



Pedagogy

Train the Trainer

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Content

- Part 1: Principles of effective teaching
- Part 2: Effective training techniques
- Part 3: Digital learning and training tools

Part 1: Principles of effective teaching



Training process



Presentation skills



Attitude awareness,
motivation and
engagement



Evaluation

Training process

The ADDIE Model

- ADDIE Model provides a step-by-step process that helps instructional designers plan and create learning solutions with a framework in order to make sure that their instructional products and processes are as efficient as possible
- It is composed of five phases and each phase has a result:
 1. Analysis
 2. Design
 3. Development
 4. Implementation
 5. Evaluation
- [The ADDIE Model Infographic](#)

Source:

<https://elearninginfographics.com/the-addie-model-infographic/>

<https://www.obsidianlearning.com/blog/2015/09/back-to-basics-what-is-addie.html>

Success factors of the training

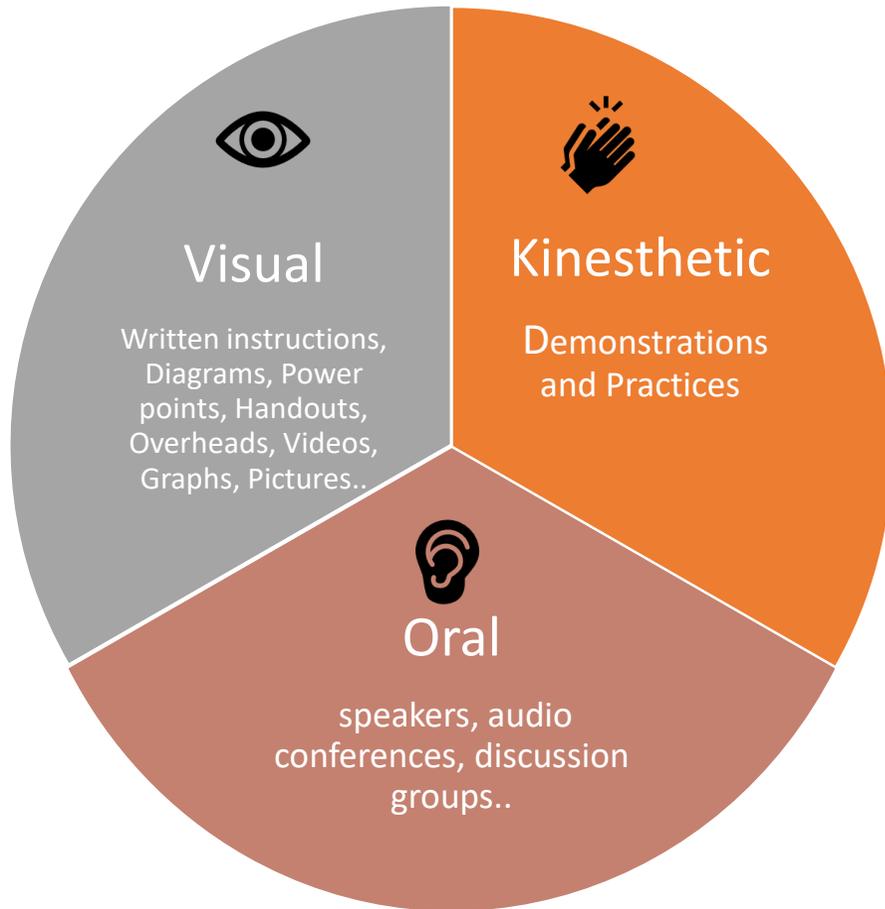
- A **clear agenda** of the topic to be covered
- Well defined **target group**
- **Enough time to the planning**
- Well defined program specific **learning outcomes**
- Teachers, instructors or presenters who are familiar with the topic
- Involvement of participants
- Organizational support systems for the very first steps of the training
- **Quality measurement system** (based on evaluations, feed-back analysis), etc.
- The list is long and demanding and organizing training program may be a real challenge.

Attributes of a good instructor by Bwika

- Competence in subject matter
- Mastery of the techniques of instruction and evaluation
- Desire to teach
- Resourcefulness and creativeness
- Attentiveness to trainee needs
- Management techniques in classrooms
- Professional attitude
- Ability to develop good personal relations

Learning styles

Training process



Way of learning	%
Read	10
Hear	20
See	30
See and hear	40 - 50
Discuss	50
Experience	70
Say and do	90

Presentation skills

- **Lectures:** Trainers should engage participants in thinking, questioning and experiencing themselves.
- **Icebreakers** should be topic related and at low risk so that participants would feel comfortable and easy.
- **Presentations** are designed to be a visual support for both the trainer and the participants.
- **Figures, tables and videos** including stories, Youtube, Internet



Picture from Pixabay

Different effects

Presentation skills



Different fonts:

**Effective Teaching and
Training Techniques**

*Effective Teaching and Training
Techniques*



Different colours:

Effective Teaching and
Training Techniques

Effective Teaching and
Training Techniques



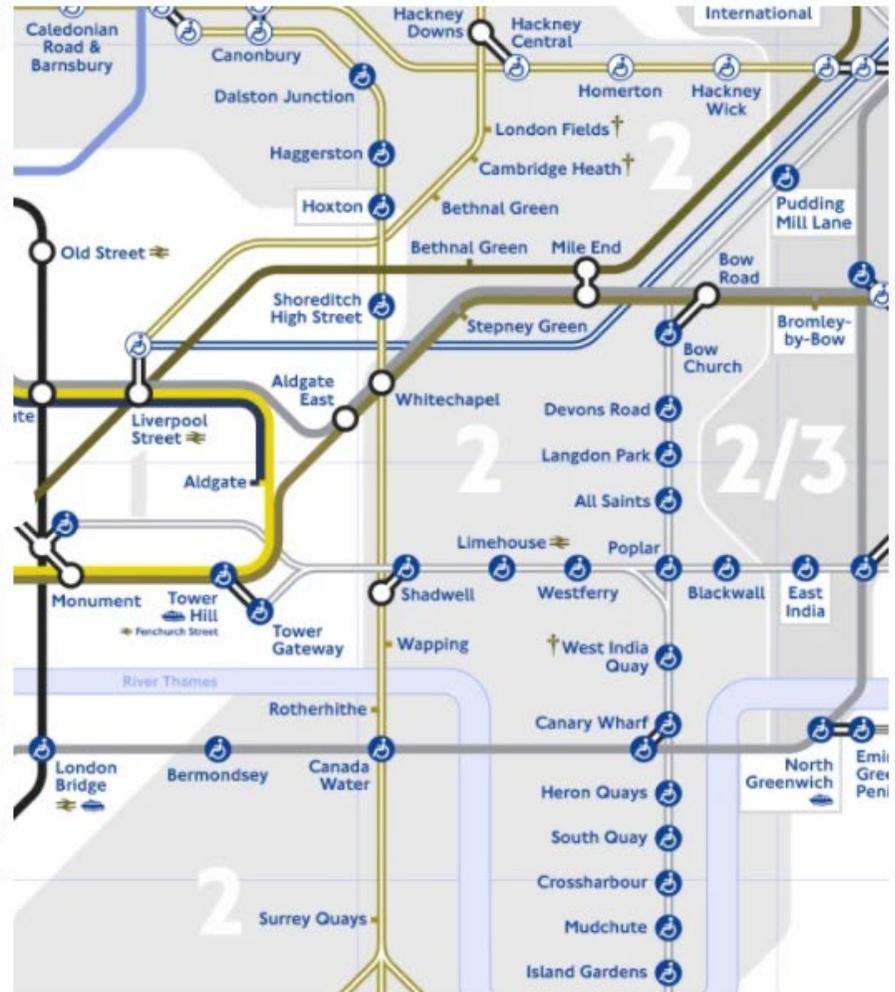
Attention grabbers

Effective Teaching and
Training techniques

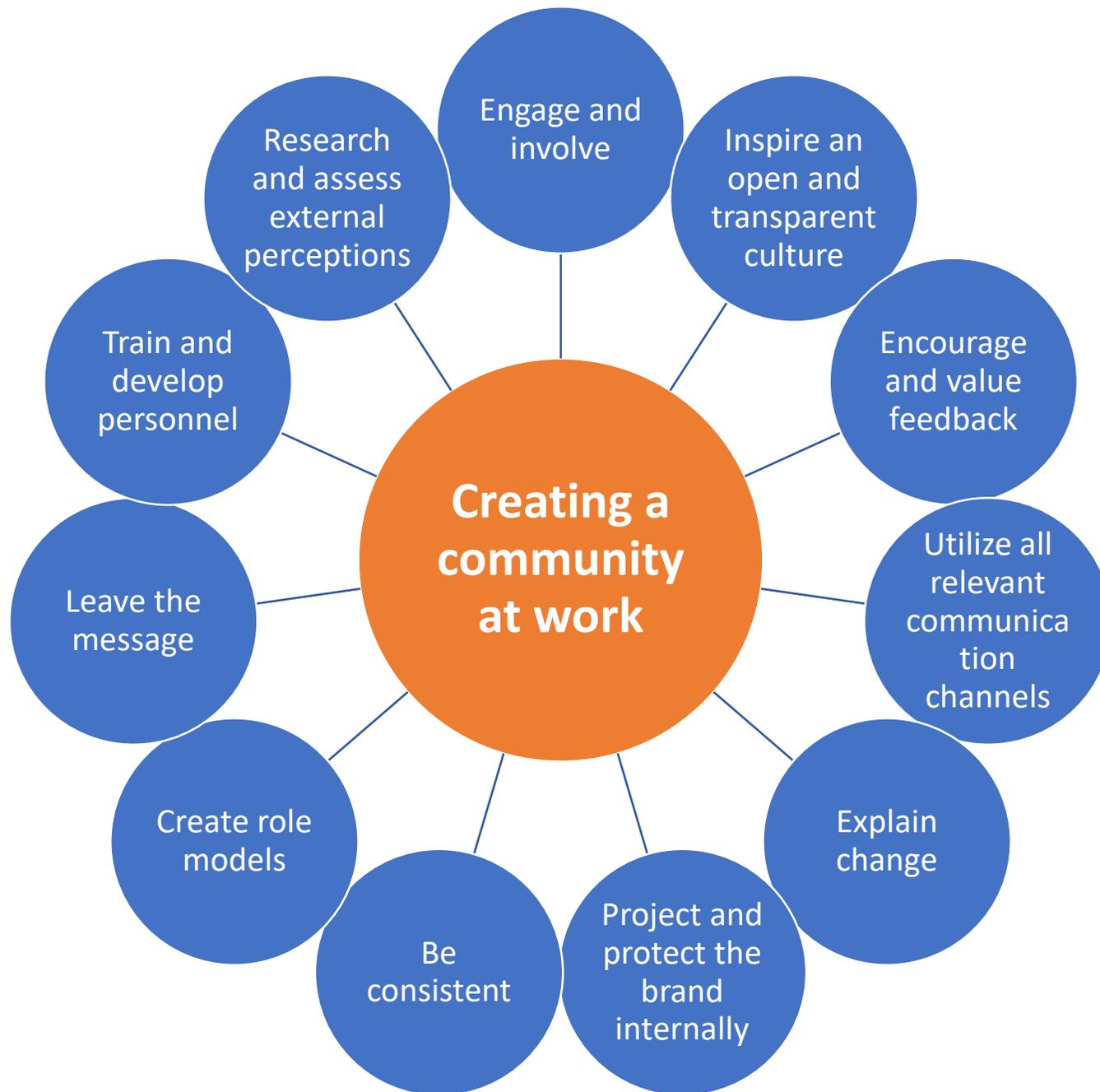
Effective Teaching and
Training Techniques

Different effects

Source: <https://yle.fi/uutiset/3-9440951>





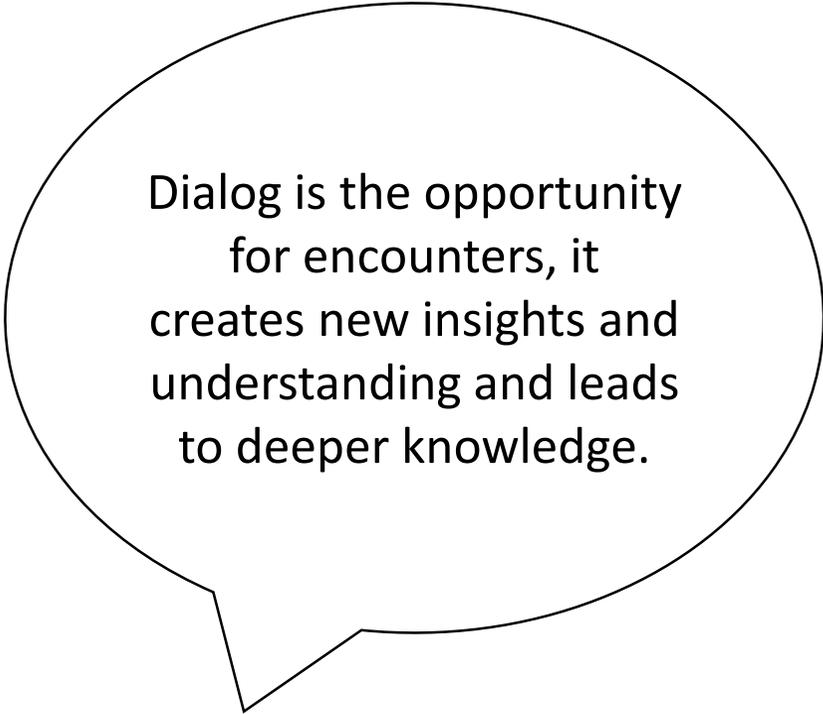


Dialog

Attitude awareness, motivation and engagement

- Dimensions of dialogue:

- Listening
- Connecting
- Valuing other persons
- Cultivating sensitivity
- Communicating the human spirit with the action
- Sharing personal space
- Acknowledging and accepting
- Understanding your own feelings



Dialog is the opportunity for encounters, it creates new insights and understanding and leads to deeper knowledge.

The BJ Fogg Behavior Model

Attitude awareness, motivation and engagement

- The different levels of ability and motivation define whether triggers for behavior change will succeed or fail

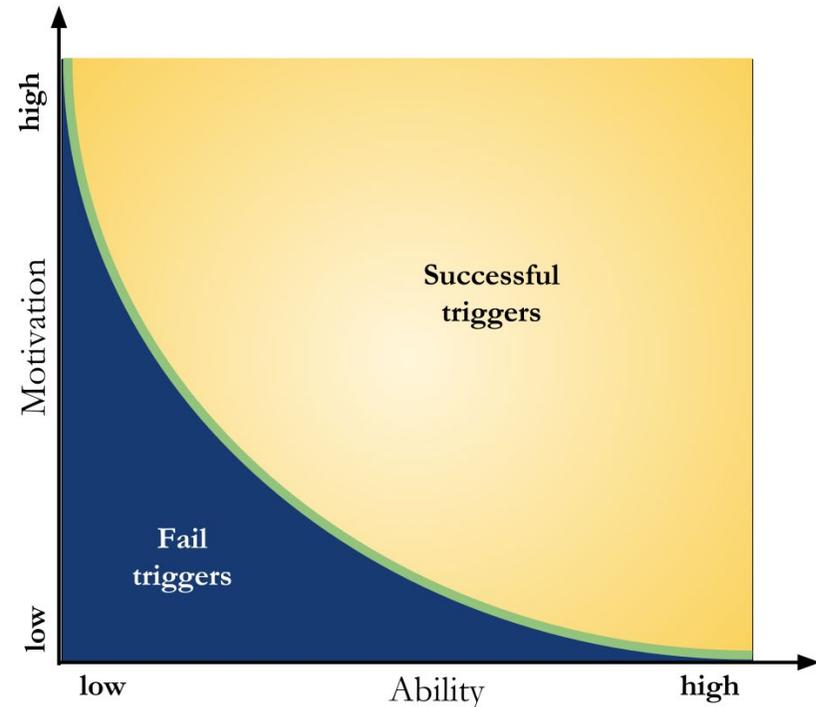


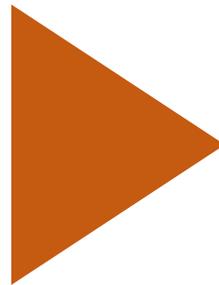
Figure: The BJ Fogg Behavior Model (According to Goodmanguy - Own work, CC BY-SA 4.0,)

Evaluation

Evaluation of the effectiveness of the training is important task

→ The course itself with all the topics and gained knowledge

→ The framework conditions out of the course: lecturers, organization, materials etc.



Based on the evaluation results, trainer can

- reveal the whole training outcomes against the expected outcomes
- find out eventual weaknesses and
- get information about new aspects to be incorporated into the programme.

Key questions within the evaluation

- Have the participants achieved the course objectives?
- Have the participants learned what they were supposed to learn?
- What unexpected positive outcomes have occurred that can be incorporated in future courses?
- What are the courses strengths and weaknesses?
- Has the job performance improved after training?



Picture from Pixabay

Part 2: Effective training techniques



Group work and
brainstorming



Mentoring and coaching



Effective questioning and
appreciative inquiry



Best practices and worst
cases in knowledge
creation and sharing



Creativity and
Innovations

Group work and brainstorming



Group work

In order to get the best out of the group works important guidelines are, for example:

- Understanding the tasks of group work
- Goal
- Time-frame
- Expected results



Brainstorming

Generating creative ideas and solutions

Short Video (2:22): [Brainstorming](#)

Mentoring and coaching



Mentoring

- Designed to **promote professional development** by linking an employee with a mentor who will focus on the overall development of that mentoree.
- Transformational and involves much more than simply acquiring a specific skill or knowledge.
- **is about a relationship and involves both the professional and the personal.**
- In many ways like counseling.



Coaching

- Designed to provide an employee with a content expert who works with that individual in assuring that employee **learns a particular skill or piece of knowledge.**
- **is about skills and knowledge acquisition.**
- The primary focus is professional.
- In many ways like teaching.



Effective questions

- Motivate participants, keep their interest on the key issues, and engage them in the learning process.
- Use open and closed questions.
- Means of fostering knowledge sharing and creation among participants.
- No questions? Be worried! Pose a question.
- Encourage participants to ask questions. There are no silly questions.
- If you do not know the answer, ask help from the participants.

Effective questioning

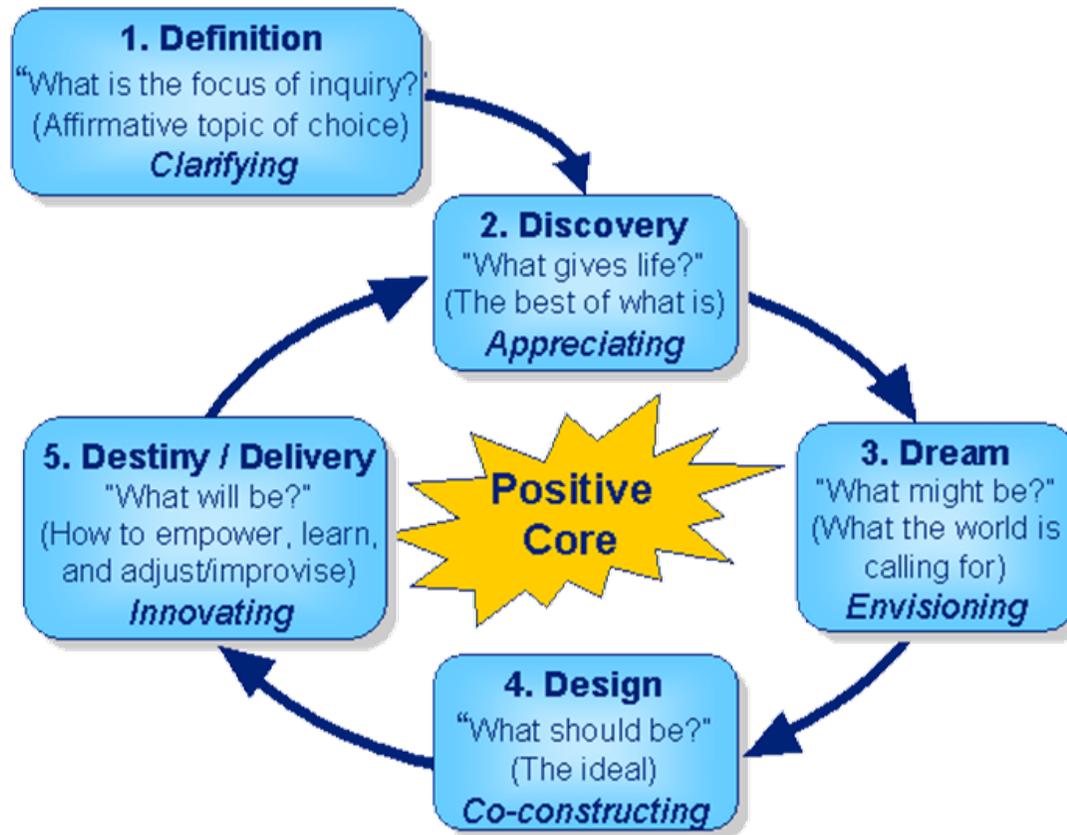


Figure: The 5-D Cycle of Appreciative Inquiry
http://www.metavolution.com/rsrc/articles/whatis_ai.htm

Best practices and worst cases

in knowledge sharing and creation



[Enterprise Europe Network, Success stories](#)
[Small Business Act - Database of good practices](#)
[SITRA -41 pioneering Finnish circular economy companies](#)



Best practices

- can be defined as “practices that consistently show results superior to those achieved with other means”. Best practice examples can be used as a support and example during the training session.
- can also be asked from participants.

Worst cases

- can be defined as “worst possible environment or outcome out of the several possibilities in planning or simulation”.
- During the training session worst cases can be helpful to the participants in order to help their planning of the future expenditure cuts and contingency in their businesses.
- Unfortunately, examples from the worst cases are not easily found.



Creativity and innovations

- Creativity and innovations are closely related to the **productivity** in SMEs.
- European Commission promotes innovations in SMEs, like technological breakthroughs, new processes and business models, non-technological innovations and innovation in the services sector.
- Creativity, use of new knowledge and capturing **tacit knowledge** will strengthen productivity of SMEs.
- When **knowledge is transferred effectively**, new product, process and service innovations have a change to be invented.

Part 3: Digital learning and training tools



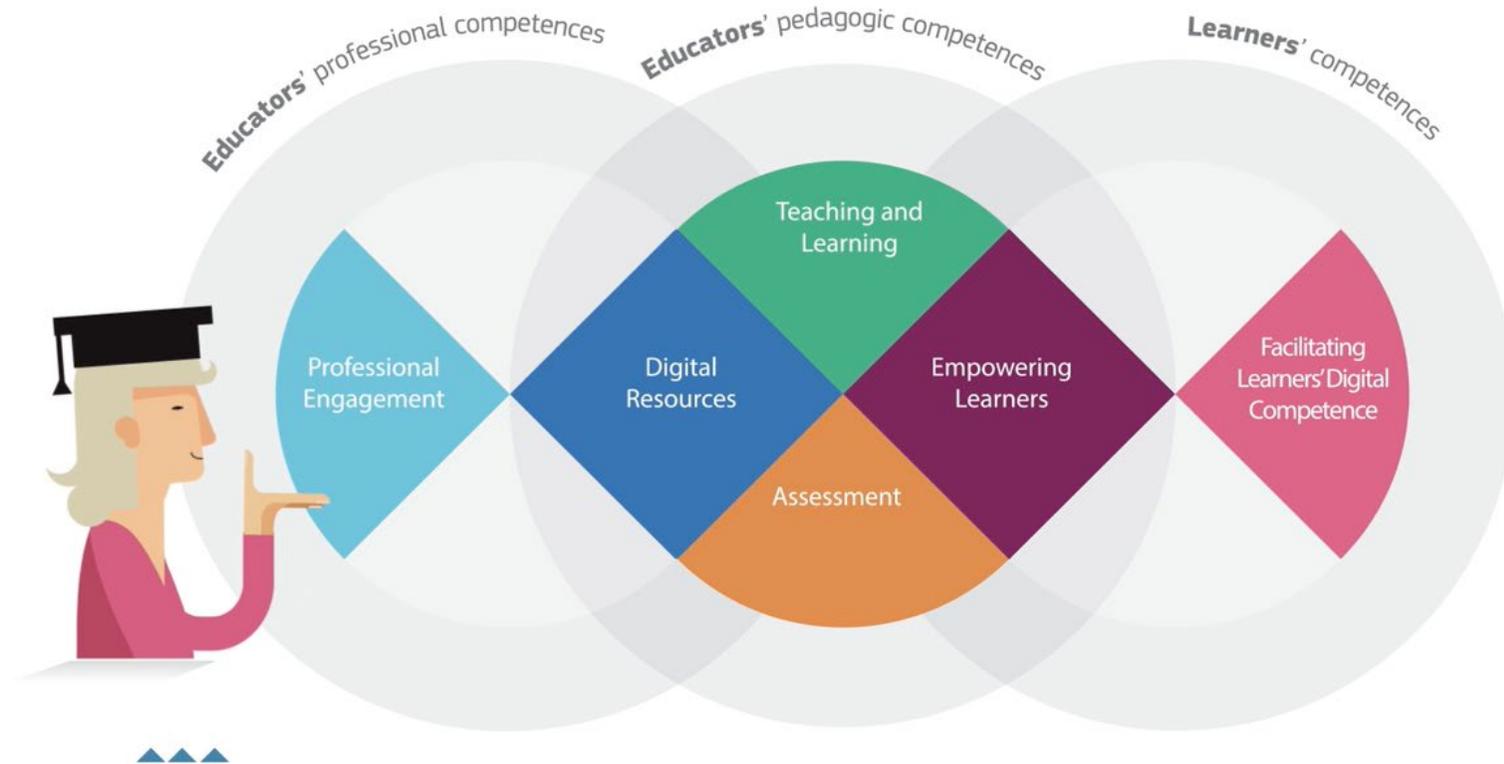
Pedagogy in digital environments



Examples of learning platforms and tools

The European Framework for the Digital Competence of Educators (DigCompEdu)

Source: <https://ec.europa.eu/jrc/en/digcompedu>



Pedagogic competences

Source: https://ec.europa.eu/jrc/sites/default/files/digcompedu_leaflet_en-2017-11-14.pdf

- **Digital resources:**

- Selecting digital resources, Creating and modifying digital resources, Managing, protecting and sharing digital resources

- **Teaching and learning:**

- Teaching, Guidance, Collaborative learning, Self-regulated learning

- **Assessment:**

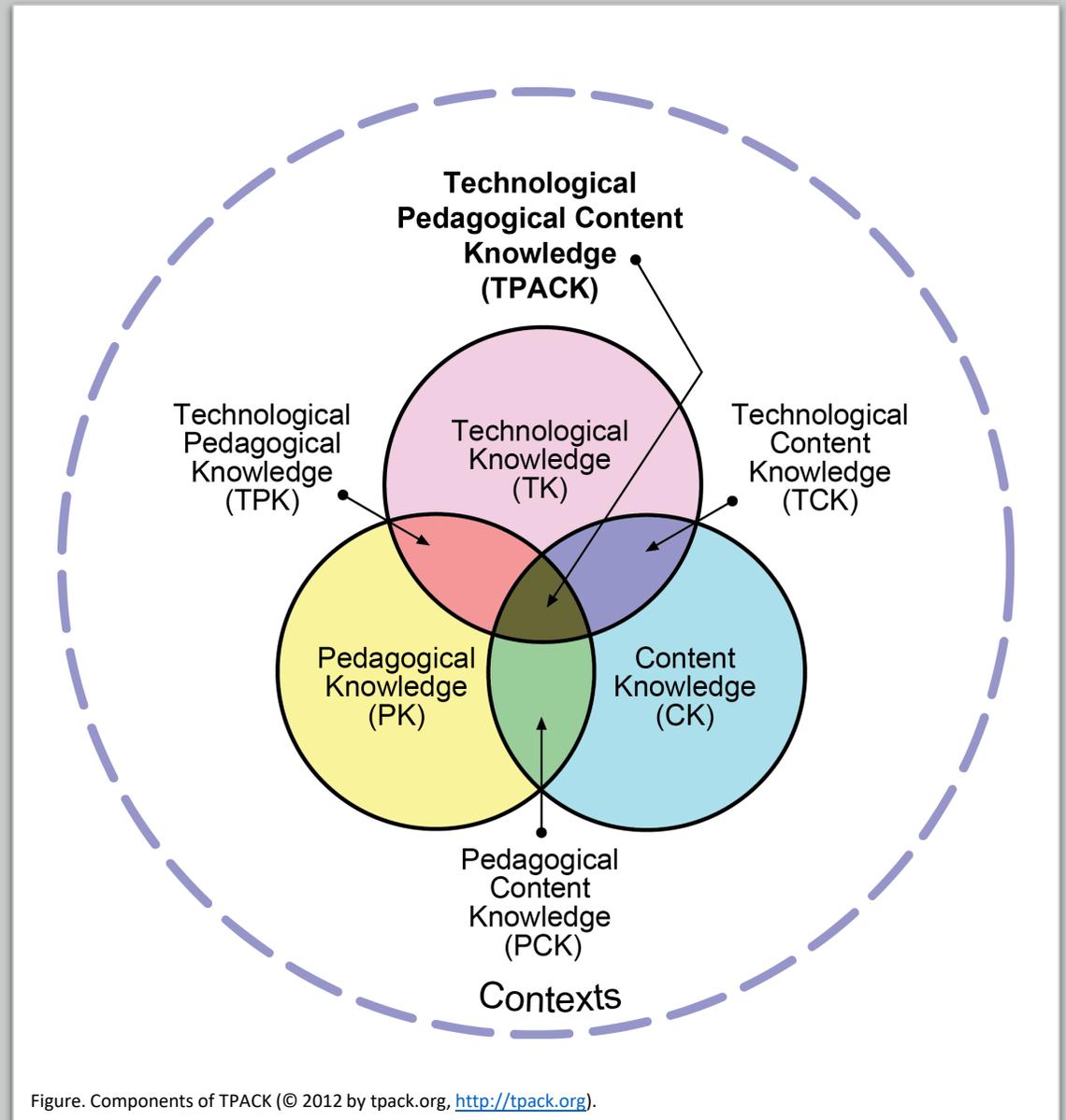
- Strategies, Analysing evidence, Feedback and learning

- **Empowering learners:**

- Accessibility and inclusion, Differentiation and personalisation, Actively engaging learners

Pedagogy in digital environments

- Digital training and learning tools can be used in several ways to support the teaching and learning process.
- When utilizing digital training and learning tools, the pedagogical approach has to be rethought:
 - All three forms of knowledge, i.e. content, pedagogy, and technology have to be considered simultaneously in unique contexts (Figure)



Examples of learning platforms and tools

Open-source learning management system which works in several languages

[Moodle](#)

Game-based learning platform for creating, sharing and playing learning games or trivia quizzes

[Kahoot!](#)

Hubs for meetings and conferencing, chatting and collaborations

[Microsoft Teams](#)

[ZOOM](#)

Collaborative tools offer versatile visualization tools for collaborative knowledge building.

[Flinga whiteboard](#)

[Miro](#)

[Padlet](#)

Online feedback tools which are designed to catch user feedback from digital platforms, applications and services.

[SurveySparrow](#)

[GetFeedback](#)

[Gainsight PX](#)

Activity in pedagogy

- What are the challenges of digital learning?
- Limit your answer to 20 characters.
- This activity is in <https://answer garden.ch/2259105>

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Katse tulevaisuuteen. Think future.

www.samk.fi

