Training Course Delivery Techniques (2022/06/07)

Session Notes

Nadya Doncheva
Today is about optimising training course delivery techniques
It is important to use the same nomenclature (instructor and learner), not optimal to address everyone as student or teacher
The value of immediate feedback and the opportunity to know how well the learners are doing (room layout, lamps to signal progress); the room layout and infrastructure matters
Get an idea about the confidence of the learners by asking them several times throughout the course and keeping track of the answers, seeing the progress (6 possible hand answers?) Question is usually something like "how well can you analyse data X with technique Y" and should be shown on the screen so that participants know the answer
Formal vs. non-formal learning
Peer instruction and flipped classroom
We should try to reduce lecturing time to make more time/space for other activities
Our goal is to deliver skills at max level & generate confidence
Connectivism
Remember that there is a difference between training children and adults
The role of wrap-up sessions and how to deliver them?
How using git (version control & collaborative tool) can be beneficial for training
An example workflow of a training course day
Examples for learning strategies
Differences between training and teaching
Accomplishing the sense of achievement and autonomy
Learning objectives is more about the content of the course (could be vague), to be distinguished from learning outcomes (which are very objective and should be clearly defined)
Specifying learning outcomes can make use of Bloom's taxonomy to clearly define the level of learning to reach
Techniques for making more room in the working (short term) memory
It is very important for the trainer to listen and to pay attention to the learners; it is good to learn to notice the signs of the audience and to have a recovering strategy in case they are lost
Tipp: don't ever start with a wrong example!
Let learners create mental models, compare them and see if and how people converge into the new knowledge
Avoid an attention split effect (remember, we can't speak and think at the same time), the "btw there is also that"

Mariana Alves
What is obvious is hard to share - when more fresh remember learning difficulties
How to arrive to the sense making
Focus on making sense of information
Contact at home with subject matter, pause when you want, then discuss at school

Using Git structure to go through a session!
- Changes by request, layers of control
- Real risks of collaborative documents - rules to protect
- Pandocs turns markdown into pdf (..) slides

Do not infantilize adults in training - justify when using similar techniques (like prizes etc)
Confidence =/ skills
Programme - series of courses with sth in common (could be method) (=/ collection); Course - defined goals and overall objective vs Workshop - people bring their work and share it with others vs Seminar - assemble, deliver + discussion

Intro - schedule, documents, delivery info details
People learn faster in pairs, but give room to people to stay on their own if they want
Wrap up session - every day and at the end, also before questionnaire | in the morning after, more fresh - you should do a wrap up before you change subject to lose less people (who with wrap up assess their confidence)

Not reciting - question, vote, volunteer to explain particular aspect of day X (risk, hard to get out of what wrong has been said, go small less risk)
No volunteers - randomize, draw it with a generator

Having the programme on the day and everyday (no hiding is important, session by session is worse)
Plan partitioning and breaks

Questionnaire - enough individual attention
Training - you need to have the right context

Course objective vs learning outcomes: with exercise A, learner should be able to do Y autonomously

With selection to get to training, we are not in the peak of the distribution, that biases feedback

Difficult to erase misconceptions - creating new concepts by relating to old concepts, conflicting - thinking of/about the learner, what is the learner thinking? Recognize how they act (look around, cellphones, posture) - assess the situation by external signs

Instructor - listen/observe, when you don't do it you get away from the cognitive situation of the learner(s), detach, erase yourself as a source of knowledge

Never begin a training with a wrong example (!)

Mind maps - easy to recognize if some concepts are wrong, access someone's brain and where they archived the info etc - only use in simple concepts -   ExMind

Do not overload with too many references, links, etc (appendix? Not to overwhelm)

Attention split: participants doing an exercise, avoid going "by the way blabla" and splitting attention - again how can you not lose the audience!

Test with a novice to probe effectiveness

Acessory ideas that are not to the point - burning time and dividing attention, distraction and unlearning
Tricky questions can function as a distraction - like negative tricky multiple choices - losing audience

Practice - repetition with diverse content

Excessive exercises for fast learners
Random generator
Schedule enough breaks (!) "catering can't be move" don't drag too much

Leonor Ruivo
Peer instruction and focusing on the students' mind and learning experience
Transfer of info -> making sense of that info to apply knowledge embedded in info to a new context -> The role of training is to induce this connection
Collective intelligence - convergence of knowledge and skills to promote learning and exchange

Training session - a sequence of info transfer moments intercalated with exercises

Intro - everyone introduces themselves, establish a team work environment

When changing subjects during the course, a wrpa up must be done to assess if participants are ready for the next topic. Ask someone randomly to do the wrap up and summarise what was covered in the session - only do this if the amount of information to recap is small, to avoid wrong explanations

Concept maps - can be used in exercises - remove elements, entire branches, arrows and ask people to place them back in the right place.

Whatever is delivered during training does not need to remain abstract - comparisons can be drawn

1 exercise for 1 LO, 2 LOs at most.