



Train the Trainer AGENDA

Day1 – Teaching & Learning	Day 2 – Best Practices	Day 3 – Practice Teaching	Day 4 – Practice Teaching	Day 5
Module 1 – The Adult Learner <ul style="list-style-type: none"> Welcome & Introductions Pre-Training Analysis How Adults Learn Learning Styles Characteristics 	Module 3 – Teaching Tools & Demonstrations <ul style="list-style-type: none"> Instructional Materials: <ul style="list-style-type: none"> Instructor Guide Participant Guide PowerPoint 	Module 4 – Classroom-Based Practice Teaching <p>Round #1</p> <ul style="list-style-type: none"> Pre-Training Prep Practice Teaching 	Module 5 – Lab-Based Practice Teaching <p>Round #1</p> <ul style="list-style-type: none"> Pre-Training Prep Practice Teaching 	Module 7 – Evaluations <ul style="list-style-type: none"> Instructor Challenges and Solutions
A.M. BREAK	A.M. BREAK	A.M. BREAK	A.M. BREAK	A.M. BREAK
<ul style="list-style-type: none"> Components of Instruction <ul style="list-style-type: none"> Gagne’s 9 Events 	Instructor Demonstration: <ul style="list-style-type: none"> Classroom-Based 	<p>Round #2</p> <ul style="list-style-type: none"> Pre-Training Prep Practice Teaching 	<p>Round #2</p> <ul style="list-style-type: none"> Pre-Training Prep Practice Teaching 	<ul style="list-style-type: none"> Performance Evaluations Closing
LUNCH	BREAK + Travel to Lab	BREAK	BREAK	
Module 2 – The Effective Instructor <ul style="list-style-type: none"> Characteristics Teaching Methods Learning Environment Preparations Presentation Skills 	Instructor Demonstration: <ul style="list-style-type: none"> Lab Based 	<p>Round #3</p> <ul style="list-style-type: none"> Pre-Training Prep Practice Teaching 	<p>Round #3</p> <ul style="list-style-type: none"> Pre-Training Prep Practice Teaching 	
	LUNCH	LUNCH	LUNCH	
P.M. BREAK	Practice Teaching <ul style="list-style-type: none"> Overview & Assignments 	Practice Teaching <ul style="list-style-type: none"> Overview & Assignments 	Module 6 – Field Trip Practice <ul style="list-style-type: none"> Field Trip Best Practices Instructor Demonstration Participant Practice 	
<ul style="list-style-type: none"> Practice Presentations Individualized Instruction 	<ul style="list-style-type: none"> Preparation for Classroom-Based Practice Teaching 	<ul style="list-style-type: none"> Preparation for Lab-Based Practice Teaching 		

Characteristics of Adult Learners

Self-Motivated - Learners must be motivated before they will learn.

Learning requires you to take action—to do something to acquire the knowledge, attitude or skill. Instructors can stimulate interest to aid motivation. But, adult learners have to be self-motivated.

Purposeful - Adults must see a use for the material being learned.

If the adults cannot see how the subject matter will help them (be useful), they won't be inclined to try very hard to learn it. They must see the connection between "background" material and solid, usable job applications.

Problem-centered and Logical - Adults must see the logic of the material.

All information entering the adult mind is screened by an analytical procedure that rejects, or at least questions, ideas that don't make sense. Adults are problem solvers and use a reasoning mechanism during the learning process.

Experienced and Knowledgeable - Adults learn when they can make "transfers."

Adult learners always have some prior knowledge. They may already understand the basics of the subject, possess considerable misinformation, or may know nothing about the subject. Instructors must use that knowledge to enhance the learning process. This is called the principle of "Transfer."

Value Application - Immediate application improves learning.

Adult learners need to try out the skills or verbalize the facts just acquired. Instructors should say, "You've just learned it; now do it, here in the classroom."

Desire Participation - Adults learn better when actively involved in the training.

A good rule to follow is the more participation - the more learning. Without active participation learners won't be doing the thinking and applying that leads to increased learning.

Appreciate Repetition - Repetition assists learning.

The world of advertising knows well the effect of repeating a message. The same TV ads run over and over again. They seek to imprint the product on our minds. It's the constant repetition that does this. Repetition works in training, too!

Teaching Methods: Purpose and Pros and Cons

Method	Purpose	Pro	Con
Lecture	Conveys large number of facts or information quickly	<ul style="list-style-type: none"> • Quick and easy • Accommodates any size group • Appeals to auditory learners 	<ul style="list-style-type: none"> • Learning is passive. • Limited opportunity for feedback • Ineffective skills training
Demonstration	Use for teaching skill mastery and orientation to variety of tasks	<ul style="list-style-type: none"> • Experts provide training • Provides practical application of skills • Safe environment to practice skills • Develops correct attitudes, approaches 	<ul style="list-style-type: none"> • Dependent on trainer's skilful execution • Learning is passive; primarily observation • Limits number of participants • Requires props
Lab/Field Trip (hands-on)	Use for skills mastery and direct interaction with tasks	<ul style="list-style-type: none"> • Learning is active; preferred by adults • Provides for practical application of skills • Competency levels observable 	<ul style="list-style-type: none"> • Can be time consuming • Unexpected variables • Dependent on availability of props and equipment
Discussion Group	Use to communicate concepts and teamwork	<ul style="list-style-type: none"> • Examines and solves problems • Stimulates and based on full participation • Addresses real-life problems 	<ul style="list-style-type: none"> • Hard to control without skilled leader • Requires monitoring and providing feedback to keep focus
Exercises / Tests (knowledge check)	Use to evaluate new skills and knowledge	<ul style="list-style-type: none"> • Accomplish the task by interacting • Provides clear picture of learners' competency • Provides for application of new information • Can be oral or written 	<ul style="list-style-type: none"> • Advanced preparation time required • Can be time consuming

For Transit Elevator/Escalator Consortium Use Only!

Train the Trainer Rubric

Trainee Name: _____ Transit Agency: _____

Instructor: _____ Evaluation Date: _____ Training Date: _____

SKILLS CATEGORY	EXEMPLARY	EFFECTIVE	NEEDS ATTENTION
Instructional Skills [<i>Objectives 3, 4, 7, 8, 9,10 and 11</i>]			
Demonstrated knowledge of subject matter			
Delivered clear explanation of content			
Gave orderly demonstration of procedures during labs			
Gave thorough answers to questions			
Provided explicit instructions for activities, exercises and lab work			
Conducted lab and/or hands-on session to aid trainees' learning			
Fostered participation, drawing upon trainees' experiences			
Used a variety of teaching techniques for adult learners			
Made smooth transitions between topics and lab procedure			
Monitored time, varied session pace as needed			
Managed pre-training preparations and classroom environment			
Management of Teaching Tools [<i>Objectives 6 and 7</i>]			
Used <i>Instructor Guide</i> and PPT slides in tandem			
Followed <i>IG</i> and personalized the text			
Advanced <i>PPT</i> slides smoothly, not reading them verbatim			
Described and encouraged use of <i>Coursebook</i>			
Used additional visual aids (e.g. white board, props, flip chart)			
Discussion Management [<i>Objectives 4, 5, and 8</i>]			
Led lively discussions, asking follow-up questions			
Gained participation of each trainee			
Manage participant(s) who dominate discussion			
Communications Style [<i>Objectives 5 and 9</i>]			
Verbal: clear tone; varied pace; volume; <i>pauses</i>			
Nonverbal: movement/stance; use of gestures; eye contact			
Confident, energetic demeanor			
Adult Learning Theory [<i>Objectives 1, 2 and 3</i>]			
Described characteristics of adult learners'			
Listed and identified Gagne's nine learning events in a module			
Described the ways adults learn			
Comments / Recommendations:		Completion Level: <input type="checkbox"/> Highly Successful <input type="checkbox"/> Successful <input type="checkbox"/> Incomplete	