

Train the Trainer
Professional
Development Courses
and
Professional Certification

ITrain
International Association of
Information Technology Trainers

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Train The Trainer Boot Camp

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This seminar features practical, hands-on experiential learning. Participants will have the opportunity to practice instructing an academic learning group. Current educational practices and instructor-led practice exercises offer the participants of this exciting seminar exposure to world-class instructional methodologies. An ITrain-certified instructor will present all lecture and round-table discussions.

This seminar is highly recommended for teachers, instructors, and trainers from all disciplines who are just starting out in the field, returning to the field after a period or who have not been afforded the opportunity to leave the field to recharge their batteries and review and reconsider the foundation responsibilities and expectations of being a trainer.

Duration

1 day (6 academic hours)

Prerequisite

none

Introduction to Stand-Up Instruction

Overview of Training Technologies

Training Conversation

- What is training
- Training vs. education
- What are reasonable expectations
- Are they students or participants

Participant Introductions

- Who are the participants
- From where do the participants come
- Why are they attending
- What do they hope to gain
- What are they bringing to the seminar

Presenter Introduction

- Who am I
- Where am I from
- Why am I here
- What is my goal

Training Attire

- Creating a flexible training atmosphere while maintaining appropriate command presence

Self Evaluation

- Considering training roles
- Personal strengths
- Personal weaknesses

Teaching From Strengths

- Using strengths on a daily basis
- Personality clashes

Teaching From Weaknesses

- Understanding weaknesses
- Complementary personalities

Instructional Practicum

- Peer presentation
- Self vs. Peer review

Train The Trainer Advanced Seminar

000622

This seminar and conference features practical, hands-on experiential learning. Participants will have the opportunity to practice leading group instruction throughout the seminar. Instructional Systems Design (ISD) models, current educational practices, and instructor-led practices offer the participants of this exciting seminar exposure to world-class instructional methodologies.

An ITrain-certified instructor will present all lecture and round-table discussions. This seminar is highly recommended for teachers, instructors, and trainers from all disciplines.

Duration

2 days (12 academic hours)

Prerequisite

Train The Trainer Boot Camp
(recommended)

Introduction to Stand-Up Instruction

Overview of Training Technologies

Participant Introductions

- Who are the participants
- From where do the participants come
- Why are they attending
- What do they hope to gain
- What are they bringing to the seminar

Presenter Introduction

- Who am I
- Where am I from
- Why am I here
- What is my goal
- Why am I qualified
- What do I bring to this seminar
- What do I hope to gain

Training Elements

- Strong beginning & ending
- Level of acquaintance
- Comfort (physical & mental)
- Participants' educational levels
- Participants' experiences
- Group dynamics

Trainer Roles

- Encourage independence
- Improve self-esteem
- Preparation for real-world competence
- Ensure participants' comprehension

Training Attire

- Formality
- Professionalism
- Casual competence
- Relaxed atmosphere
- Command presence
- Audience control
- Personal comfort
- Suitability
- Appropriateness

First Practicum

- "Before" presentation
- Self vs. Peer review

Question Everything

- Respond with a question
- Encourage responsible learning
- Prevent trainer-dependence
- Create behavioral independence

Types of Questions

- Closed
- Open
- Reflexive
- Leading
- Unexpected
- Next-step

Visual Learners

- Three quarters of all learners prefer visual cues rather than text descriptions
- Demonstrate, explain, practice

Jump With Both Feet

- Engaged with butterflies
- Credibility requires personal experience
- Don't allow monopolized conversation
- Easy laughter is a sign of being in step
- Enthusiastic participation
- Complete evaluations and comments

Handling Disruptive Students

- Know-it-all
- I've heard this before
- This doesn't apply to me
- My boss made me come here

Meeting Expectations

- Meet all your students' expectations

Creating Training Materials

- Create better training materials faster
- Keep a 1:1 prep-to-present ratio

Taking Learning Home

- Improve your students' retention
- Give your students elephant-size memory

Evaluating Learning Objectives

- Measurable
- Attainable
- Reliable
- Verifiable
- Written Exams
- Oral Quizzes

Second Practicum

- "After" presentation
- Self vs. Peer review

Professional Certification

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Certification through the Professional Technical Trainer (PTT) assessment requires an applicant to demonstrate a broad set of instructional skills. Successful completion of the Train the Trainer Advanced Seminar, including the in-class participant presentations and tapings, demonstrates the applicant's command of the required skills.

Preparation of appropriate resources

- Confirm training facility is prepared
- Create an environment with minimal distractions to learning
- Plan for and implement alternate training arrangements when required
- Judge effectiveness of logistical and physical arrangements

Management of the Learning Environment

- Conduct instruction using appropriate strategies
- Ensure learners succeed through the use of effective skills transfer
- Complete required material in allotted time
- Control interaction and group dynamics
- Encourage participation by all learners

Communication Skills

- Practice effective communication skills
- Use appropriate oral and nonverbal language
- Use voice, eye-contact, gestures, silence effectively
- Use active listening techniques
- Constantly review communication effectiveness; modify as necessary

Presentation Skills

- Practice effective presentation skills
- Use analogues, illustrations, anecdotes and humor to enhance learning and retention
- Review and judge the effectiveness of the presentation at each major stage

Questioning Skills

- Use appropriate question
- Alternate questioning style to encourage participation
- Direct questions appropriately
- Repeat and restructure questions

Establish and Maintain Credibility

- Introduce self to all participants
- Ensure participants introduce themselves, their goals, and their expectations
- Maintain conservative social bearing
- Demonstrate content expertise
- Judge and evaluate the effect of credibility on training effectiveness

Use Instructional methods and media appropriately

- Implement a variety of instructional methods and media effectively
- Select appropriate instructional techniques and media to match the audience
- Judge the appropriateness and effectiveness of methods and techniques in terms of skills transfer

Perform Demonstrations and Manage Hands-on sessions

- Demonstrate competence at hands-on exercises and tasks
- Facilitate hands-on exercises; allow sufficient time for learners to practice
- Engage advanced learners in additional activities to allow others to complete required materials
- Judge the relevance of demonstrations and hands-on exercises

Coaching Skills

- Match learning outcomes to learner and organizational needs
- Encourage enthusiasm
- Remove blocks to learning
- Judge effectiveness of solo, small group, and seminar training sessions; apply each to the greatest efficiency and effectiveness