TYPES OF TRAINING:
Understanding the modalities

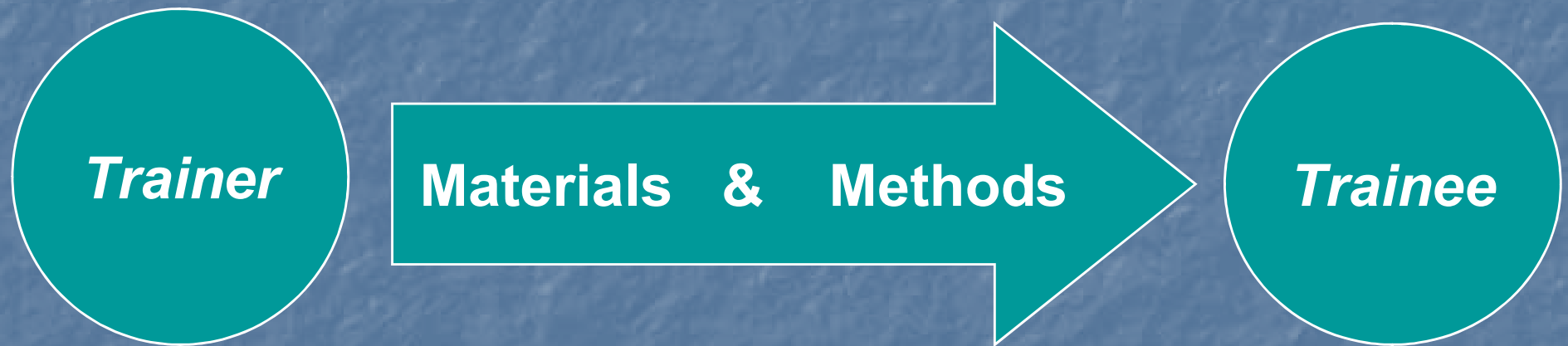- ## M. Nazmul Haq

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What is Training

- It is a process through which behavioural modifications are made in a systematic way along with some knowledge and attitudinal aspects
- There are 4 constituent parts in training, i.e.,
  - Trainers
  - Trainees
  - Materials
  - Methods

Constituent Parts of Training
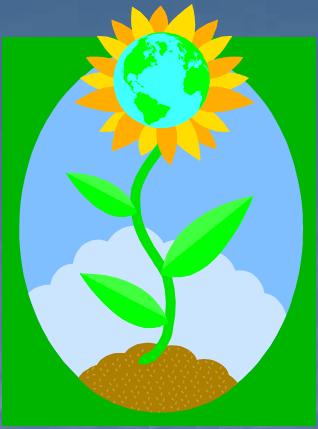
Trainer

Materials & Methods

Trainee

DEFINITION

- **Trainer provides teaching**
- Teaching is the arrangement of information and environment to facilitate learning

- **Trainees modify their learning**
- Learning is the development of new knowledge, skills, or attitudes when the individual interacts with information and environment

Teaching-Training comparison

- Teaching
- Training
- Facilitating

Teaching

- It is disseminating information through conventional way
- Teacher is a person who is expert in content
- Have limited or sufficient skill of delivering information
- A successful teacher may not always be a good trainer

Training

- It is a systematic process of developing individual's potential to attain a specific goal
- Training is a highly skillful job which requires an integrated ability of information, attention and innovation
- A trainer may not be an expert of a subject but s/he should have a good grasp of subjects
- Training is very much goal oriented and specific

Facilitating

- Facilitation is an artistic approach of conducting a training where different peoples are involved
- A facilitator is third party who is neither a trainer or a trainee
- His/her role is to linkup the bits of information delivered by individuals
- Facilitator knows little of information, bit more delivery skill and lot more wit and weaving experiences

Interactive Training

- Involves facilitator and learners
- Encourage and expect learners to participate
- Use questions to stimulate discussion, emphasizing the value of answers
- Give participants hands-on experience
- Use teaching aids to gain and retain attention

Where to Start…

- Start with clear learning objectives/outcomes
  - Helps you plan session and helps participants by providing clear view of the session's direction

- Follow an outline and provide copies to participants
  - Periodically refer to the learning outcomes during the session to remind everyone where you are and prevent people from getting lost
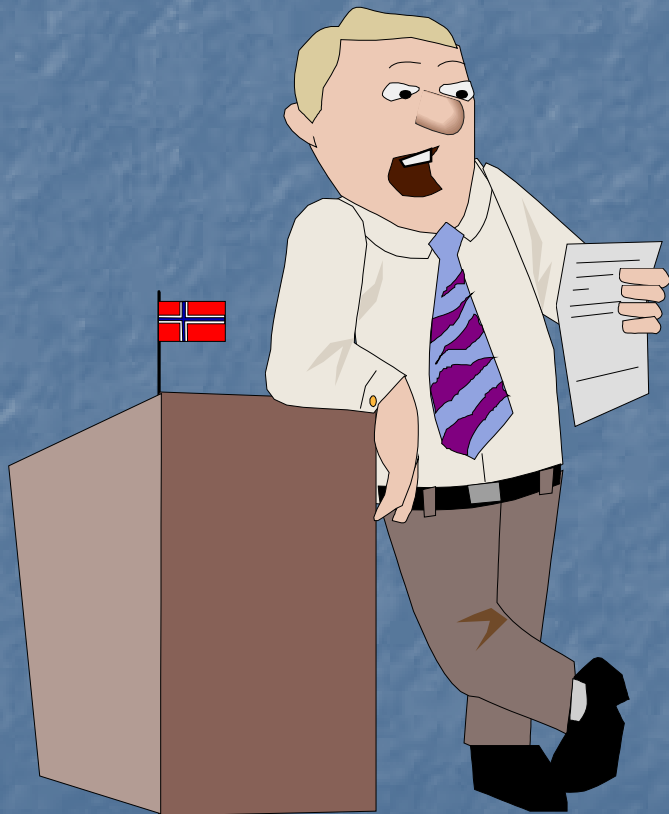
Increase Participation

Research shows people will:

- Listen for only 15-20 minutes without a break
- Learn more when given an opportunity to process what they are learning
- Retain more if they review or use the information immediately after learning it

Lecturing. . . .

- Lecture is the duct-tape of the teaching world
- Lecturing delivers "concepts"
- It delivers a lot of information in a short amount of time
- Conveys information that is difficult to present in another way

Avoid Over Use Because:

- In a lecture your learners are passive

- Doesn't guarantee understanding, no feedback from learners

- Easily bores the audience unless well prepared

Points to Keep in Mind

- **Lowest** retention value of all teaching techniques

- Make more interactive by involving the group by frequently stopping and asking questions

- Strive for a "30% / 70% split
  - 30% lecture/ 70% active discussion
  - This won't always be possible

Why use facilitation rather than lecture in a training session?

- Participants like to be actively involved

- Participants want to share knowledge and ideas

- You don't have to be an expert and answer all questions, because learners can address questions as well

- Keeps group's attentive and involved

Working in Groups

- Work groups are the workhorse of interactive teaching
- Work groups should be standard in every training program!

Using Work Groups

- Stimulates individual input

- Learners obtain feedback from multiple perspectives

- Offers opportunity for peer instruction

- Allows you to evaluate their learning

How to Utilize Work Groups

1. Explain the procedure
2. Form groups
3. Describe task
4. Specify a time limit
5. Ask for scribes
6. Recommend a process
7. Monitor progress
8. Act as a timekeeper & answer questions
9. Have groups report to entire group
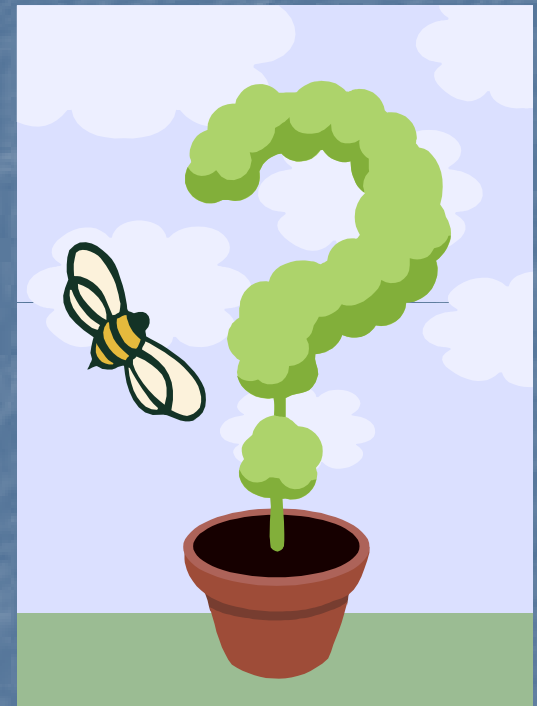10. Process the information

When to Use Group Work

- Warm ups

- Practice Session

- Review

- Break Up Lectures

- Complete assignments

Interactive Techniques

1. Think/Pair/Share
2. Buzz Session
3. Case Study
4. Incident Process
5. Question & Answer Period
6. Short writing exercises
7. Note Review
8. Demonstration

Other Proven Techniques

- Peer instruction
- Practice sessions
- Discussion
- Job aids
- Role play

- Brainstorming
- Games
- Field Trips
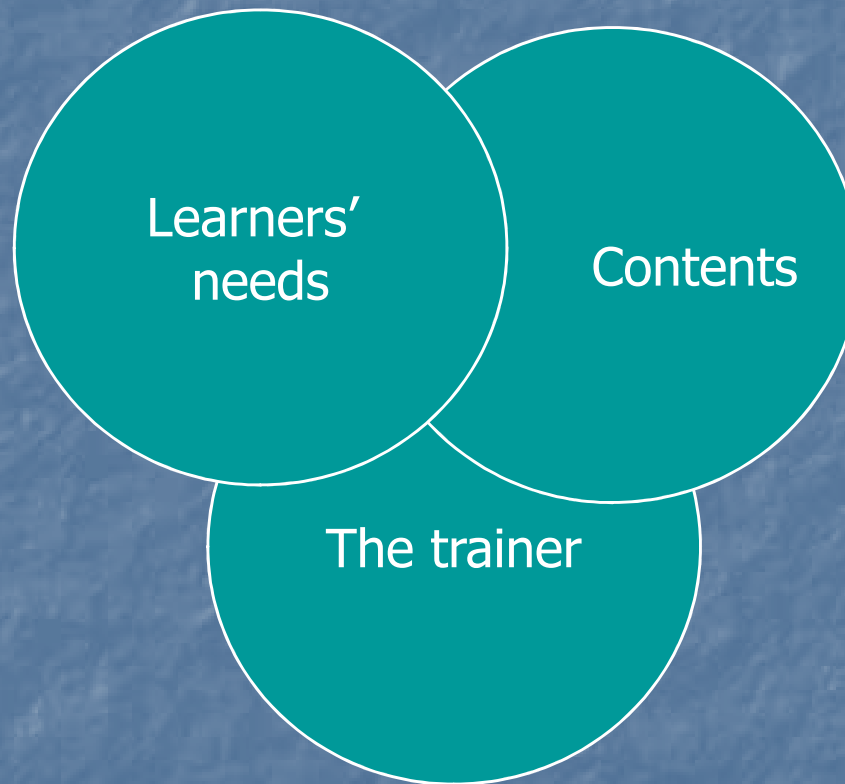- Competition
- Assigned reading

TRIANGULATION OF TRAINING

- Every training must corresponds to:
  - Learners ability and needs
  - The learning content and context of training
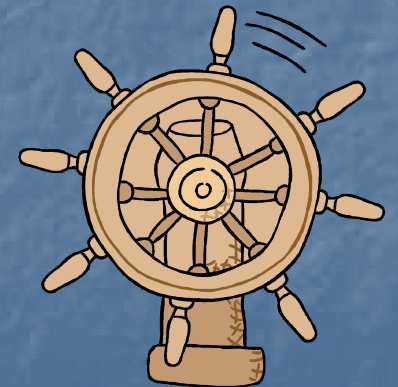 - And the trainer himself/herself

Integration of training, learners and contents

Come down
to the learners'
level by content
and context

Keep your content
befitting to learners
and the environment

Learners' needs

Contents

The trainer
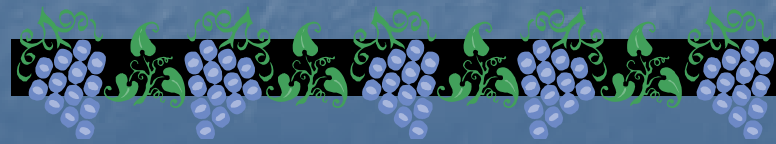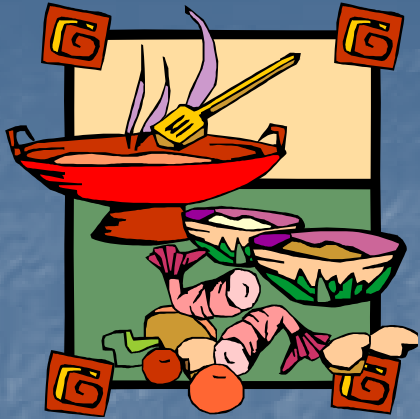
Change your behaviour accordingly

Summary

- Telling is not teaching, nor is listening learning.

- You must engage participants in learning activities that lead to a higher level of understanding and result in the participant's ability to apply what he learned on the job.

- Interactive teaching is a two-way process of active participant engagement with each other, the facilitator, and the content.

Summary

- Keep in mind, however, that interactivity is a means to a greater end – participant learning. The most effective learning involves leading participants to a point of reflection on content
    - What does this mean to me?
    - How can I use this?
    - Is this better than what I'm doing now?
    - This reflection is the goal of interactivity.

Thank You