### Train-the-Trainer Workshop: A Practical Approach to Training Adults

Rev. Sunday, March 8, 2020

## Overview:

**Train-the-Trainer Workshop: A Practical Approach to Training Adults** is an engaging and powerful two-day "train-the-trainer" workshop that covers current and traditional adult learning theories and practical instructional design and delivery strategies and techniques. This workshop provides adult educators and trainers with basic knowledge, tools, and techniques to immediately enhance their adult learners’ experiences, expand their abilities to deliver quality learning events, and produce a sound return on investment.

Throughout the two days, participants will engage in several dynamic individual, small, and large group activities as well as complete a capstone project and presentation.  They will also take away concrete strategies to apply to their own organizations’ continuing education and training (CE/T) programs and experiences.

This workshop content aligns with the ANSI/IACET 1-2018 Standard for Continuing Education and Training. It also prepares instructors and CE/T professionals (particularly those new to training and development and adult learning) to support their organizations’ accreditation efforts by providing high-quality learning experiences and programs.

**Audience:**This basic to intermediate level workshop is ideal for instructors and subject matter experts (SMEs) who help design and deliver training and development programs. It is also appropriate for individuals who are new to the fields of training and development, adult learning, and continuing education.

**Delivery Options:** This course is offered as a two-day, instructor-led class. The core content can also be customized and delivered on site based an organization’s unique needs.

**Preparation**: Learners need to bring their laptops or smartphones to engage in online activities during class.

**Needs Analysis:**

1. Include needs identified from inception as well as review of typical challenges applicants for IACET accreditation encounter.
2. Job Task Analysis via O\*Net for CE/T positions (Training Specialist, Training Manager, and Instructional Design and Technologist)

**Competencies:** See JTAs for Training Specialist, Training Manager, and Instructional Design and Technologist (Source: O\*Net, 2020)

**Audience:** This basic to intermediate level workshop is ideal for instructors, subject matter experts who help design training and development programs, and individuals newer to the fields of training and development, adult learning, and continuing education.

**Pre-Work:** Bring any material learners would like reviewed that is specific to their organization (if applicable).

**Learning Environment Requirements:**

* Internet access
* Virtual classroom set up (if remote offerings)
* Example online courses to review
* Pod set up for small team activities (4 to 5 people at most)

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| Day One (8:30 am to 4:30 pm) |

| Unit/Lesson Name | Time Allotted | Needs Analysis  Content Description/Purpose | Learning Outcomes | Instructional Methods/Materials  Learning Styles  (V - Visual, A - Auditory, K - Kinesthetic) | Assessment Methods and Successful Performance Criteria |
| --- | --- | --- | --- | --- | --- |
| Introduction/LO/Agenda | 15 Minutes | * Pre-Assessment * Overview * Twitter/IACET website * Dinner Party Introductions * Agreements for Social Learning * Agenda * Learning Outcomes * Any other requirements (following the IACET standard) * Discuss the Organization Training Plan “Capstone” Project and Presentation | * N/A | * Learner Guide | * Pre Assessment (Done Online or In Class) |
| Module 1: Adult Learning Assumptions and Motivation (Andragogy) | 30 Minutes | **Needs Analysis**  “Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment.” (O\*Net, 2020).  **Content Description**   * Define and describe examples of andragogy in real life. * Distinguish between adult and child learning and motivational needs. * Introduce the Organization Training Plan Project | * Define “andragogy.” * Identify five assumptions that affect adult learner motivation. | * Lecture (A) * Group Discussion with Powerpoints (V) * Group Activity (K) * Learner Guide | * Instructor Observation * Knowledge Check |
| Module 2: The Brain and the Adult Learner | 20 Minutes | “Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods.” (O\*Net, 2020)   * Discuss biology of learning and synapses * Describe “disequilibrium’s” role in adult learning * Provide examples and the role of managing an Amygdala hijack during disequilibrium is critical to the learning process. | * Describe how the physiology of the brain relates to learning in adulthood. * Describe “disequilibrium’s” role in adult learning. | * Lecture (A) * Group Discussion with Powerpoints (V) * Learner Guide * Video (V) | * Knowledge Check |