Train The Trainer

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WELCOME

Name: ----------

Date: ----------

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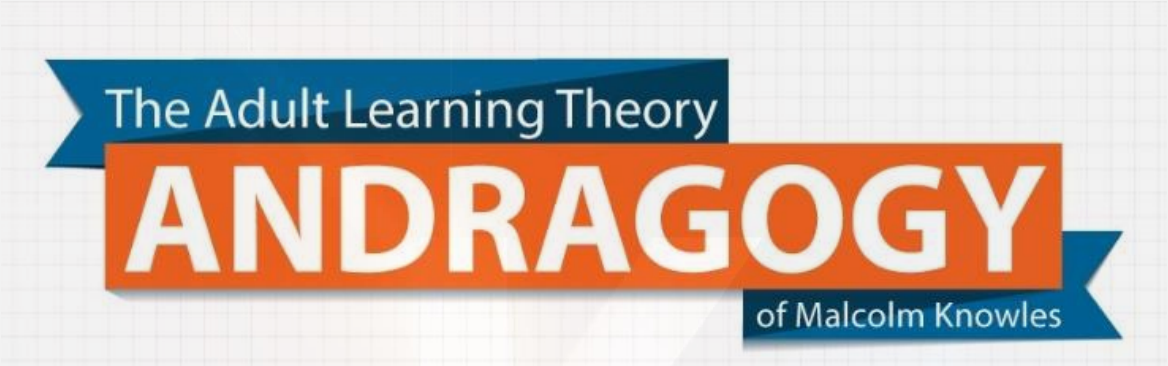
1. Adult Learning



Developed by Malcolm Knowles in 1968, Adult Learning Theory or andragogy is the concept or study of how adults learn and how it differs from children. It aims to show how adult learning is distinct and identify the learning styles which suit them best.

Over the years, the theory has been added to and adapted. At its core, it contains five key assumptions about adult learners and four principles of andragogy. It's a theory that is applicable for businesses in particular as it works well for common training courses, like soft-skills.

1. Adult Learning

1. Self-Concept:

As we grow older, we shift from being dependent to being more independent. Therefore, how we prefer to learn changes from being instructor-led to a more self-directed approach.

2- Adult Learner Experience:

Adults have lots of experience from which they draw knowledge and references. We can take from these experiences and learn from them.

3. Readiness to Learn

Adults want or are ready to learn when there is a reason, such as when it's directed towards growth and development related to their work.

4. Orientation of Learning

As adults, we want what we are learning to be applicable to our everyday lives, instead of being general learning about a subject. We want to learn practical skills that help us solve problems and work better.

5. Motivation to Learn

As children, we learn because of external factors, like parents and teachers. However, as adults we want to learn for our own reasons, for example, to progress in work or to boost self-esteem.

1. Adult Learning

Considering that adults have their own, unique way of learning, there are 4 central principles that explain how to best develop training for them.

1. When it comes to learning, adults want or need to be involved in how their training is planned, delivered, and executed. They want to control what, when, and how they learn.
2. Adults gain more when they can pull past experiences into the learning process. They can draw on what they previously know to add greater context to their learning.
3. Memorizing facts and information isn't the right way for adults to learn. They need to solve problems and use reasoning to best take in the information they are being presented with.
4. Adults want to know "How can I use this information now?". What they are learning needs to be applicable to their lives and be implemented immediately.

1. Adult Learning

1.1 Adult Learning Principles

1. Self-Directing
The first difference Knowles proposes is that adults are autonomous and self directing, meaning that they live under a large degree of self-governance and to their own laws, beliefs and values.

2. Learn by doing
Adults learn through direct experience; therefore, their training and learning interventions must include active and practical participation and offer implementable techniques and methodologies that will immediately improve their every day lives.

3. Relevance
The content of a training program must be meaningful and relevant to the adult learners, their lives and their business. They have to very clearly see why and how this is important to them personally and how it applies to their life.

4. Experience
Adult learners need to be able to draw upon their past experiences to aid their learning. Training needs to be contextualised to use language that they are familiar with. We need to select case scenarios and examples that they can relate to, as well as refer to their direct past life, work and social experiences to bring the meaning of the learning into their world as they understand it.

5. All of the Senses
Adult learners need multi-sensory learning and teaching methodologies. We must ensure that our learning interventions have appropriately proportioned delivery techniques that meet the needs of audio, visual, reading/writing, kinaesthetic, dependent and independent learning preferences.

6. Practice
Adults learn through direct experience; therefore, their training and learning interventions must include active and practical participation and offer implementable techniques and methodologies that will immediately improve their every day lives.

7. Personal Development
The intrinsic, personal desires and ambitions of an adult learner need to be considered when planning and delivering adult learning programs.

8. Involvement
Effective adult learning programs have planned for learner feedback and consultation. Adults need to feel as though they have a sense of responsibility, control and decision-making over their learning. They need to be involved in the planning, evaluation and consultation of their own learning process to be fully on board with its successful execution.

1. Adult Learning

1.2 Multiple Intelligence

When you hear the word intelligence, the concept of IQ testing may immediately come to mind. Intelligence is often defined as our intellectual potential; something we are born with, something that can be measured, and a capacity that is difficult to change.

In recent years, however, other views of intelligence have emerged. One such conception is the theory of multiple intelligences proposed by Harvard psychologist Howard Gardner.

The theory of Multiple Intelligences: suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book Frames of Mind: The Theory of Multiple Intelligences, where he suggested that all people have different kinds of "intelligence."

1. Adult Learning

1.2 Multiple Intelligence *Cont.*

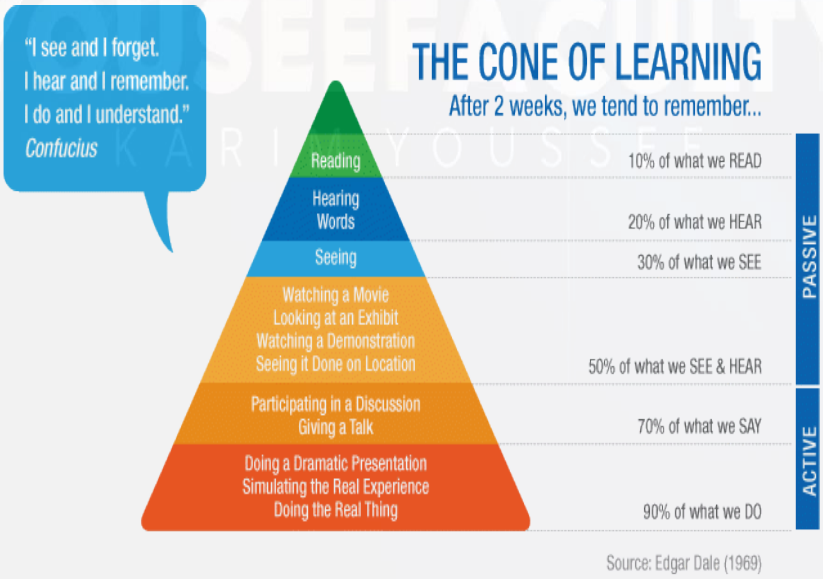
1. Adult Learning

1.3 Learning Styles

In the mid-20th century, a researcher, Edgar Dale, "theorized that learners retain more information by what they 'do' as opposed to what is 'heard,' 'read' or 'observed.'

His research led to the development of the Cone of Experience" (Educapyscho). The Cone of Experience is often misinterpreted as the pyramid shape that would insinuate some options are better than others. After all, the pyramid shows that people will only remember 10 percent of what they read and 50 percent of what they see, so why would anyone waste their time reading? This is where the misconceptions lie.

The key to the cone is that educators should work in all aspects in order to access the student's full capabilities.



1. Adult Learning

1.3 Learning Styles *Cont.*

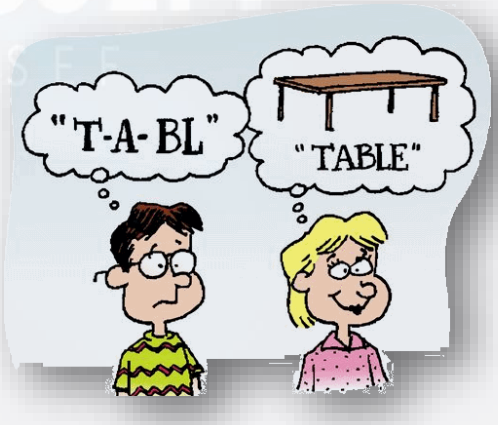
Everyone processes and learns new information in different ways.

There are three main cognitive learning styles: visual, auditory, and kinesthetic.

The common characteristics of each learning style can help you understand how you learn and what methods of learning best fit you.

Understanding how you learn can help maximize the time you spend studying by incorporating different techniques to custom fit various subjects, concepts, and learning objectives.

Each preferred learning style has methods that fit the different ways an individual may learn best.



1. Adult Learning

1.3 Learning Styles *Cont.*

MODALITY	VISUAL	AUDISTORY	KINESTHETIC
PREFERRED LEARNING STYLE	Learns by seeing or watching demonstrations	Learns through verbal instructions from self or others.	Learns by doing and direct involvement.
SPELLING	Recognizes words by sight; relies on configurations of words.	Uses a phonics approach has auditory word attack skills.	Often is a poor speller; writes words to determine if they "feel" right.
READING	Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration.	Enjoys dialogue and plays; avoids lengthy descriptions; unaware of illustrations; moves lips or sub-vocalizes.	Prefers stories where action occurs early; fidgets while reading; not an avid reader.
HANDWRITING	Tends to be a good, particularly when young; spacing and size are good; appearance is important.	Has more difficulty learning in initial stages; tends to write lightly.	Good initially but deteriorates when space becomes smaller; pushes harder on writing instrument.
MEMORY	Remember faces but forgets names; writes things down; takes notes.	Remembers names but forgets faces; remembers by auditory repetition.	Remembers best what was done, but not what was seen or talked about.
IMAGERY	Vivid imagination; thinks in pictures; visualizes in detail.	Sub-vocalizes; imagines things in sounds; details are less important.	Imagery not important; images that do occur are accompanied by movement.
DISTRACTABILITY	Unaware of sounds; distracted by movement.	Easily distracted by sounds.	Not attentive to visual or auditory presentation so may seem distracted.
PROBLEM SOLVING	Deliberate; plans in advance; organizes thoughts by writing them; lists problems.	Talks problems out; tries solutions verbally or sub-vocally; talks self through problems.	Attacks problem physically; impulsive; often selects solution involving greatest activity.
RESPONSE TO PERIODS OF INACTIVITY	Stares or doodles; finds something.	Hums, talks to self, or talks to others.	Fidgets or finds reasons to move.
RESPONSE TO NEW SITUATIONS	Looks around or examines structure.	Talks about situation; discusses pros and cons of what to do.	Tries things out; touches, feels or manipulates.

1. Adult Learning

1.4 Training Methodologies

1- Instructor-Led Training:

The practice of training and learning material between an instructor and learners, either individuals or groups.

2- On-Job Training:

Given to a paid employee while they are engaged in productive work and that provides. knowledge and skills essential to the full and adequate performance on the job.

3- Simulation Training:

Involves the use of basic equipment or computer software to model a real-world scenario.

VR training is an immersive learning experience that recreates real-life settings and simulates work challenges.

1. Adult Learning

1.4 Training Methodologies *Cont.*

4- Coaching and Mentoring:

Coaching is more performance-driven, designed to improve the professional's on-the-job performance. Mentoring is more development-driven, looking not just at the professional's current job function but beyond, taking a more holistic approach to career development.

5- Role-Play Training:

an active learning strategy that requires participants to perform realistic scenarios under the supervision of a trainer or facilitator.

6- Job Shadowing:

Job shadowing is a type of on-the-job training that allows an interested employee to follow and closely observe another employee performing the role.

1. Adult Learning

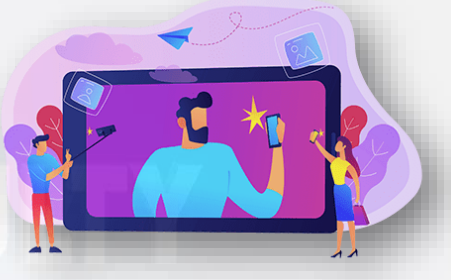
1.4 Training Methodologies *Cont.*

7- Focus Groups:

A focused discussion where a facilitator leads a group of participants through a set of questions on a particular topic. Like interviews, focus groups can be used effectively to get reactions, insights, opinions, attitudes, and preferences regarding training programs.

8- Media Aids (Visual-Auditory):

Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts.



9- Case Study:

A method that provides descriptive situations which stimulate trainees to make decisions. The purpose of the case method is to make trainees apply what they know and develop new ideas to manage a situation or solve a problem.

1. Adult Learning

1.4 Training Methodologies *Cont.*

10- Gamification & GBL:

In a game-based learning environment, users learn new concepts and practice skills in a risk-free setting. Their progress in the game is directly related to their understanding of the subject being taught.

11- e-Learning:

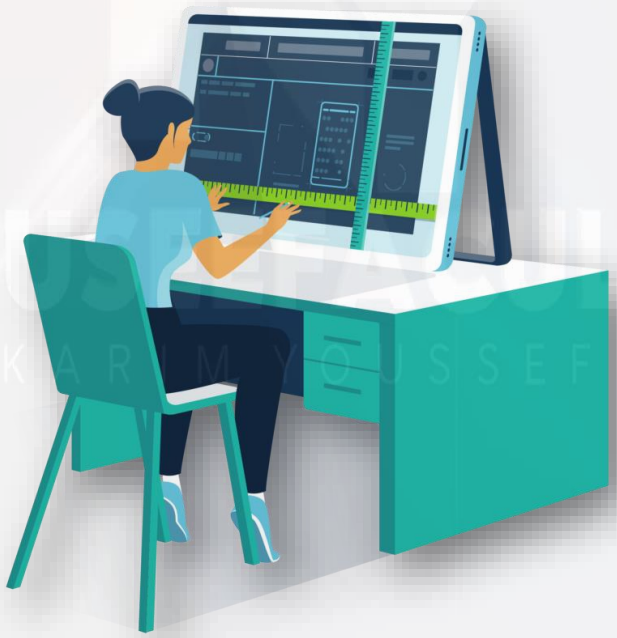
A learning system based on formalized teaching but with the help of electronic resources. E-learning could be self-paced (Asynchronous), or an event in which a group is engaged in learning at the same time (Synchronous).

12- Blended Learning:

Also known as hybrid learning, is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods.

2. Instructional Design

Instructional design (ID), is the practice of systematically designing, developing and delivering instructional materials and experiences, both digital and physical, in a consistent and reliable fashion toward an efficient, effective, appealing, engaging and inspiring acquisition of knowledge, building skills, or changing behavior and attitude.



2. Instructional Design

2.1 ADDIE Model

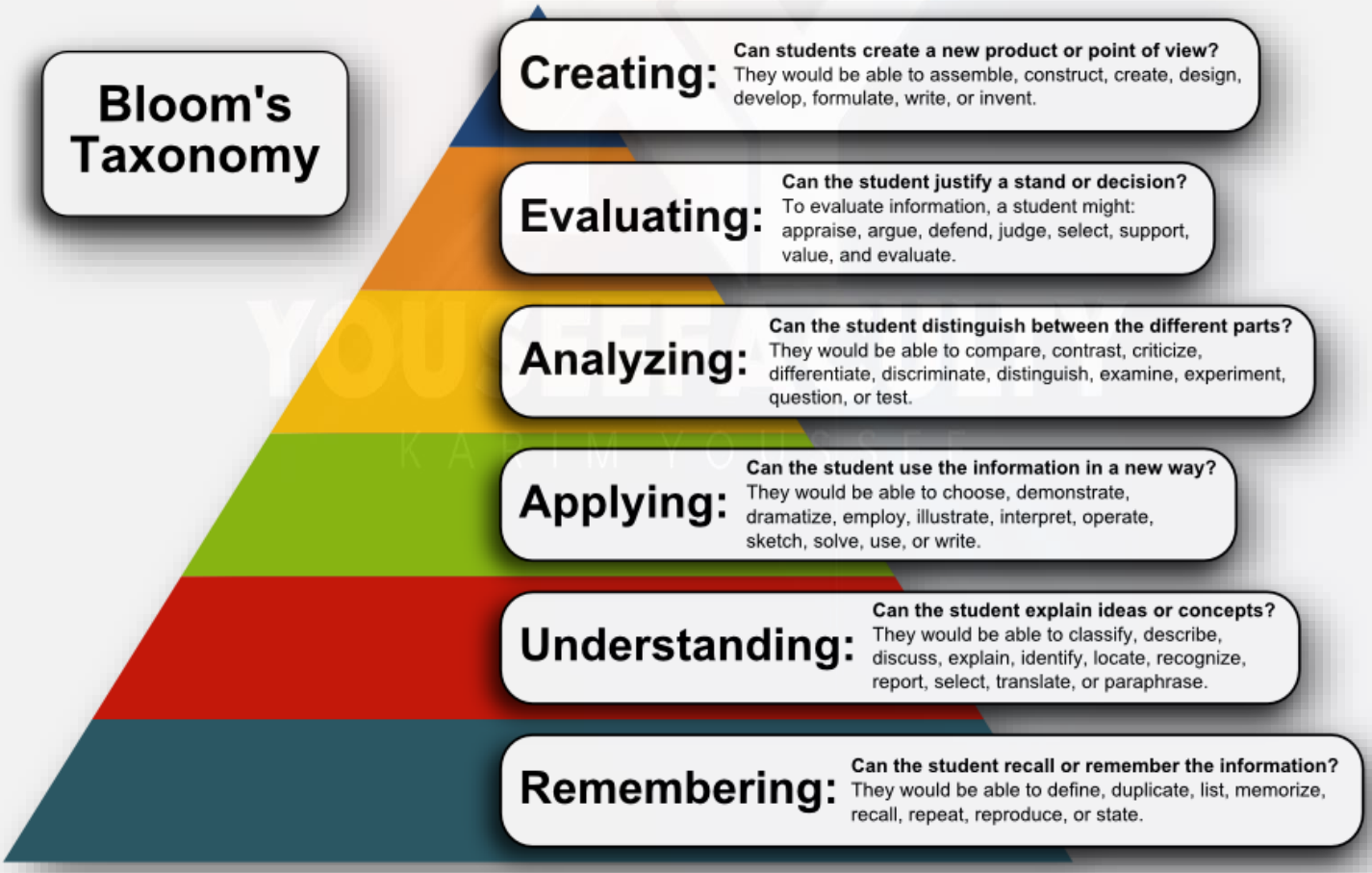
The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

2. Instructional Design

2.2 Bloom's Taxonomy

Bloom's taxonomy is a classification system used to define and distinguish different levels of human cognition.

The cognitive domain list has been the primary focus of most traditional education and is frequently used to structure curriculum learning objectives, assessments, and activities.



2. Instructional Design

2.2 Bloom's Taxonomy *Cont.*

Remember	Understand	Apply	Analyze	Evaluate	Create
Describe	Explain	Complete	Compare Contrast	Justify	Plan
Name	Compare	Use	Examine	Assess	Invent
Find	Discuss	Examine	Explain	Prioritize	Compose
List	Predict	Illustrate	Identify	Recommend	Design
Relate	Outline	Classify	Categorize	Rate	Construct
Write	Restate	Solve	Investigate	Decide Choose	Imagine

2. Instructional Design

2.3 Course Framework Components

1- Agenda:

An overview of the course, activities, breaks, etc. The trainer can use the agenda to improve time management.

2- Learning Objectives:

An outcome statement that captures what knowledge, skills, and attitudes learners should be able to exhibit/

3- Training Materials:

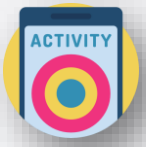
This could include the presentation, hand-outs, workbooks, instructor guide, advertorial, etc.

4- Training Aids (Visual – Auditory):

Instructional videos, podcasts, …etc.)

5- Hands-on (Experiential Learning):

The process of learning by doing and engaging students in hands-on experiences and reflection.



6- Assessments:

Reaction surveys – Knowledge checks – Questionnaires – Assignments – etc.

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2. Instructional Design

2.4 Building Effective PPT

1- Sensational Story :

- Immerse your audience in the story.
- Tell a personal story.
- Create suspense.
- Bring characters to life.
- Show. Don't tell.
- End with a positive takeaway.

2- Solid Structure: *Examples:*

- Intro - Main Point – Conclusion
- What - Why – How
- Problem - Solution – Evidence
- Topic - Explanation – Examples

3- Simple Slides:

- 1 slide = 1 message.
- Cover the most crucial pieces only.
- Think billboard:
  - 3 seconds to understand the slide.
  - Limit graphics, images, and text.

4- Stunning Setup:

- Choose white space over distracting clutter.
- Use headings, bullet points, and short paragraphs.
- Graphics should be properly structured, relevant, high quality, and neatly arranged.

2. Instructional Design

2.4 Building Effective PPT Cont.

1- Text

Considering cognitive overload again, ask yourself, “how much is too much text? What devices are being used to complete the training? Will the learner be able to read and digest large chunks of text?”

Focus: Keywords, Concepts, or ideas only.

Formula: Header - Bullet Points - Short Paragraph.

Use: Big fonts, Pictures, or icons (only to emphasize your title and bullet points).

Remember: Punctuate. Capitalize sentence letters. Watch out for double spaces.

2. Instructional Design

2.4 Building Effective PPT Cont.

2- Colors

Make sure that your slides are not too colorful. A PowerPoint in which all kinds of colors are combined with each other does not look professional, but rather suitable for a children's birthday party.

Use appropriate, thoughtful colors in your logos, images, links, text, and beyond. Consider that some colors boost online learners' responsiveness while others may have a calming effect. For example, red is known to provoke excitement while green is associated with peacefulness.

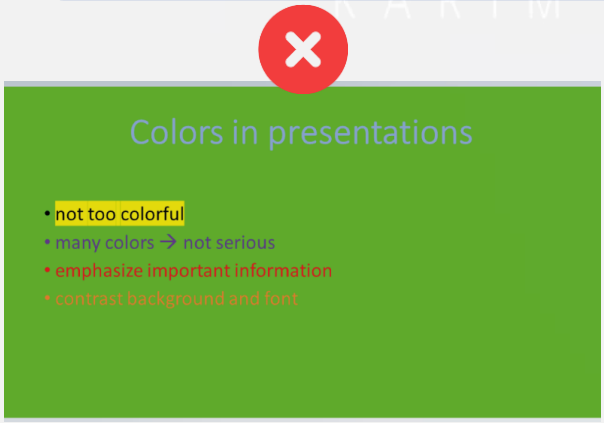
Choose: Colors that help the text to read well.

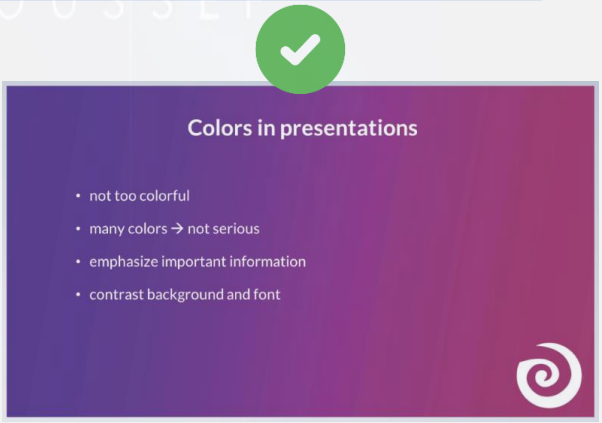
Contrast: The font and the background.

Think: A rough color palette in advance.

Use: Colors specifically to emphasize important information.

Useful Sources: colourlovers.com





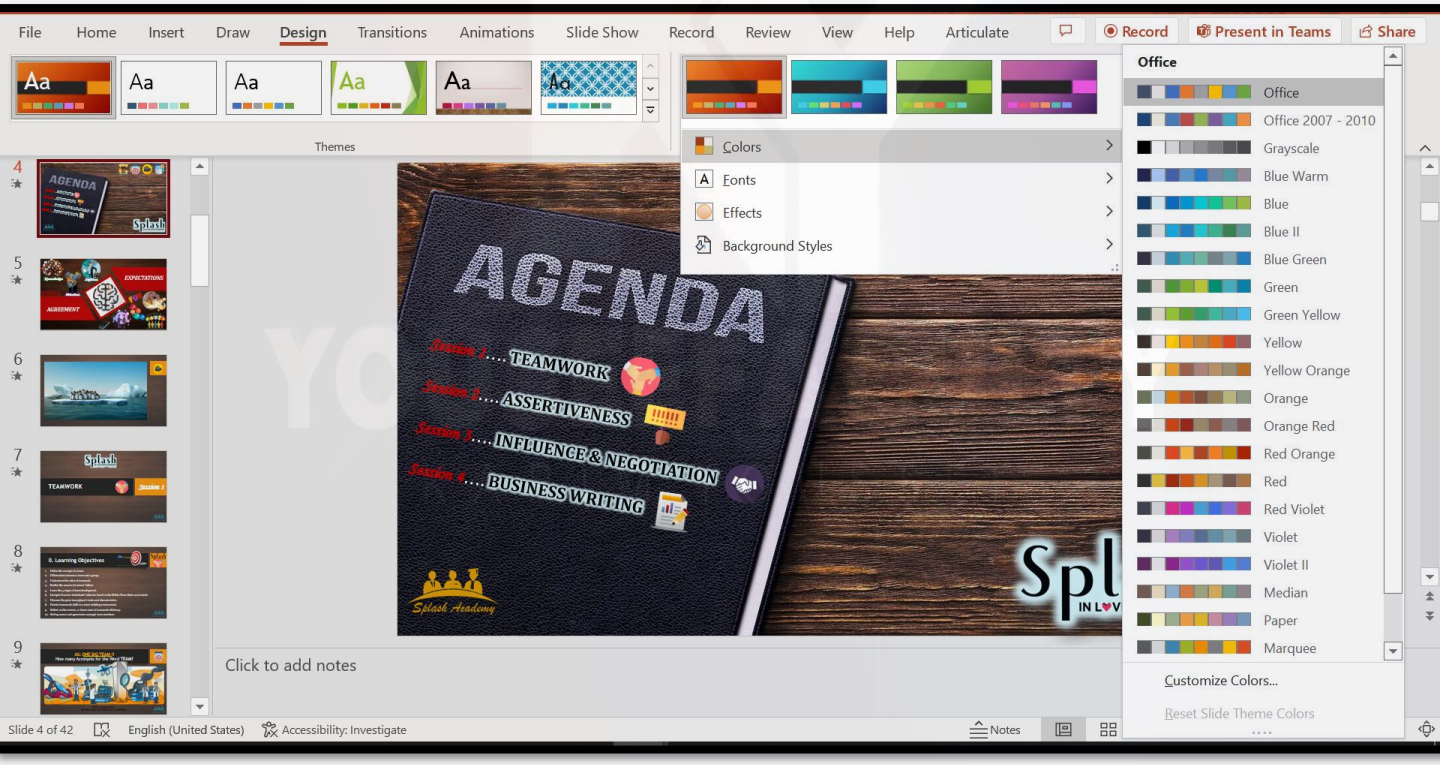
2. Instructional Design

2.4 Building Effective PPT Cont.

2- Colors *Cont.*

Use Color Scheme:

A PowerPoint scheme is a defined palette of eight colors which you can apply to pre-defined parts (eg the background) of a slide (or notes/handouts). It can be likened to a style in Microsoft Word.



2. Instructional Design

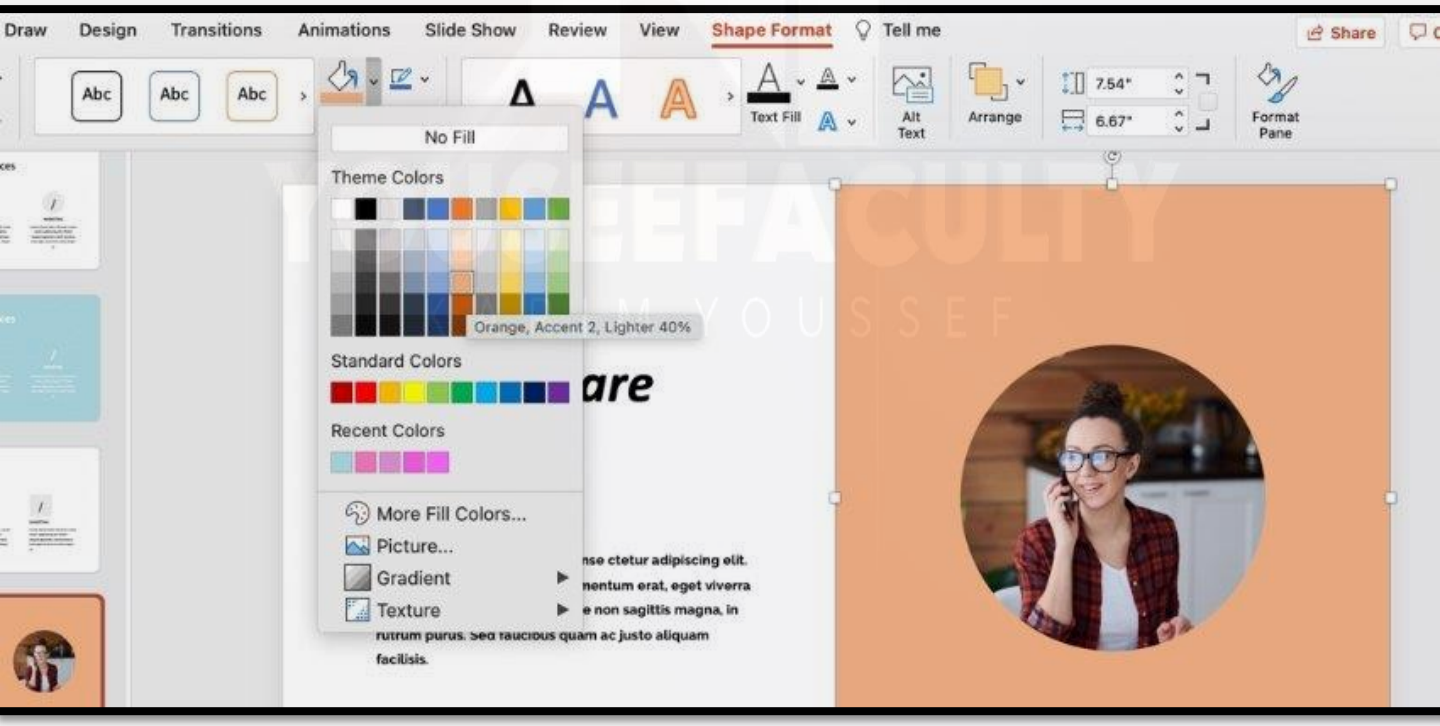
2.4 Building Effective PPT Cont.

2- Colors *Cont.*

Change Colors:

One of the top effective presentation skills PPT ideas is changing shape and colors. This helps you control the look and feel of each slide.

With a shape selected, find the **Shape Format** tab on PowerPoint's ribbon. Then, click on the **Shape Fill** dropdown. You'll see a color chooser menu appear. Click on any thumbnail to apply it to the shape or browse through the **Gradient** and **Texture** options.



2. Instructional Design

2.4 Building Effective PPT Cont.

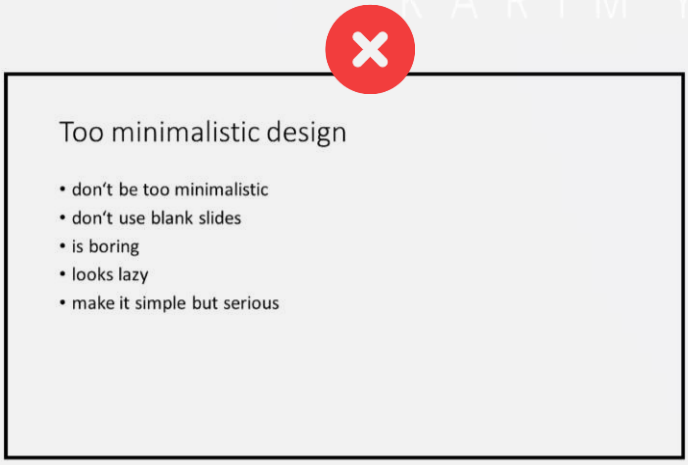
3- Themes

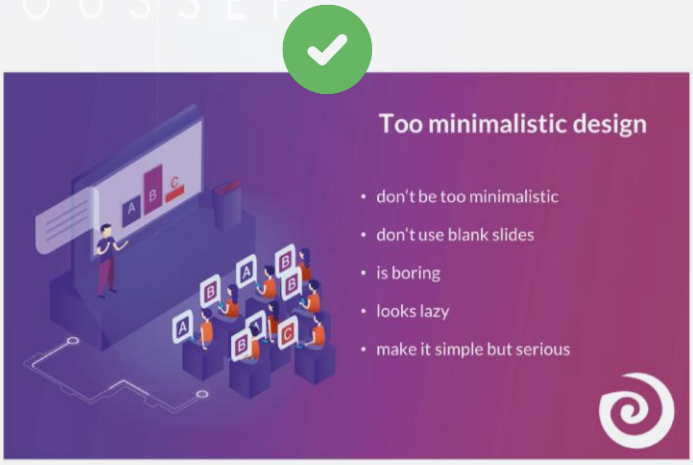
A presentation where your slides are blank and only black text on a white background is likely to go down just as badly as if you use too many colors.

Empty presentations are boring and don't really help to capture the attention of your audience. It also looks like you are too lazy to care about the design of your presentation and that you have not put any effort into the preparation. Your PowerPoint doesn't have to be overflowing with colors, animations and images to make it look interesting. Make it simple, but also professional.

Don't: be too minimalistic.

Use: PowerPoint Themes.





2. Instructional Design

2.4 Building Effective PPT Cont.

3- Themes *Cont.*

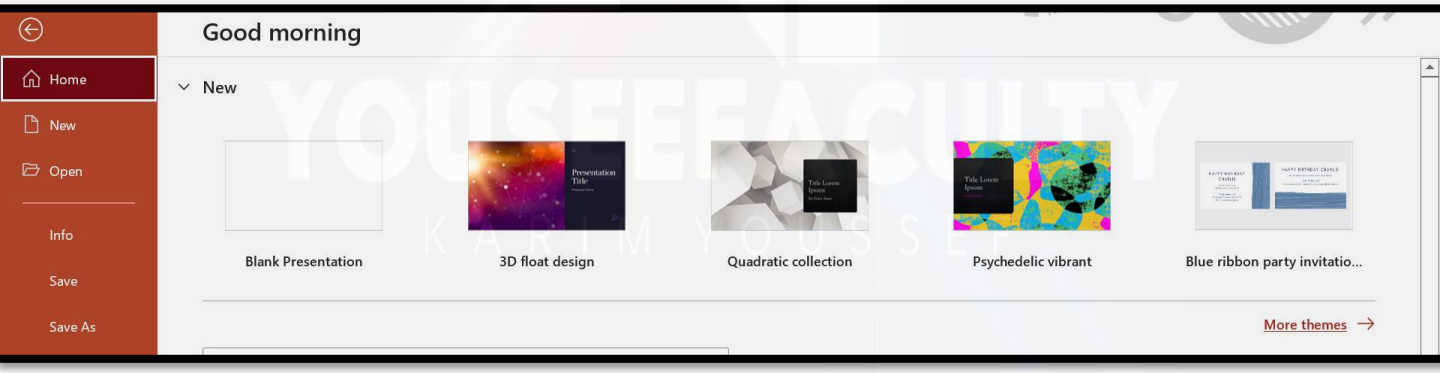
PowerPoint Themes:

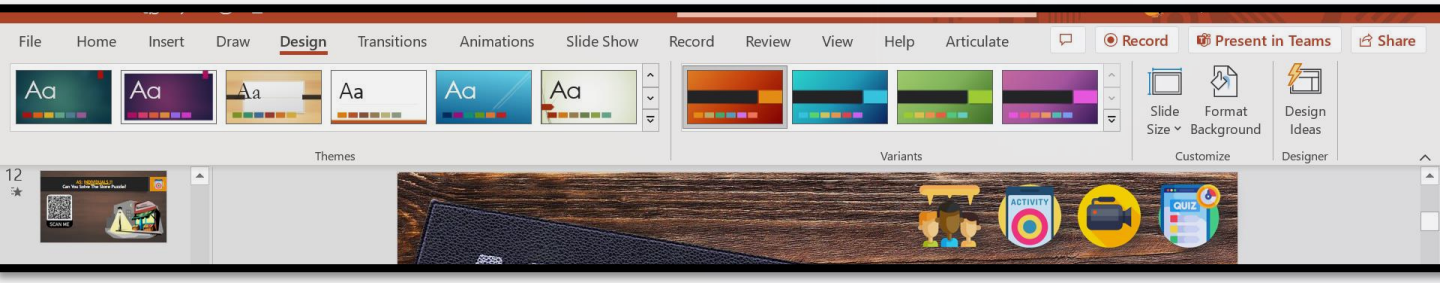
A theme is a predefined set of colors, fonts, and visual effects that you apply to your slides for a unified, professional look. Using a theme gives your presentation a harmonious appearance with minimal effort.

PoiwerPoint > Design > Themes

or

PoiwerPoint > File > More Themes





2. Instructional Design

2.4 Building Effective PPT Cont.

4- Fonts

Fonts are an important part of engaging your audience. Fonts and typography choices have a subconscious effect on viewers.

Fonts should be clean and simple without distracting stylistic elements.

Never: Combine too many fonts.

Use: At most two: one for headings and one for text.

Minimize: Text effects and coloring text outline.

Use: Sans Serif Family. (Arial, Gill Sans,Tahoma, Futura, Calibri, Helvetica, Trebuchet MS, Univers and Verdana)

Useful Sources: fontsquirrel.com

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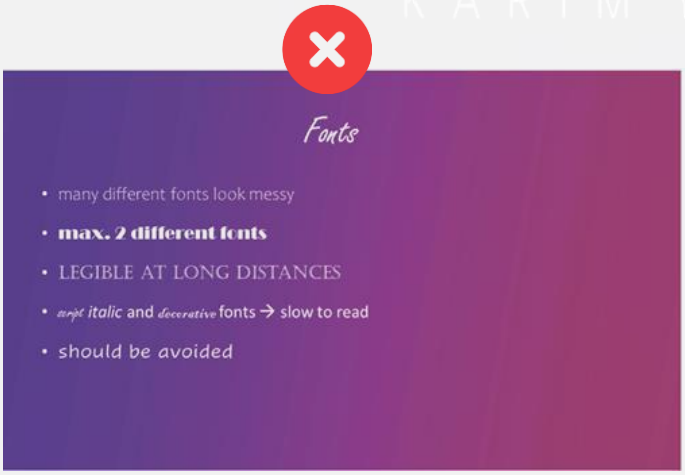
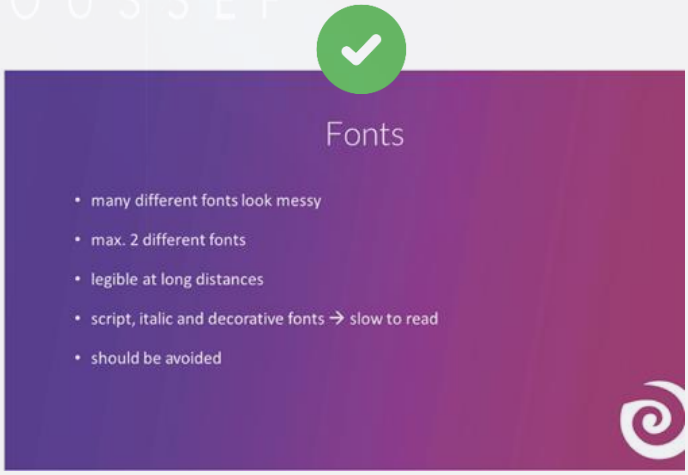




2. Instructional Design

2.4 Building Effective PPT Cont.

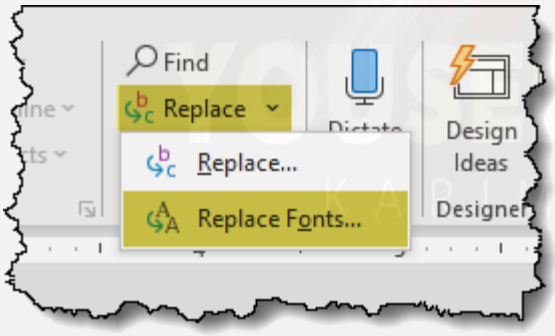
4- Fonts *Cont.*

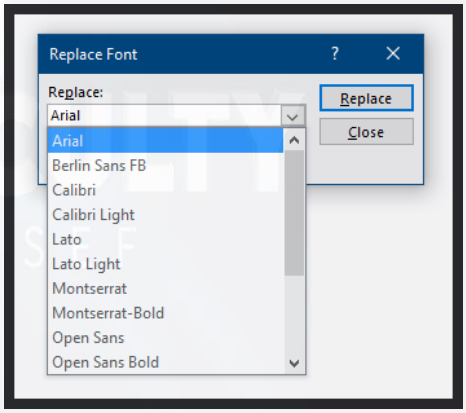
Replace Your Fonts In One Go:

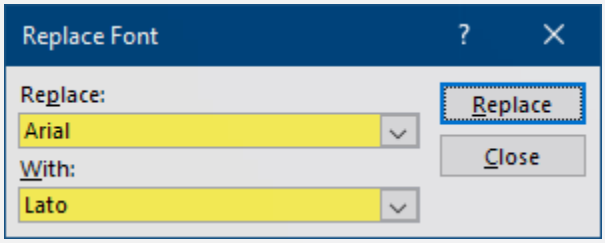
The **Replace Fonts** feature is located on the **Home** ribbon **-> Editing** group and accessed by clicking the small down arrow next to the **Replace** button.

When activated, Replace Fonts shows all fonts that are used within the active presentation.

In the **Replace** field, select the font you wish to replace. In the **With** field, select the new font to use in its place then click **Replace**.







2. Instructional Design

2.4 Building Effective PPT Cont.

5- Background

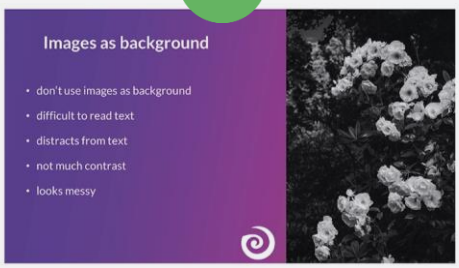
Presentation backgrounds are designed to provide a grounding element for your slides. As you choose your background, remember that it must complement your content in order to be successful. Before you choose your slide background, think about the overarching theme and message of your presentation.

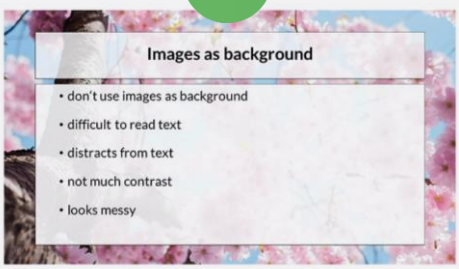
Don't Use: images as background.

Use: Gradients colors, patterns, textures, or text boxes over images.

PoiwerPoint > Design > Format Background

Useful Sources: graphicmama.com - slidescarnival.com





2. Instructional Design

2.4 Building Effective PPT Cont.

6- Images

One of the more important tips for quality PowerPoint presentations is to use high-quality photos and graphics.

Users view attractive designs as more usable. Similarly, they'll view a more attractive PowerPoint as more effective.

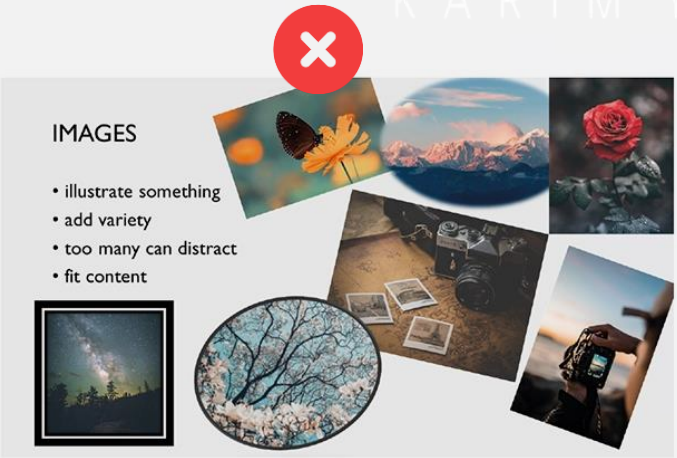
Pictures and graphics in presentations are always a good idea to illustrate something and to add some variety. They help keep your audience's attention and make it easier to remember important information.

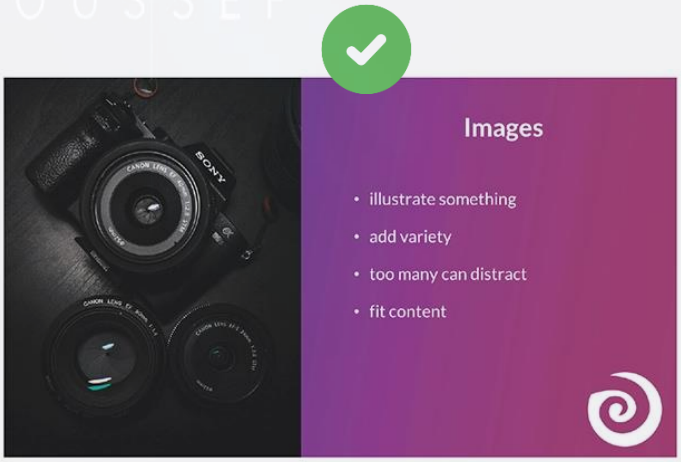
Don't Use: too many. pixel-ed, or watermarked images.

Use: Hi-quality, non-watermarked images.

To distribute Products: Use Grids.

Useful Sources: shutterstock.com – stocksnap.io - pexels.com - unsplash.com - burst.shopify.com - vecteezy.com - pixabay.com





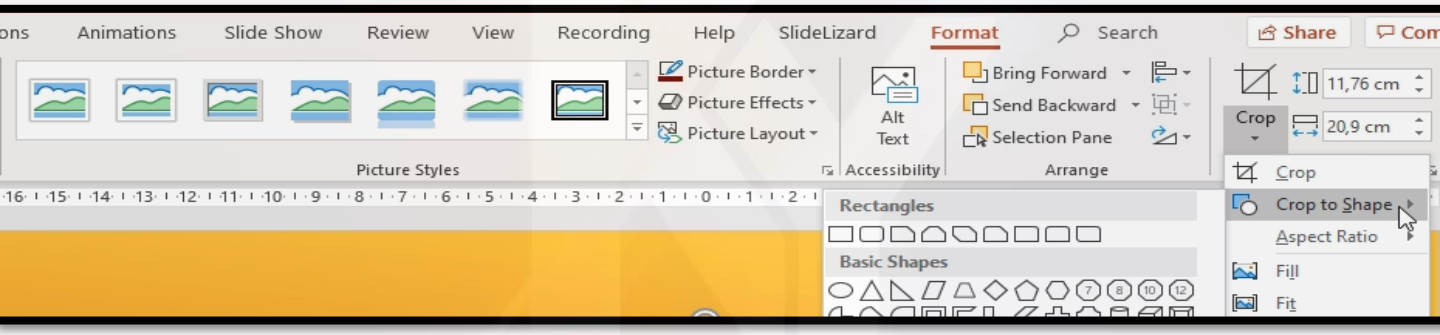
2. Instructional Design

2.4 Building Effective PPT Cont.

6- Images *Cont.*

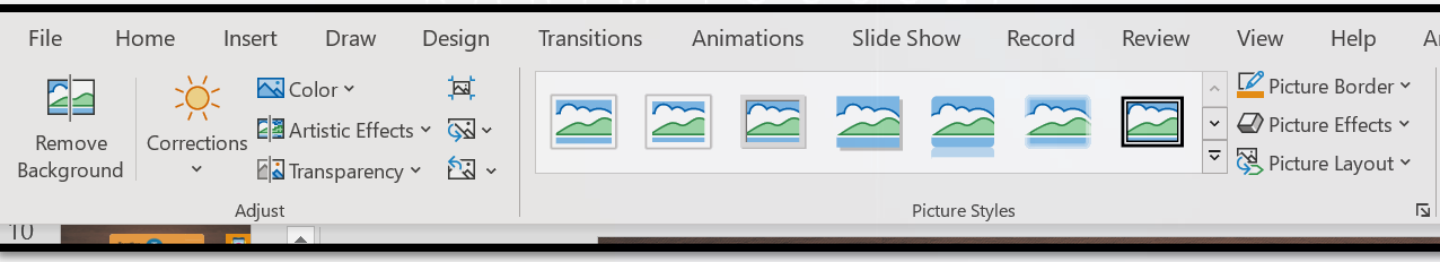
- Mask images to crop to shape:

Add the image - Go to the *Format* tab - *Crop* tool. Select the arrow below - *Crop to Shape* - Select the preferred shape - Adjust it.



- Edit and change pictures style:

Add the image - Go to the *Format* tab – *Picture Style or Adjust*



2. Instructional Design

2.4 Building Effective PPT Cont.

6- Images *Cont.*

- Get what you need from Google.com:

1- Narrow down search results: Add these to your key searching word (Clipart – Icon – HD – Vector – PNG – GIF …etc.)

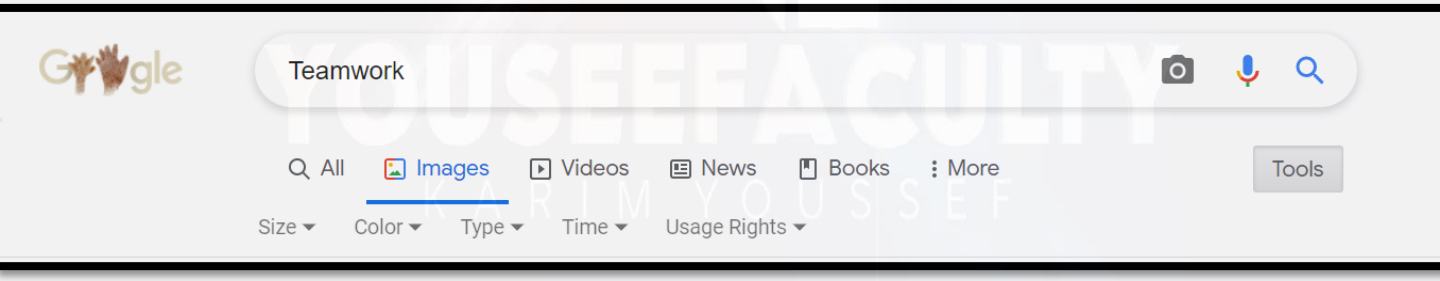
2- Choose Size, Color, Type, …etc.: click on Images results then Tools

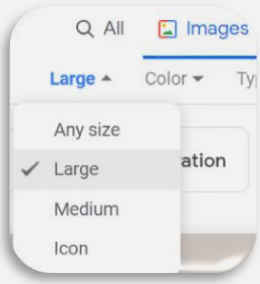
Size = Large-sized images usually equal higher quality.

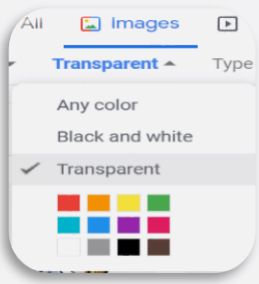
Color = Transparent can be used as a good illustration.

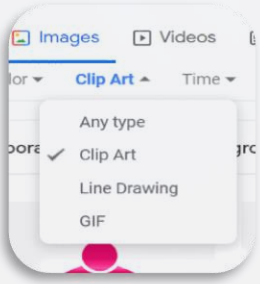
Type = Allows you to choose Clipart and moving pictures (GIF)*

*graphics interchange format









2. Instructional Design

2.4 Building Effective PPT Cont.

7- Transition

A slide transition is the visual effect that occurs when you move from one slide to the next during a presentation. You can control the speed, add sound, and customize the look of transition effects.

Use: Simple Transition for all slides.

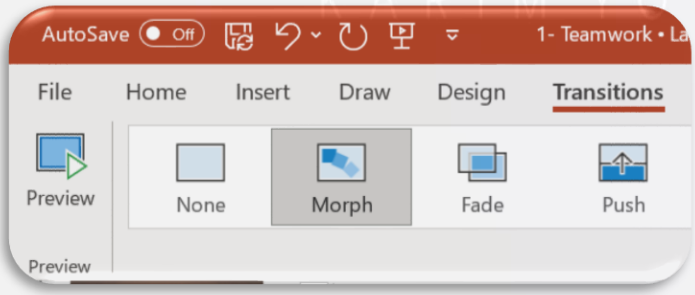
Change: Only to emphasize a purpose.

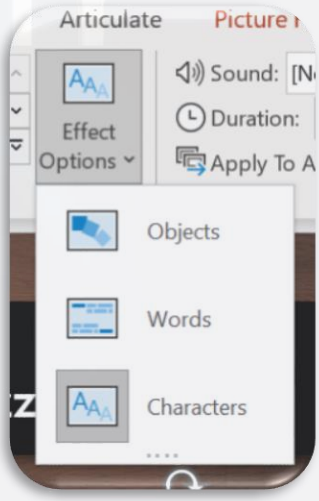
Don't Use: Too many Transitions.

Recommended Transition: Morph.

PoiwerPoint > Transitions > Morph

Choose Effect: Objects – Words – Character





2. Instructional Design

2.4 Building Effective PPT Cont.

8- Animation

Animation refers to the movement and sound accompanying text or slides in your presentation. Using animation with your lists and slides can often add excitement to your presentation by displaying text at crucial moments and making smooth transitions between topics.

Do never use too many animations. It looks messy, confusing and definitely not professional if every text and image is displayed with a different animation. Just leave out animations at all or if you really want to use them then use them only very rarely when you want to draw attention to something specific.

Use: None or One Animation for each category. (Header - Bullets - Graphics)

Change: Only to emphasize a purpose.

Don't Use: Too many Animations.

Recommended Animations:.

Fade: For slow pace and few objects

Fly In: For Bullet Points

Wipe: For Charts and Graphs

Zoom or Random Bards: For Graphics

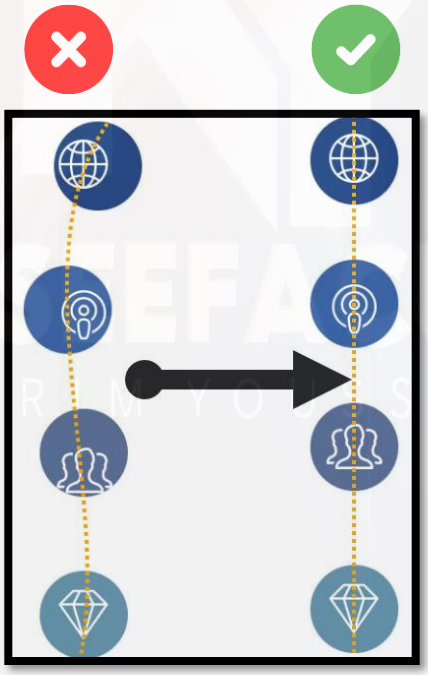
2. Instructional Design

2.4 Building Effective PPT Cont.

9- Alignments

Proper alignment and spacing of objects and text are two of the most fundamental aspects of good slide design.

A slide with misaligned items, or items with unequal spacing, can be quite distracting. Even when items are just a few pixels out of alignment, you might not notice it… but your brain does.



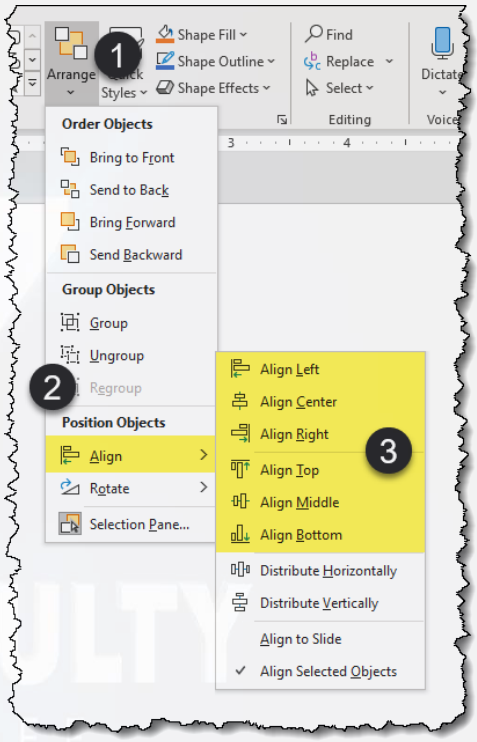
2. Instructional Design

2.4 Building Effective PPT Cont.

9- Alignments Cont.

- Alignment :

When you select one of these controls (ex: Home (tab) -> Drawing (group) -> Arrange -> Align) you will be presented with six alignment options.



The first set of three options (Left – Center – Right) are for vertical alignment.

The second set of three options (Top – Middle – Bottom) are for horizontal alignment.

If you select the image objects and click Align Center, all the selected objects are now aligned on a center line.

To further enhance the images, we can select the images for "Title Three" and align those images along an imaginary horizontal line. This would require the use of an Align Middle operation.

If we select all the text boxes, we can implement an Align Left to achieve a very professional look.

2. Instructional Design

2.4 Building Effective PPT Cont.

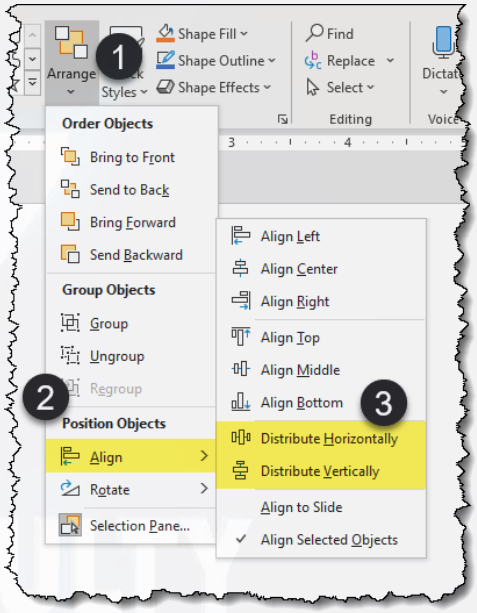
9- Alignments Cont.

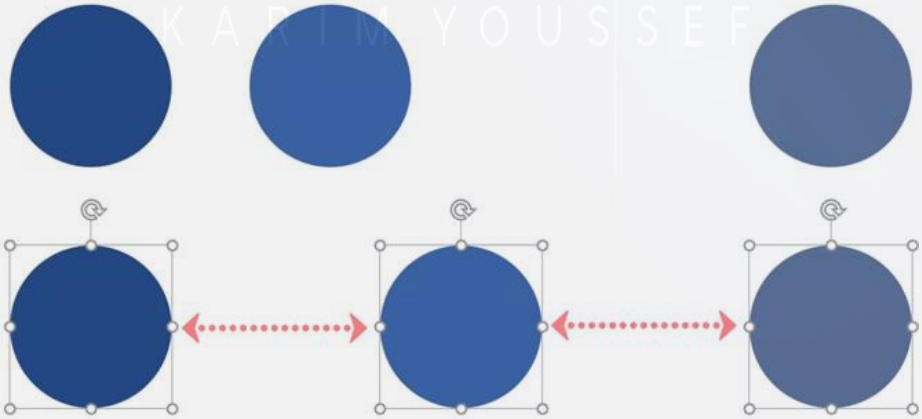
- Spacing:

Another feature that assists greatly in creating professional-looking slides is the Distribution feature.

The idea behind this feature is that when you have multiple objects (i.e. 3 or more objects), you can select the objects and apply equal spacing between each object.

In the below example, using the Distribute Horizontally feature will place equal spacing between each of the circle pairs.





2. Instructional Design

2.4 Building Effective PPT Cont.

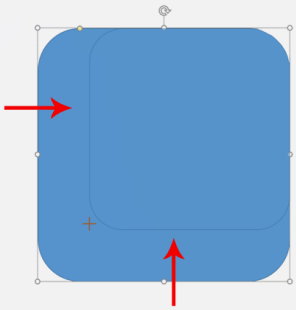
9- Alignments Cont.

- Sizing:

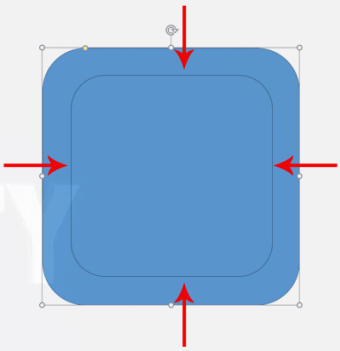
Objects of the same category (icons, headers text, bullet text, etc.) should have the position and size.

Resize by Dragging:

when you drag any of the handles inwards or outwards, you enlarge or scale down the size of the shape.



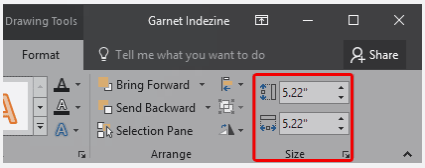
To resize from the center and still maintain proportions, hold both the Shift and Ctrl keys while you drag one of the four corner handles.



Resize using the Keyboard:

You can also resize the selected shape by pressing the Shift key and then pressing any of the four arrow keys on your keyboard.

- Shift + Up Arrow increases the height of the shape
- Shift + Down Arrow decrease the height of the shape
- Shift + Left Arrow decrease the width of the shape
- Shift + Right Arrow increases the width of the shape



As you resize the shape, you can see the height and the width change dynamically within the Size group of Drawing Tools Format tab of the Ribbon.

2. Instructional Design

2.5 Assessments

Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using the information to increase students' learning and development.

The General Assessments Pillars:

1- Validity: The degree to which a test measures what it is supposed to measure. (Accuracy)

2- Reliability The degree to which a test consistently measures whatever it measures. (Consistency)

3- **Credibility:**

- Avoid bias in the assessment content.
- Give learners sufficient information about the assessment.
- Ensure correct answers are obtainable from the provided information or sources, not based on guessing.

2. Instructional Design

2.5.1 MCQ Criteria

1- Use Plausible Distractors (wrong-response options).

- Only list plausible distractors, even if the number of options per question changes.
- Write the options so they are homogeneous in content.
- Use answers given in previous open-ended exams to provide realistic distractors.

2- Use a Question Format.

Incomplete Statement Format:

The capital of California is in _____ ← Less Effective

Direct Question Format:

In which of the following cities is the capital of California? ← More Effective

3- Keep Option Lengths Similar.

- Write the options so they are homogeneous in content.

4- Balance the Placement of the Correct Answer.

5- Be Grammatically Correct.

- Use simple, precise and unambiguous wording.
- Correct answers are more likely to be selected by finding the grammatically correct option.

6- Avoid Clues to the Correct Answer.

- Avoid answering one question in the test by giving the answer somewhere else in the test
- Avoid extremes – never, always, only
- Avoid nonsense words and unreasonable statements

2. Instructional Design

2.5.1 MCQ Criteria *cont.*

7- Avoid Negative Questions.

- Test takers may be able to find an incorrect answer without knowing the correct answer.

8- Minimize the correct options.

9- Give clear instructions.

- Questions 1 - 10 are multiple-choice questions designed to assess your ability to remember or recall basic and foundational pieces of knowledge related to this course.
- Questions 11 – 20 are multiple-choice questions designed to assess your ability to think critically about the subject.

10- Use Only a Single, Clearly-Defined Problem.

- Test takers must know what the problem is without having to read the response options.

11- Minimize "All or None of the Above" options.

- (ALL) Test takers merely need to recognize two correct options to get the answer correct.
- (NONE) You will never know if Test takers know the correct answer

12- Don’t Use MC Questions When Other Item Types Are More Appropriate.

- limited distractors or assessing problem-solving and creativity.

3. E-Learning

3.1 Definition

E-Learning: is a structured course or learning experience delivered electronically.

Asynchronous e-learning is self-paced; the learners are taking the course on their own.

Synchronous e-learning more commonly referred to as live-online training, online learning, synchronous online training, or virtual classroom training, is instructor-led and taken at the same time as other learners.

Learning management system is a software application for the administration, documentation, tracking, reporting, automation, and delivery of educational courses, training programs, or learning and development programs.

3. E-Learning

3.2 Delivery

1- Motivate

Initial (WIIFM): The initial motivation hooks the learners by identifying the value and relevance of the training.

It answers the learner's question "What's in it for me?" (WIIFM).

Ongoing: The motivation is maintained to keep the learners interested and actively participating throughout the training.

It often builds on the initial WIIFM.

Engaged: Encouraged participation openly.

Maintained: Appreciate contribution.

Enhanced: Build on audience ideas.

3. E-Learning

3.2 Delivery

2- VIVE

Variety: Use different presentation methods, application methods, and media to appeal to different learning styles and keep interest high.

Interaction: Ask questions and provide activities to involve learners in building the content.

Visuals: Support the spoken work with colored charts, tables, pictures, models, props, video, and animation to enhance clarity and support retention.

Examples: Use examples relevant to the content and appropriate to the audience.

3. E-Learning

3.2 Delivery

3- Ask

Questions Turn your Presentation into a Two-way Communication. Use several questioning techniques to maintain and enhance learner involvement and interaction during the session.

- ✓ Uses Reflective or mirroring question paraphrasing & summary questions
- ✓ Overhead opened/Closed
- ✓ Direct open/closed
- ✓ Closed direct/overhead
- ✓ Rhetorical

3. E-Learning

3.2 Delivery

4- Answer

The ability to respond appropriately to subject matter irrelevant questions.

1- Listen Actively to the whole question.

2- Rephrase to ensure understanding.

3- Decide if you want to answer the question or not. If so, which technique to use:

- **Direct:** provide a direct answer to the question.
- **Reverse:** ask the inquirer to answer themselves (recommended only if the answer is obtainable by logic or memory)
- **Bounce:** ask the audience to participate in the answer to encourage engagement.
- **Deferred (parked):** postpone answering the question after informing the inquirer that this point will be covered in the future.

4- When you don't know the answer, be honest. Say 'I don't know, but I will find out and get back to you '.

3. E-Learning

3.3 Engagement

It's a willingness for the learner to interact consistently with the training provided in order to achieve a learning goal. This willingness relates to curiosity, interest, perceived value, and reward.

Mandatory training must be completed, usually to ensure compliance with legislation. In comparison, optional training leans on a positive learning experience to encourage engagement.

<u>With adult learners, there can be many barriers to engagement:</u>

One of these is distractions, especially when learning online. Given text messages, calls, emails, meetings, along with children, pets, and work and family responsibilities, it's no wonder that learners can lack focus.

Another barrier for learners can be a history of poor learning experiences. These can include bad instructors, lack of support, boring or ineffective methods of delivery, and poor performance.

Learners who do not see the purpose in what they are being asked to learn, typically do not engage in the learning. Ensuring that learning is relevant, meaningful, interactive, and engaging can help to improve focus.

3. E-Learning

3.3 Engagement *Cont.*

1- Make your training part of a larger blended learning journey:

One of the advantages of the vILT (Virtual Instructor-Led Training) format is that learners can complete self-paced training and review materials before and after the live session.

You don't need to cram everything into marathon in-person sessions.

Break your content into smaller bite-sized pieces and focus your vILT on interactive discussions and activities.

2- Develop a set of rules and expectations up-front:

This may include asking participants to close email and browsers and refrain from using their phones. Let them know ahead of time how they are expected to communicate, for example chatting in questions or using the "raise hand" function.

3- Ask questions to engage:

Review pages 48 and 49.

3. E-Learning

3.3 Engagement *Cont.*

4- Promote group discussion, brainstorming, and role-plays:

One effective way to increase engagement for online learners is to add interactive games, simulations, presentations, and assessments that reinforce the content in a fun and motivational way.

These enticing activities can be used not only to provide practice, deliver micro-chunking of content, and reinforce information, but can also replace more tedious rote memorization, worksheets, and PowerPoint-type presentations.

Andragogy principles tell us that adult learners require experiential learning and purpose and relevance in what they are learning.

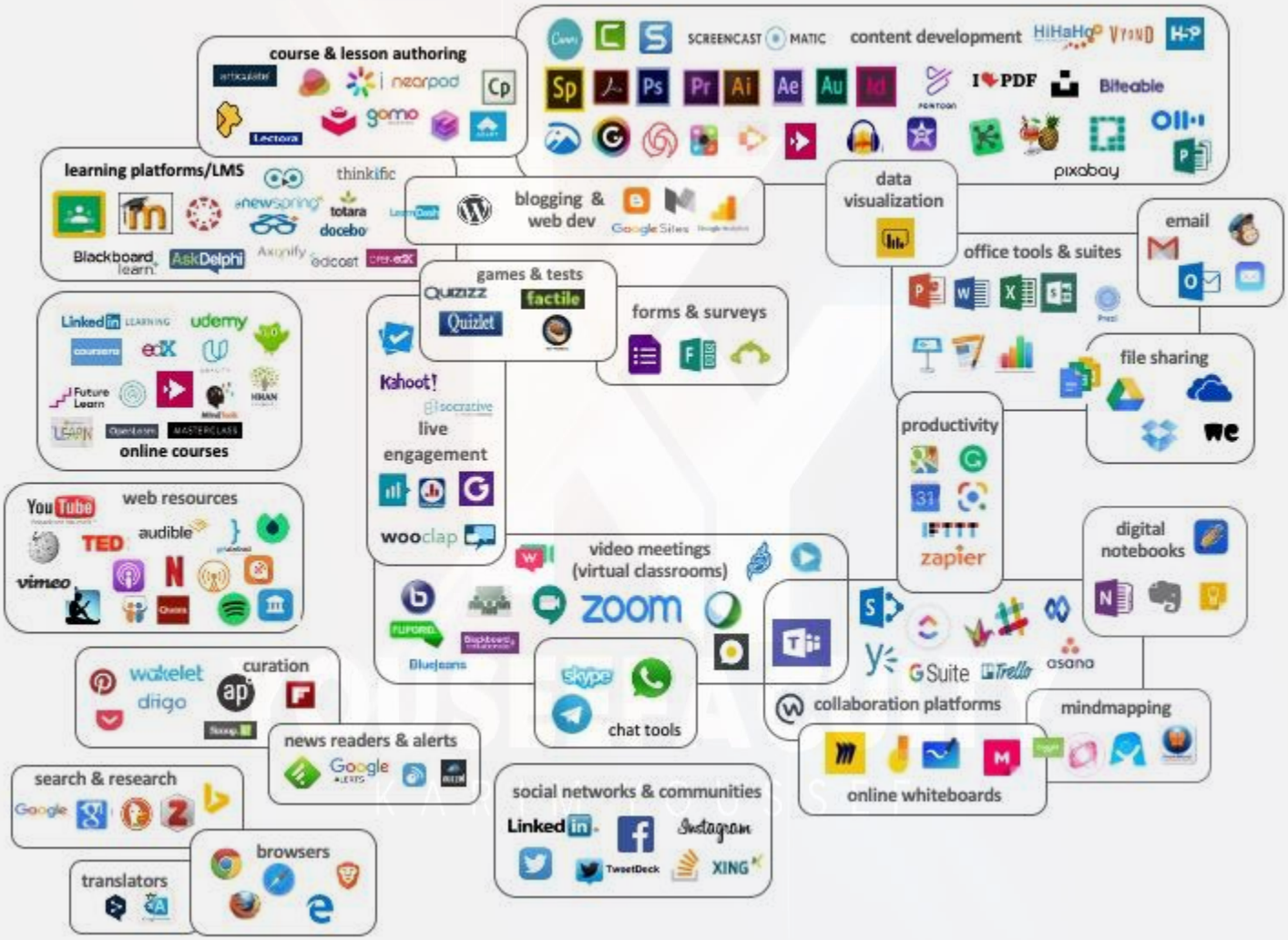
5- Explaining the value of training:

Your learners may ask themselves 'is this training worthy of my time?'. Your job is to ensure that the answer to this is a resounding 'Yes', even if the subject matter isn't enthralling.

6- Utilize platform tools and software: For example, **polls** can be used as a quick and easy way to keep learners engaged while gathering valuable feedback. **Breakout rooms** are extremely useful with large groups to ensure everyone's voice is heard.

But don't make the mistake of using tools just because they're there. Make sure all aspects of your training are thoughtful and intentional.

4. Tools


course & lesson authoring
content development
SCREENCAST MATIC
I PDF
Biteable
pixabay
learning platforms/LMS
thinkific
newspring
totara
docebo
Blackboard learn
AskDelphi
blogging & web dev
Google Sites
data visualization
email
office tools & suites
file sharing
games & tests
Quizizz
factile
Quizlet
forms & surveys
online courses
Kahoot!
socrative
live engagement
wooclap
productivity
zapier
digital notebooks
web resources
audible
TED
vimeo
video meetings (virtual classrooms)
zoom
Bluejeans
GSuite
Trello
asana
curation
wakelet
diigo
chat tools
skype
collaboration platforms
mindmapping
news readers & alerts
Google
online whiteboards
search & research
social networks & communities
LinkedIn
Instagram
TweetDeck
XING
browsers
translators

4. Tools *Cont.*

Here are the Top 300 tools categorised into 6 key areas.

SOCIAL & COLLABORATION PLATFORMS

- **Video meeting platforms:** Zoom, Microsoft Teams, Google Meet, Flipgrid, Whereby, Cisco Webex, Adobe Connect, Jitsi Meet, Wonder, VooV Meeting, Vitero
    - **Event platforms (hybrid/virtual):** airmeet, Meetup, Hopin, Artsteps
- **Enterprise and team collaboration platforms**: Microsoft Teams, Slack, Trello, SharePoint, Yammer, Asana, Google Workspace, ClickUp, Airtable, MS Planner, Workplace by Facebook, PBWorks, Circle
    - **Project/workflow management:** Breeze, Jira, Power Automate, Monday.com, Harvest, ProjectLibre
- **Messaging apps**: WhatsApp, Telegram, Skype, Viber, Discord, Franz, WeChat
- **Live engagement tools:** Kahoot, Mentimeter, Gimkit, Socrative, Wooclap, Zeetings, Poll Everywhere
- **Online whiteboards:** Miro, Mural, Google Jamboard, MS Whiteboard, Collaboard
- **Collaborative mindmapping:** Coggle, Mindmanager, Mindmeister
- **Collaborative calendars/scheduling:** Google Calendar, Calendly
- **Digital notebooks:** OneNote, Google Keep, Evernote
- **Other collaboration tools**: Padlet, Lino

OFFICE SUITES & TOOLS

- **Presentation tools**: PowerPoint, Google Slides, Apple Keynote, Prezi
    - **Templates & timers**: Slidesmania, Slidesgo, Slides Timer
- **Document tools:** Google Docs, Word, Apple Pages, Etherpad, Scrivener, OmniOutliner, Dabble
- **Spreadsheet tools**: Google Sheets, Excel
- **File sharing**: Google Drive, Dropbox, OneDrive, WeTransfer, Box
- **Email clients**: Gmail, Outlook, Apple Mail
    - **Newsletter tools**: Mailchimp

4. Tools *Cont.*

CONTENT DEVELOPMENT & EDITING TOOLS

- **PDF:** Adobe Acrobat Pro, ilovepdf.com, Adobe InDesign, Sejda
- **Online image libraries**: Pixabay, Unsplash, Shutterstock, Freepik
- **Screenshots**: Snagit, Snip & Sketch, Greenshot
- **Graphics/Diagrams**: Canva, Genially, Adobe Spark, Adobe Illustrator, Omnigraffle, Google Drawings, Paint.net, Lucidchart, Affinity Designer, yEd
    - **Infographics:** Piktochart
    - **Photo editing**: Adobe Photoshop
- **Screencasts/screen recordings**: Camtasia, Loom, Screencast-O-matic, Screencastify
- **Audio**: Audacity, Audiate, Descript, Adobe Audition
    - **Podcasts**: Blubrry, Anchor, podcast.co
- **Animation**: Vyond, Powtoon, Doodly
- **Video:** Panopto, Biteable, Apple Clips, Adobe After Effects, Apple iMovie, Descript, Filmora, Adobe Premiere Pro, OpenShot, Lumen5, Kaltura
    - **Review and approval:** Wipster
    - **Live video streaming:** OBS Studio, Streamyard, MS Stream
- **Interactive content:** hihaho, H5P, Thinglink, Playposit
- **UI/XD:** Adobe XD
- **Apps**: Google Glide
- **Forms and surveys:** Google Forms, MS Forms, Survey Monkey, Typeform
- **Web content:** elink, Sway
- **Blogs & websites**: WordPress, Blogger, Google Sites, Medium, Wix, MediaWiki
    - **Web traffic analysis**: Google Analytics, Google Data Studio

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4. Tools *Cont.*

WEB TOOLS & RESOURCES

- **Web browser:** Google Chrome, Safari, Firefox, MS Edge
- **Web search engine:** Google, DuckDuckGo, Google Scholar, Ecosia
- **Online translators:** Google Translate, DeepL
- **E-books (and readers)**: Kindle Reader
- **Book summaries**: getAbstract, Blinkist
- **PDF reader**: Acrobat Reader
- **Presentations**: Slideshare
- **Audio books:** Audible
- **Podcasts (and players)**: Spotify, Apple Podcasts, Pocket Casts, Overcast, Podcast Addict
- **Videos, screencasts & films**: YouTube, Vimeo, TED Talks, Netflix, Laracasts
- **Webinars**: GoBrunch
- **Reference**: Wikipedia, Google Maps, Think with Google
- **RSS readers:** Feedly, Inoreader
- **Alerts**: Google Alerts
- **Social networks:** LinkedIn, Twitter, Facebook, Instagram, Xing, TikTok
    - **Clients**: Tweetdeck, Buffer, tweetbot
    - **Communities:** E-Learning Heroes, Scratch
- **Curation/bookmarking/web organiser tools:** Wakelet, Pocket, Diigo, Pinterest, Raindrop, Bublup, Mindstone, Anders Pink, Start.me, Scoopit, bitly, Pinboard
- **Research organisers:** Mendeley, Zotero

PERSONAL PRODUCTIVITY TOOLS

- **Workflow automation**: Zapier, IFTTT
- **Organisers (tasks, projects, ideas)** Todoist, Milanote, Apple Notes, Obsidian
- **Image recognition:** Google Lens
- **Virtual assistant**: Google Assistant
- **Other**: Grammarly, Readwise, ModelThinkers, SelfControl, Double Commander, 1Password

4. Tools *Cont.*

LEARNING PLATFORMS & TOOLS

- **E-Learning authoring tools**: Articulate, Camtasia, Easygenerator, Adobe Captivate, iSpring, Lectora, Adapt
    - **Storyboarding:** Storyboard That
    - **Storytelling:** Twine
- **Live lesson/workshop platforms**: Bramble, Butter
- **Educational**
    - **Learning platforms**: Google Classroom, Moodle, Canvas, Blackboard Learn, D2L, Peerceptiv, Edulastic, Perusall, Mahara, LearnDash, Sutori, Prodigy, Kinteract, Learning Ladders
    - **Lesson & resource creation/delivery:** EdPuzzle, Nearpod, Wordwall, bookwidgets, LessonUp, Whiteboard.chat, Boclips, Pear Deck, Chalk, Classtime, Classroom screen, Book Creator, HyperDocs, Deck.Toys, Baamboozle, GeoGebra, Flippity, Live Worksheets,
    - **Games, testing & grading tools:** Quizizz, Quizlet, Testmoz, iglooo, Flubaroo
- **Corporate**
    - **Learning platforms:** Moodle, aNewSpring, Totara, Degreed, Thinkific, AskDelphi, Drillster, Eduhint, Schoox
    - **Training material creation**: Soapbox, iorad
- **Online course platforms**: Udemy, LinkedIn Learning, Coursera, edX, Skillshare, Highbrow, Udacity, Percipio (Skillsoft), Codecademy, Khan Academy, FutureLearn, Skils Base, Nulia Works
        - **Language learning apps/community:** Duolingo, Drops, italki

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Thank You