Train the Trainer

Ari Lamstein

Exercise: What's Important?

- **What was the most important part of last week's lesson?** Put your answer into the chat.

Train the Trainer

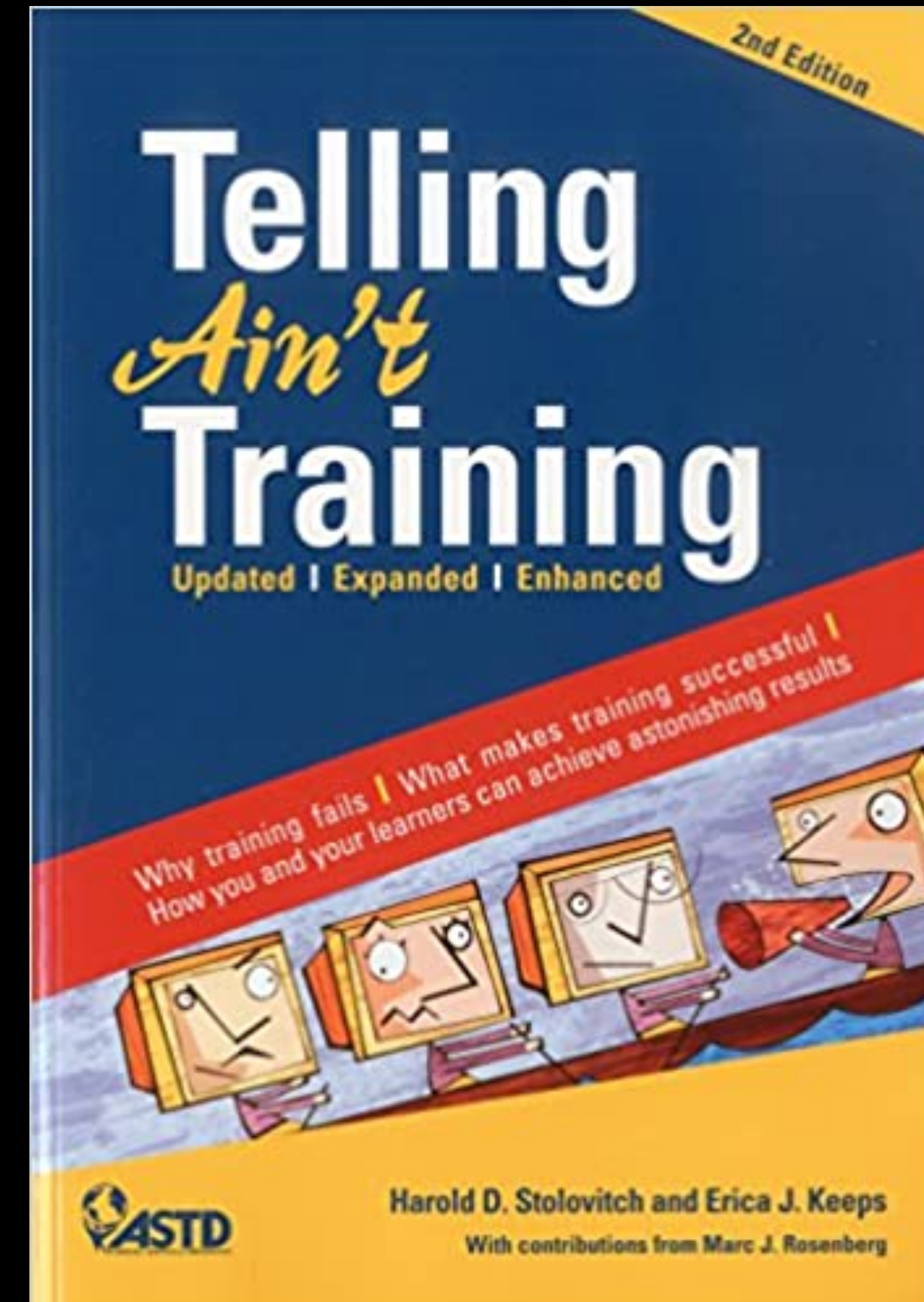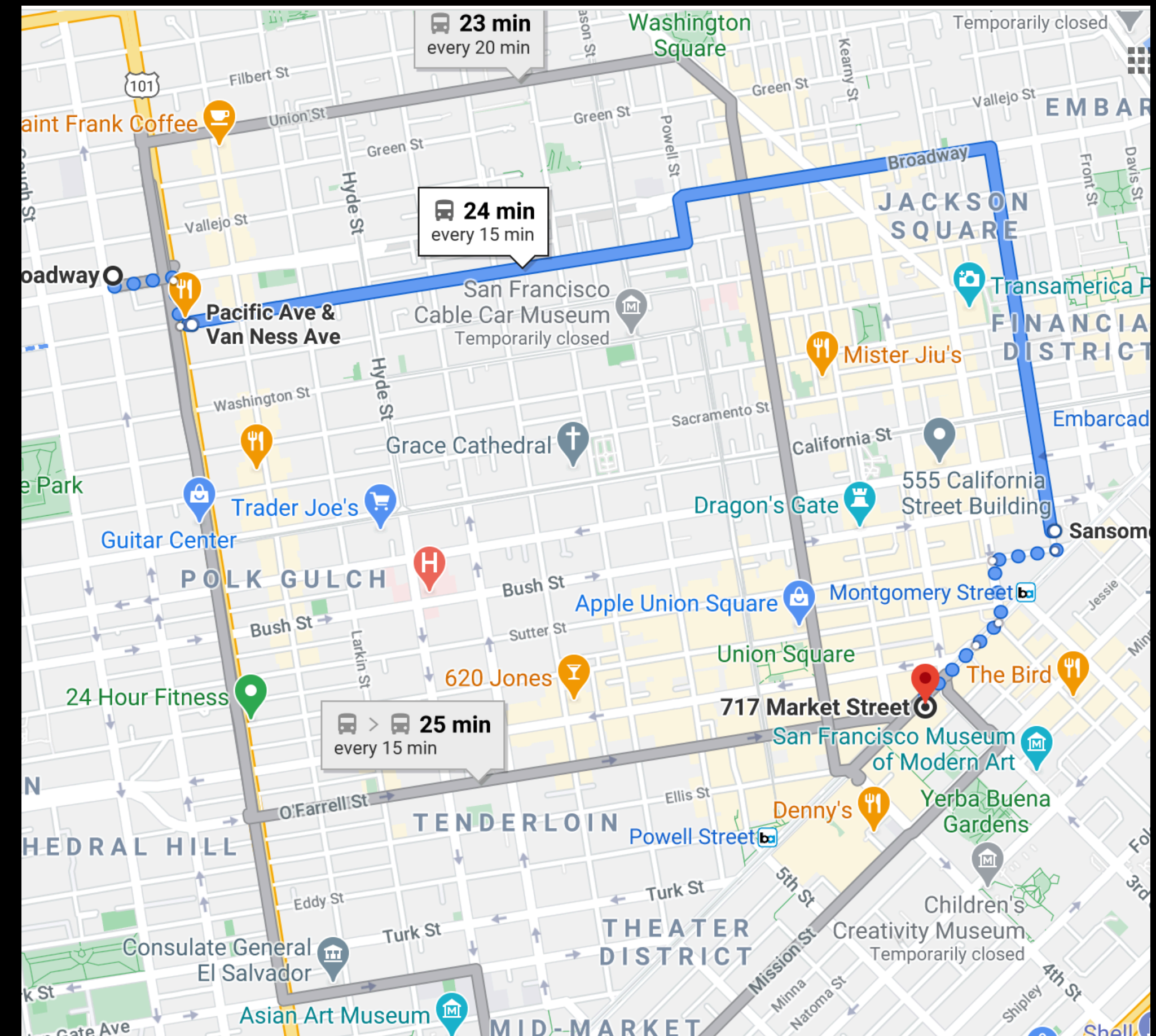| Main Ideas	Notes
	_____
	_____
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	_____

Notes Form

Please take out

Telling Ain't Training

- Declarative knowledge:

  - *A bicycle has two wheels, a pedal, you sit on it.*

  - *People can float in water*

- Procedural knowledge:
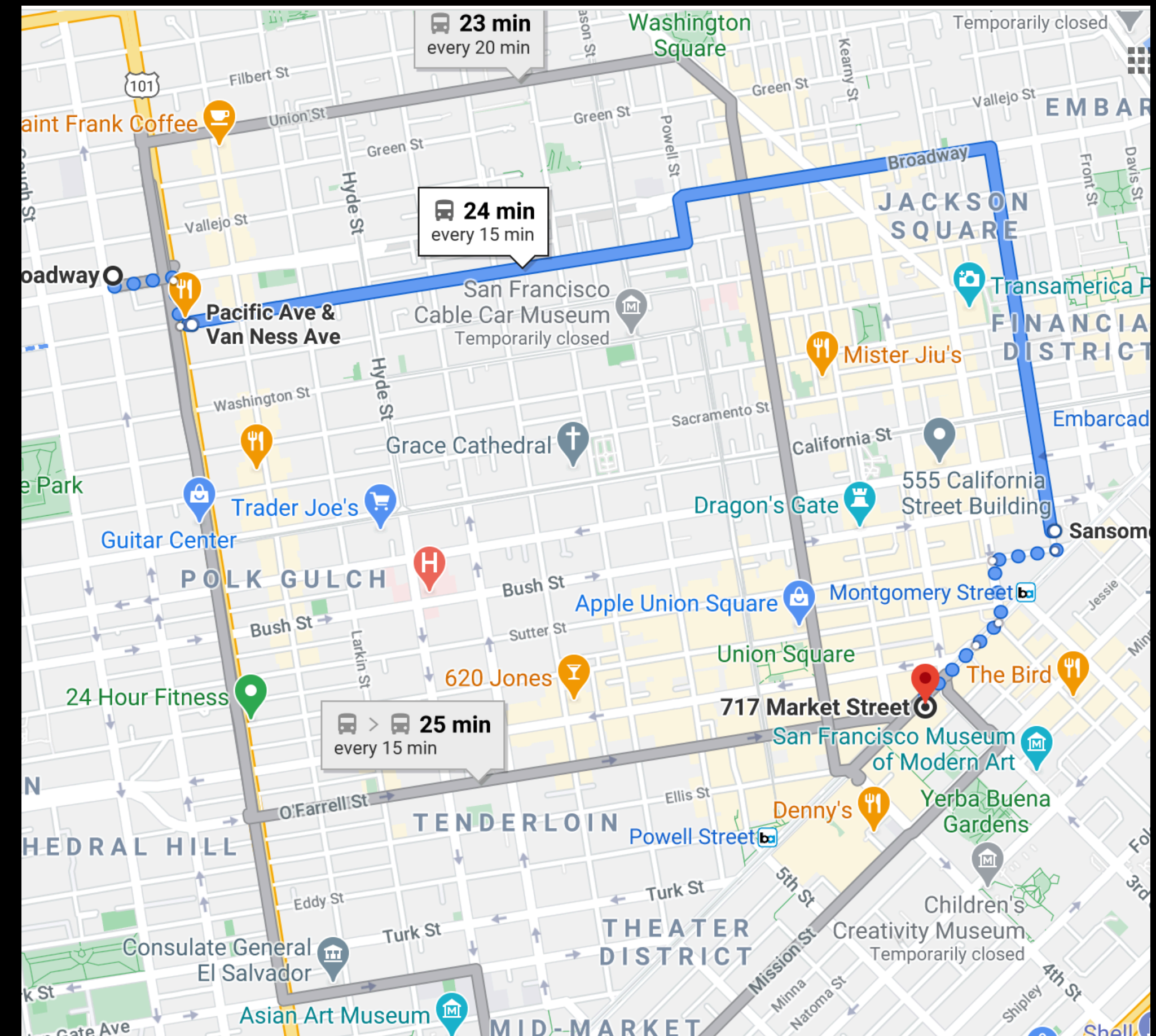
  - *Riding a bike*

  - *Swimming*

Exercise: Transit

- Telll your partner your address (or the address of a landmark near you)

- Then tell them how to get from Gilead HQ to that address.

- Ask them if they think you provided enough detail to get there (no GPS!)
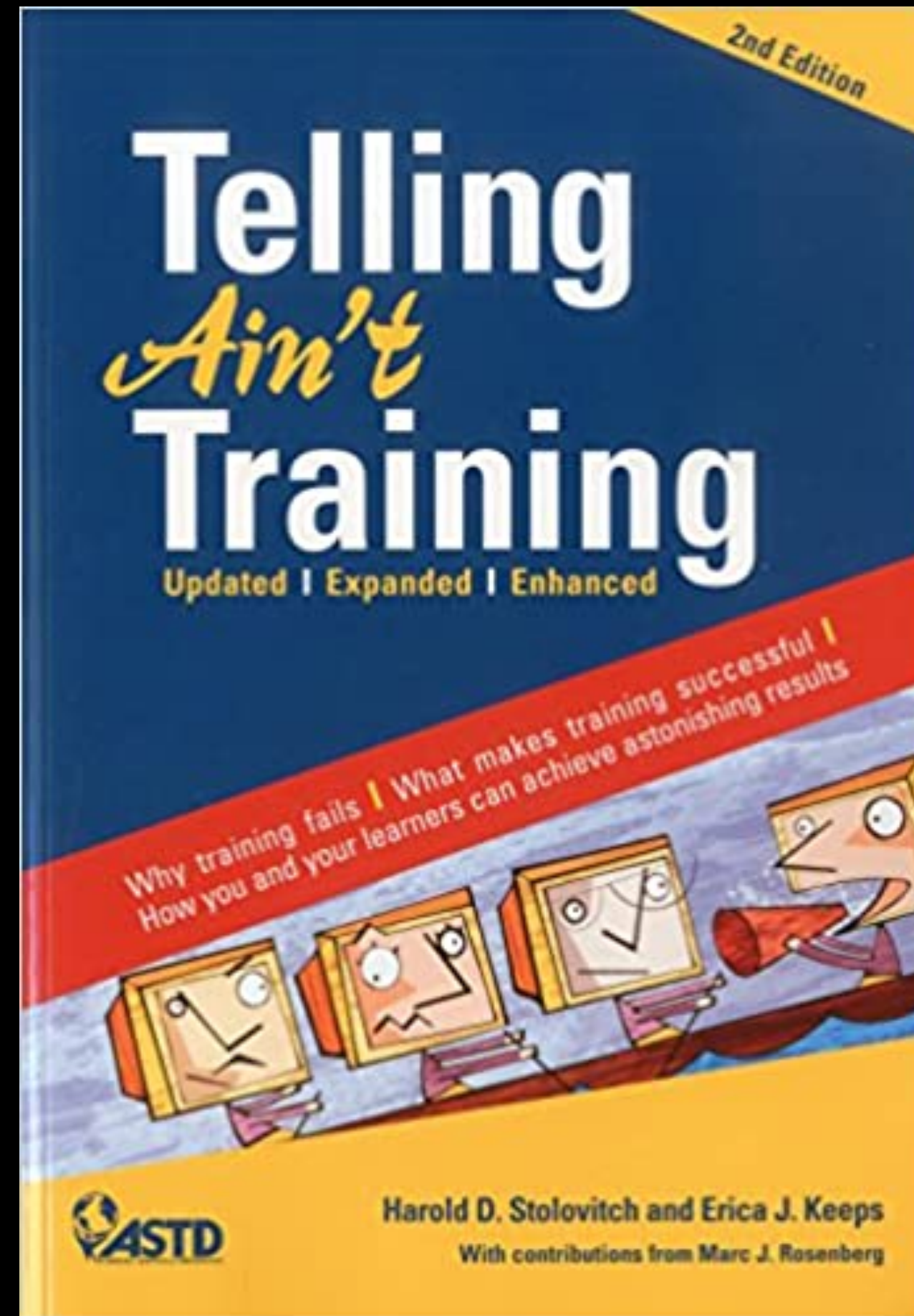
- Then switch roles

- 5 Minutes

My Answer

- Do not know the address (or street name!) of the bus stop 2 blocks from my house

- When to get off bus?

- 5-street intersection at bus stop

Exercise: What's Important?

- What was the most important part of last week's lesson? Put your answer into the chat.

  - The exercises were the most important part!

# Learner Focused, Performance Based

Training "Mantra"

Criterion Referenced Instruction

| Exercise	Reason
select(babynames, n)	Select 1 column by name
select(babynames, ends_with("n"))	Select columns using helper functions
filter(babynames, prop >= 0.08)	Filter rows by numerical logical
filter(babynames, name == "Sea", sex == "F")	Filter rows by multiple conditions, uses text
arrange(babynames, desc(prop))	Use arrange, desc

Training Wheels vs. Hurdles

What could go wrong?
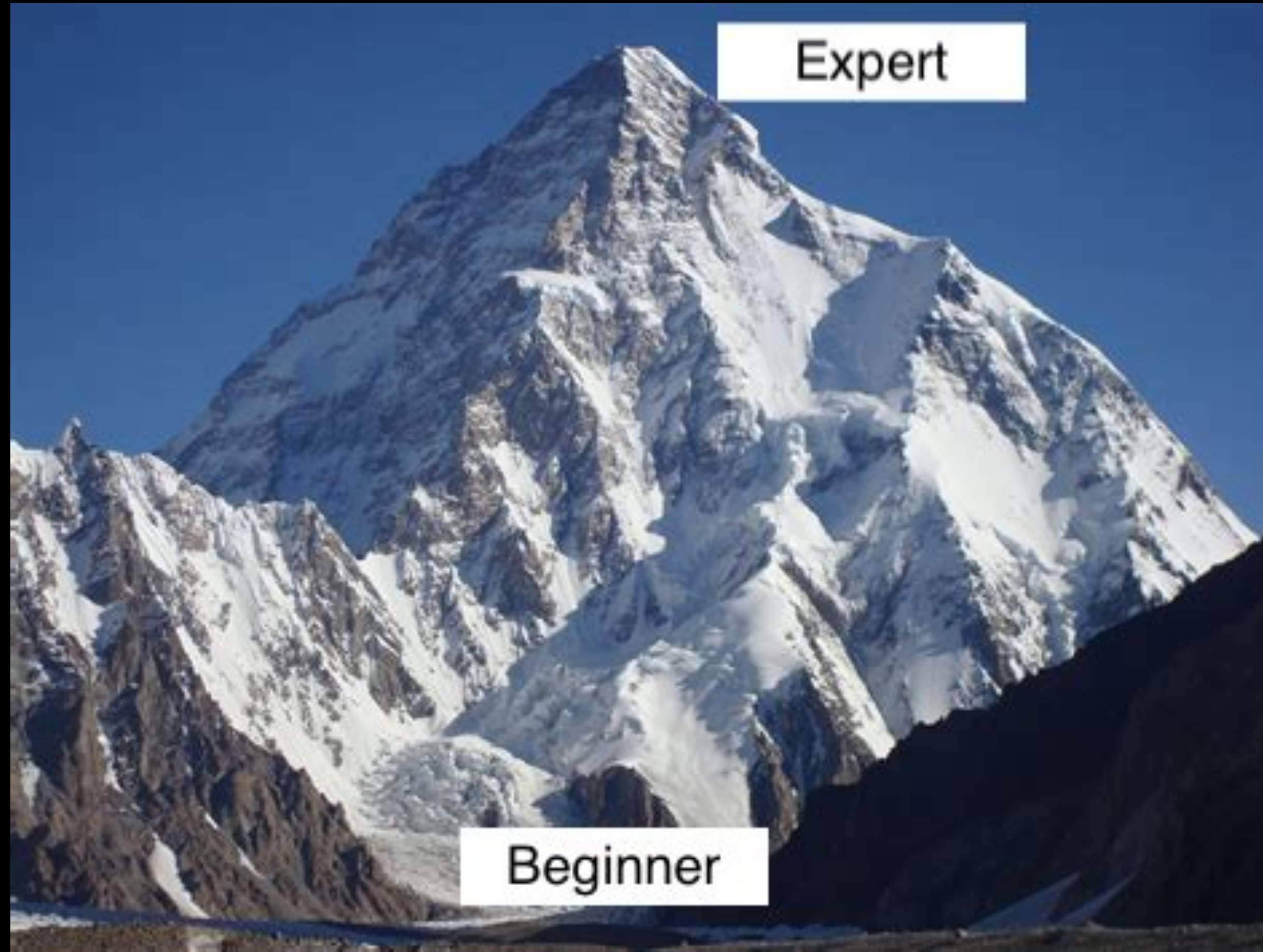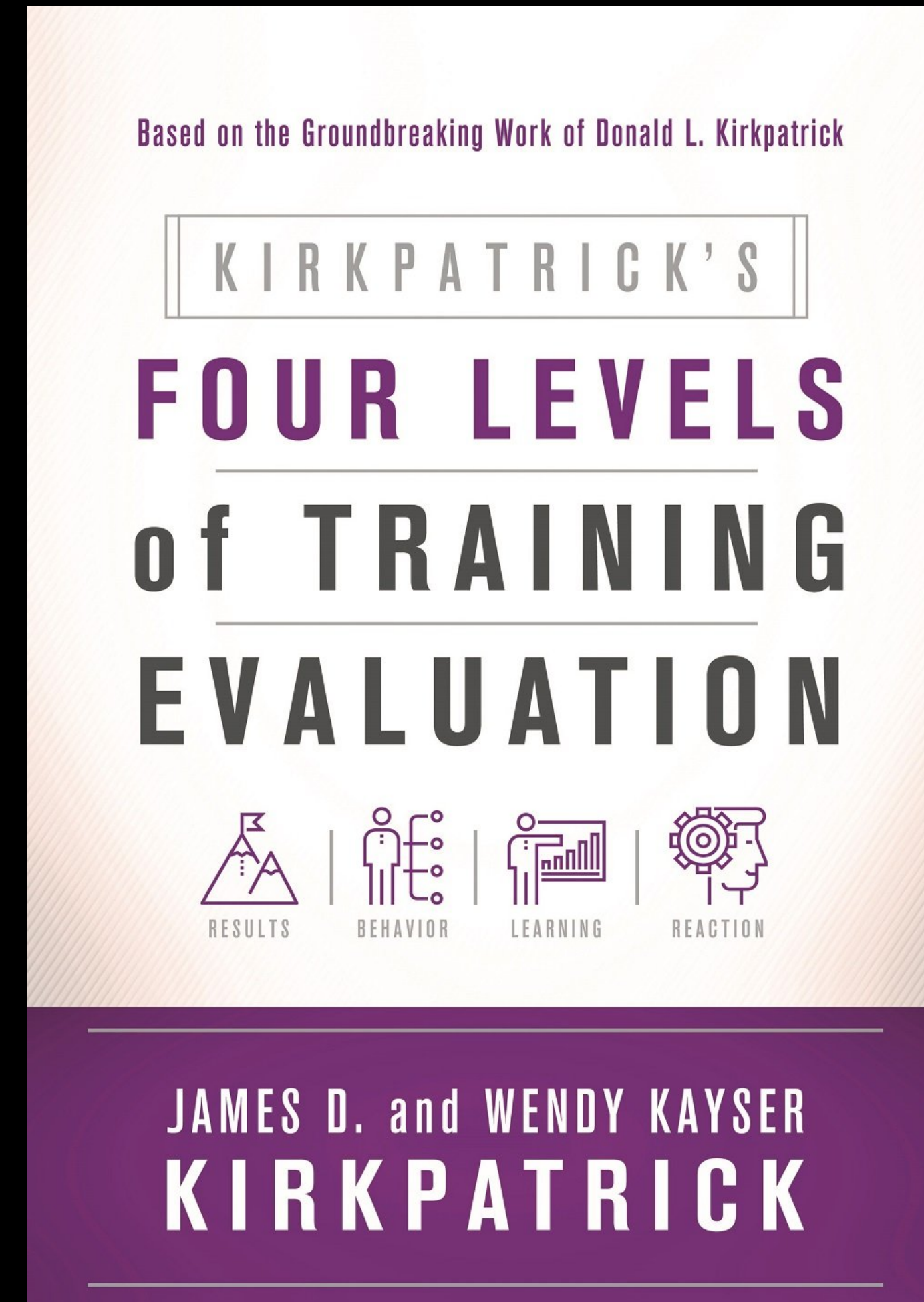
What's in between?
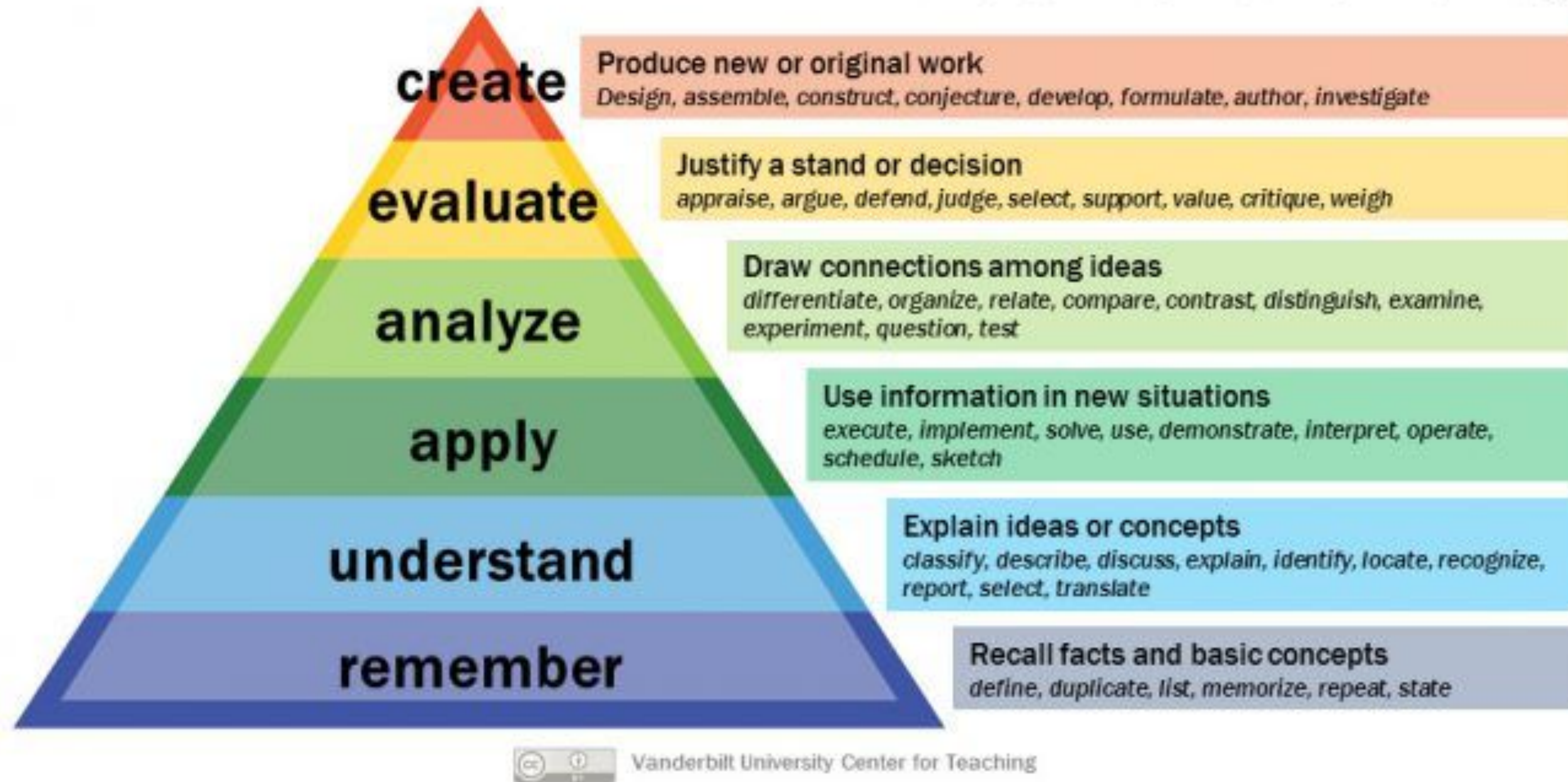
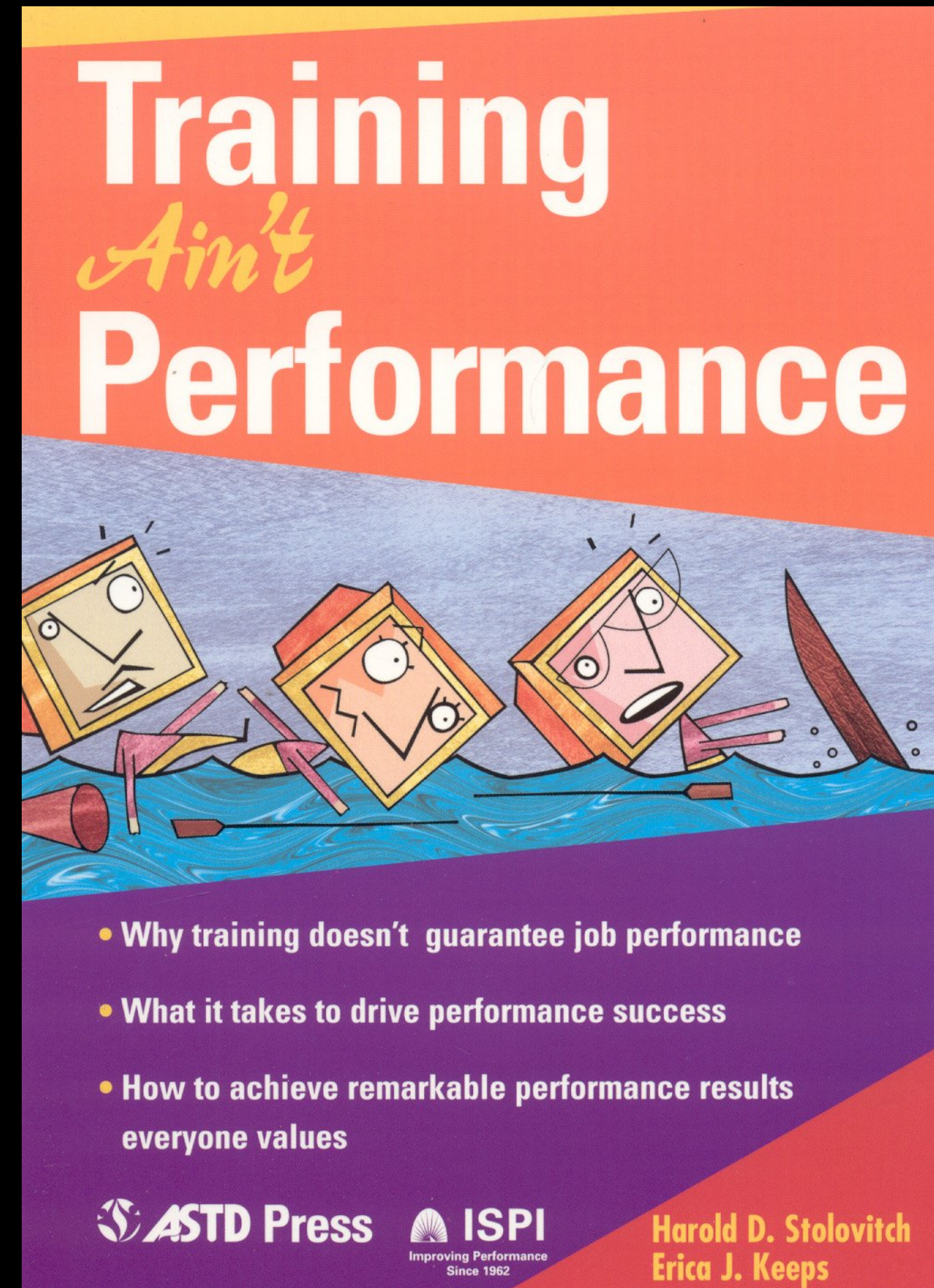Bloom's Taxonomy

Evaluating Training Programs

Was it worth it?

Evaluating Training Programs

- Published by Don Kirkpatrick in 1959

- 4 "Levels":

  1. Reaction

  2. Learning

  3. Behavior

  4. Results

Based on the Groundbreaking Work of Donald L. Kirkpatrick

KIRKPATRICK'S

FOUR LEVELS
of TRAINING
EVALUATION

RESULTS | BEHAVIOR | LEARNING | REACTION

JAMES D. and WENDY KAYSER
KIRKPATRICK

Training Ain't Perfomance

But will they use it?

Formal Training vs. Mentoring

	Training	Mentoring
Duration	1-time	Ongoing
Number of people	Up to 20	1-1
Preparation	A lot	None

Creating Lesson Plans

1. Rationale - Explain why learners should learn this, and how it applies to their work

2. Objectives - Inform learners what they will be able to do

3. Activities

4. Evaluation

5. Feedback

Figure 6-2. Annotated Five-Step Model for Structuring Training
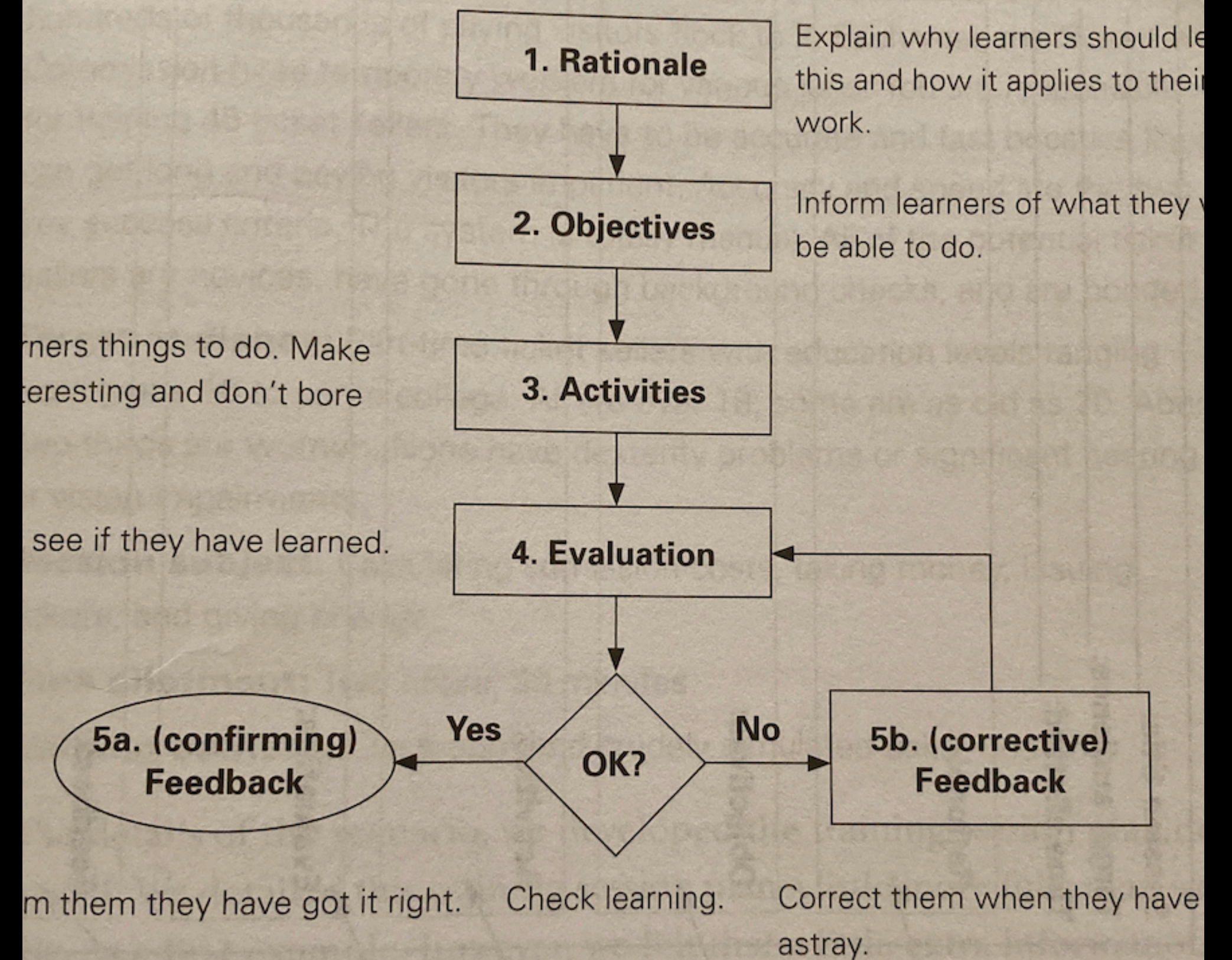
Exercise: Lesson Plan

- Think of something you'd like your coworkers to learn

- Write out a rationale for them to learn this.

- Think of an objective for the first training session

  - Then create an activity / exercise

- Present to your partner

- 10 Minutes

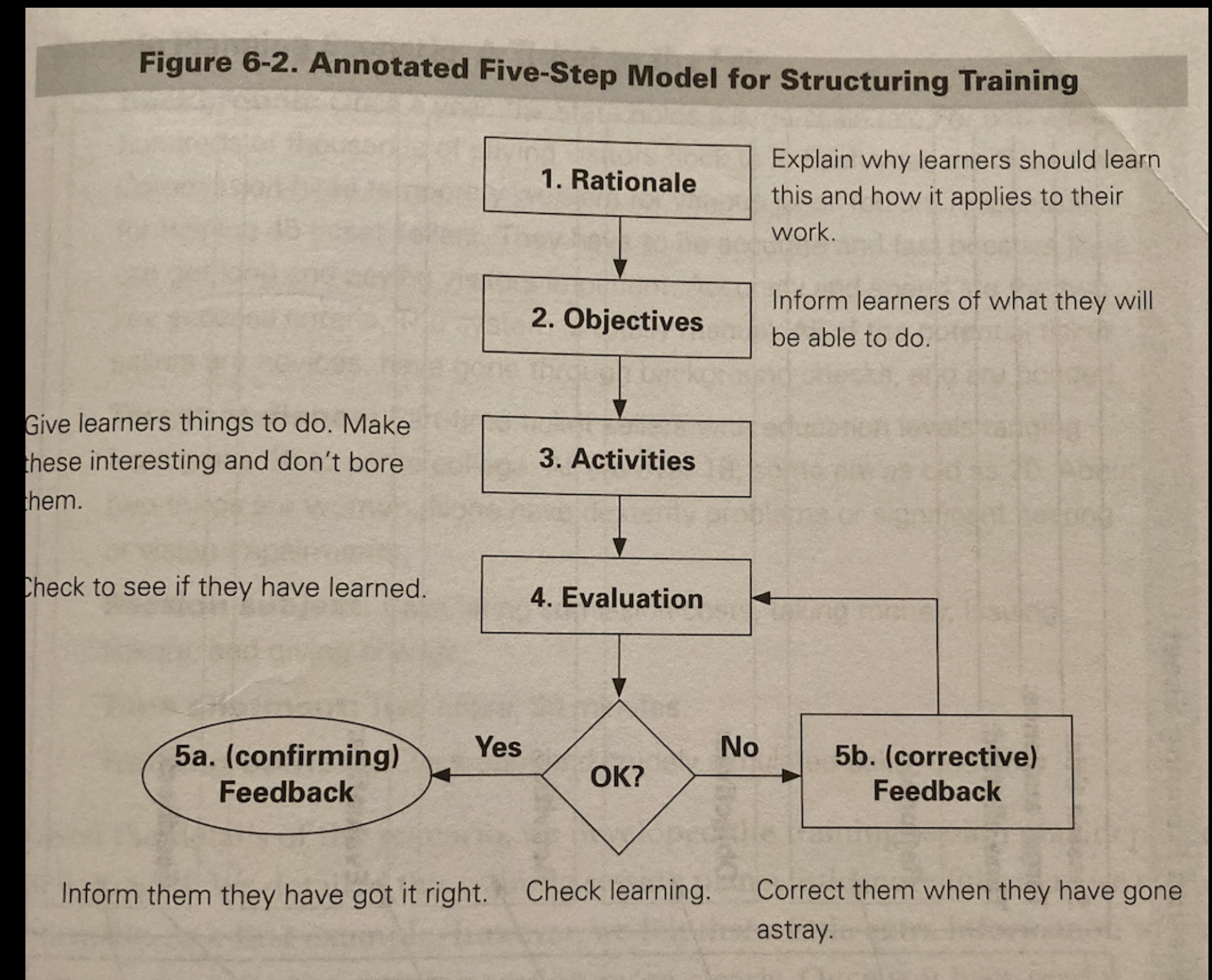Figure 6-2. Annotated Five-Step Model for Structuring Training

1. Rationale — Explain why learners should learn this and how it applies to their work.

2. Objectives — Inform learners of what they will be able to do.

3. Activities — Give learners things to do. Make these interesting and don't bore them.

4. Evaluation — Check to see if they have learned.

OK? — Yes → 5a. (confirming) Feedback — Inform them they have got it right. Check learning.

OK? — No → 5b. (corrective) Feedback — Correct them when they have gone astray.

RStudio Instructor Training

Notes Form

Please take out