be placed on the board throughout the day.

Having a plan makes your session repeatABLE, duplicatABLE and accountABLE!

Listen for learning styles aural learners = 'I heard about..
' visuals = 'I read about..' & tactiles = 'I played around with..'

Think it before we ink it!

Learning a little language will mean a lot to your cross-cultural participants!

*Read with the
students,
not to the
students.*

*There is no fun
someone in watching
read to the class!*

Use the Sara Lee approach to learning...
Build it layer upon layer!

Take the time to learn about your participants and their needs
so you can truly customise the delivery.

Adults learn by doing. Don't forget to give participants a chance
to put theory into practice and make the content real!

Mix it up...
Too much of the same thing is never good!

Don't be afraid of feedback...
It helps us to find the sweet spot for our MIC
(Maintain, Improve, Change).

'Bells and whistles' are no substitute for substance.
Get the package (content) right before adding the decorations!

Talk less - listen more!

Deal with a dominator by giving them the role of an observer
- thus giving the rest of the group their voice back!



Good training ends
with meaningful transfer
- bad training just ends!

Consider the 'range' in student performance. It is important to be clear on how wide or how narrow the outcomes need to be.

Check and re-check your technology before use...
when things don't work, people lose confidence in you!

Get the font size right! Whether it is on the board, the screen or in print, the audience has to be able to read it easily.

Believe in what you are doing.
If you don't believe it, how can you expect your audience to!

Find the balance between the best way to teach it
and the best way to learn it!

Use colour as a trigger...e.g. 'Dos' in green and 'Don'ts' in red will denote good and bad, without even saying it!

Consider social book marking (such as diigo) for collaborative project work. Share research and access from anywhere!

Take notes on what works and what doesn't on the run.
At the end you will have some great advice for yourself from yourself!

Training is like **stage
production...**

The **behind the scenes
work is as**

important

as the

acting on stage!

Use positive gestures to reinforce your vocals.
Remember, your movements should match your message!

Don't try to do it all yourself! Surround yourself
with great resources, activities and extended training team!

Ask students to repeat tasks to promote reinforcement
and to check the consistency of performance over time!

Create a "Safari Wall". "Safari" is the Swahili word for journey
and you can track the journey of the group with key wall posts.

Make sure your board work is easy to read
and easy to navigate!

Use triggers to aid recall. e.g "Every Good Boy Deserves Fruit"
is a story trigger used to remember the musical scales!

Reset your room to create new spaces
and new interest from your group.

Avoid visual distractions by blanking the screen
when slides are not in use.



Learning can be fun
if you are courageous enough
to let it in!

Boarding student responses promotes reinforcement
and shows value in the student input!

Don't take short cuts on the preparation. It can take up to 5 times
as long to plan for training as it does to deliver it!

Dress up a dry topic by changing the genre of training.
e.g. Run the session as a forum, debate or even a talk show!

Assessing a number of times in a variety of ways
supports fairness and sufficiency of evidence collection.

Use more open-ended questions to elicit greater responses
from the audience.

Inclusivity requires more than just surface-level acknowledgement
of difference; it requires you to value and respect.

Let your objective drive content and delivery,
not the other way around!

Use the right tool for the right job... If working with theory,
do a brain warm up, if developing skills do something physical

THE TOPIC CAN BE SERIOUS
BUT WE DON'T
HAVE TO TAKE
OURSELVES
TOO SERIOUSLY!

HAVE SOME FUN
AND SMILE -
IT WILL BE INFECTIOUS!

Allowing for anonymity will promote candid evaluation responses!

Train with a partner and share the feedback...
this is a great addition to your professional development!

Record yourself at least once to see how you really look and sound!

Always TEST and RE-TEST the equipment and have a back up plan,
just in case!

No matter how sophisticated the analysis was before training,
it's a good idea to do a short needs assessment at the start!

Understand that learners can be "co-producers" of new knowledge
and skills - so enjoy the collaborative journey!

Participants will not always agree,
but it is still important to explore their reasons why!

Be aware of body language
- your head may not be agreeing with what your mouth is saying! :)



Remember, good teaching involves a process of facilitating learning, rather than being the simple transfer of knowledge

It can take up to 5 times as long to prepare for a session than the actual session length, so ensure you have enough prep time

There is fine line between arming your students with learning and disarming them to engage learning!

Use body language in positive ways - a smile and a nod goes a long way to showing that you are interested in their ideas!

There should be a balance of student and trainer activities...
Too much either way will cause disengagement.

Make sure you are giving 'instructions' rather than 'destructions'!

Remember the 'debrief' is as important as the activity!

Encourage highlighting of pertinent points to make for an enduring resource for later referral.

Ask students for their ideas on new variations to the games you play.
This will help to extend the reach of the activities!

Don't be

afraid to try
new things

to enhance the
learning...

this will help both you
and your students
to stay in the

game!

Share the objectives of the session early, so your participants know what to expect... it shouldn't be "lucky dip training"!

You will feel (and appear) more confident
if you are well-organised!

Use regular sampling to get a snapshot
of the consistency of student performance.

Create opportunities for participants to engage in self discovery.
Finding things on their own is an important skill!

Set pre-session activities for learners to gather data
that can be used during the session. It saves time and builds buy-in!

How are you going to promote learner networking?
– remember exchanges and relationships
are more important than business cards

Whether you are the developer or not, always check to see
if the training meets the needs of the participants.

Plan for ample breaks – there is only so much that the brain can take in,
before the backside makes the decisions!



Try to learn participant's names early
and then use names sincerely
and meaningful ways.

Contingency management is your friend.
Find your inner-MacGyver and pack your scissors and duct tape!

Use a sign or slide to let people know they have arrived
at the right place... this will help to reduce early anxiety.

Be prepared early enough so you can be ready to meet and greet
your participants.

Climate control is like "Goldilocks and the 3 Bears".
A 3rd will be too hot, a 3rd too cold and the rest just right!

Diverse training is more than just having different participants,
it means trying different things in lots of different ways!

Slide animations are meant to enhance the message,
not entrance the participants

Encourage students to jot down additional notes
to promote reinforcement & to create enduring resource
for later referral

When giving a
demonstration,
provide the **group** with a
transparent guide to
replicate.

When organising your board use headings, and subheadings as appropriate. When planning a session remember Show, Tell, Do...

This also links to learning styles of Aural, Visual and Tactile.

An Introduction should orient the audience to the context, purpose and direction of the session.

Drawing can be prepared invisibly in light (yellow) pen and filled in during presentation.

Don't be chained to the presenter's desk or podium
- do the walk of life!

Practice activities with friends and colleagues first
- this will help to determine timing and iron out any problems.

Arrange participant materials neatly on the tables before training
- this shows them care and respect!

Games should add energy, enable learning
and be appropriate to the audience

Games for the sake of playing games is meaningless in training
- so don't forget the importance of the debrief!



Shorter breaks more often
can often give the students the respite
they need, without losing their focus!

There is more than one right way to get to the destination

The key is in capturing their imagination not just their attention!

Help students to AFFIRM and INFORM their practice

Build opportunities for discussion
to make the best of the collective knowledge of the group

Fresh fruit treats are good for the brain and the waist line! :)

Maintain interest and attention by changing focus every 10-15 minutes!

Too much of the same thing is never good! Presentations need variety to hold interest.

Games are good as long as everyone gets the point!

Finishing early just means you missed an opportunity to teach them more

Games should be right for the audience and right for the content!

Be flexible! There is more than one right way to the destination!

You can't be too prepared – planning is the first step in any successful journey!



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