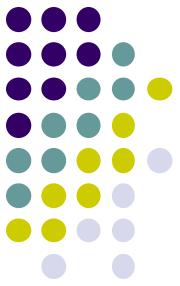




Santa Rosa  
COMMUNITY  
HEALTH

# **TRAIN THE TRAINERS ADULT LEARNING PRINCIPLES**

# Welcome

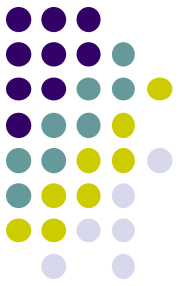


## As you settle in, please journal:

- What have you learned in TTT so far?
- How are you applying your learnings?
- What training techniques have you noticed?
- What are you struggling with?
- What would help you to learn?

# Agenda

- Agenda review
- Learning Objectives
- Check in
- Housekeeping
- Review:
  - ADDIE– where we are in this cycle
  - Adult learning principles
- DESIGN
  - Activities



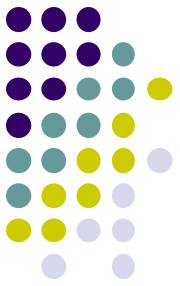
# LEARNING OBJECTIVES



**Apply adult learning principles to training design.**

**Name at least a dozen learning methods.**

# HOUSEKEEPING



- Announcements:

- May 18<sup>th</sup> staff training delivery
- TTT road map
- 90-min sessions
- Weekly Coaching

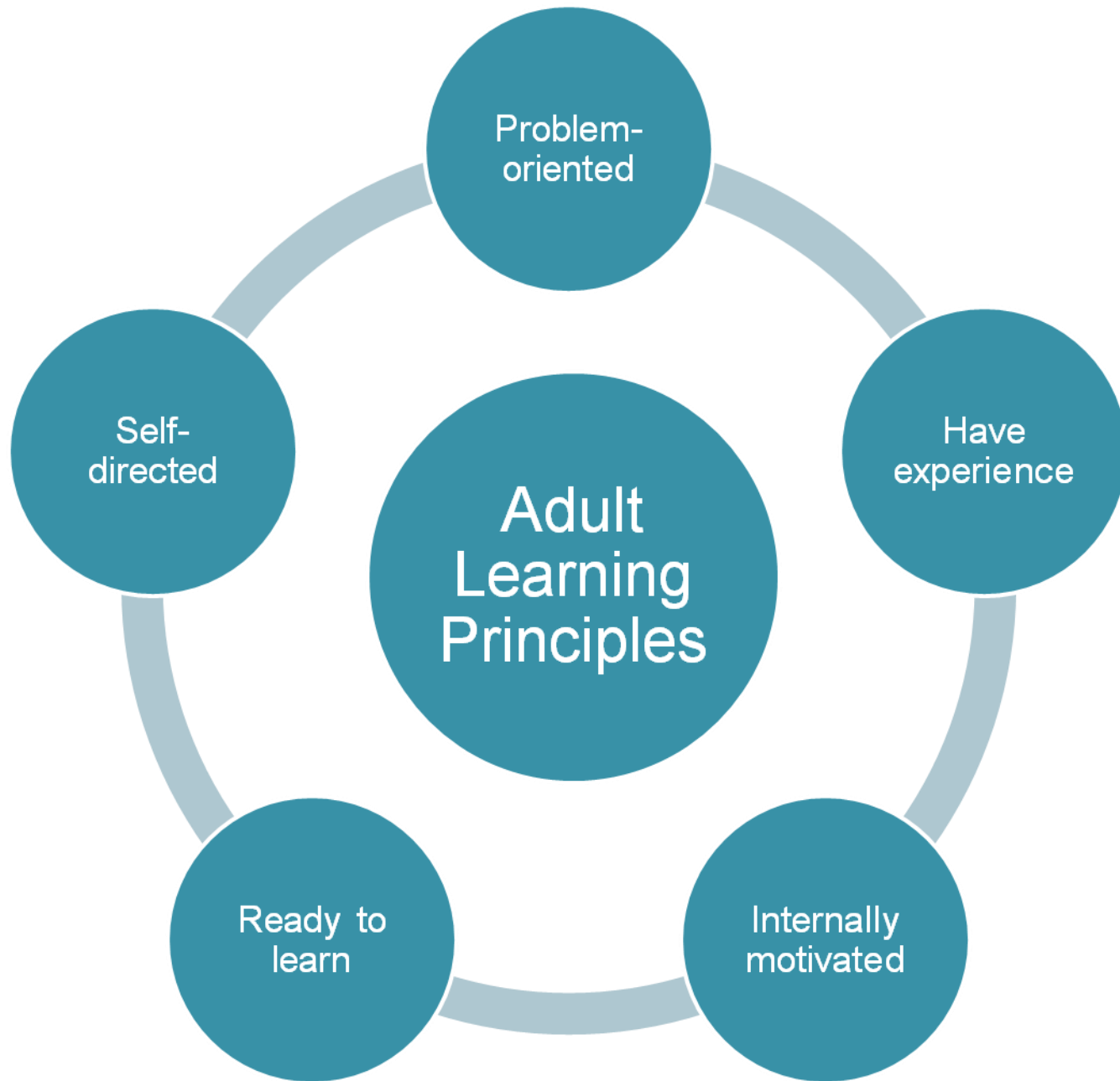
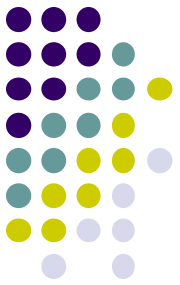
- Googledoc -

[https://docs.google.com/spreadsheets/d/19J-RtkUFKB3iOEeQGhUX\\_WU9Q8UI3R-Ms8ZJ3SJI12g/edit?usp=sharing](https://docs.google.com/spreadsheets/d/19J-RtkUFKB3iOEeQGhUX_WU9Q8UI3R-Ms8ZJ3SJI12g/edit?usp=sharing)

# Adult learning principles

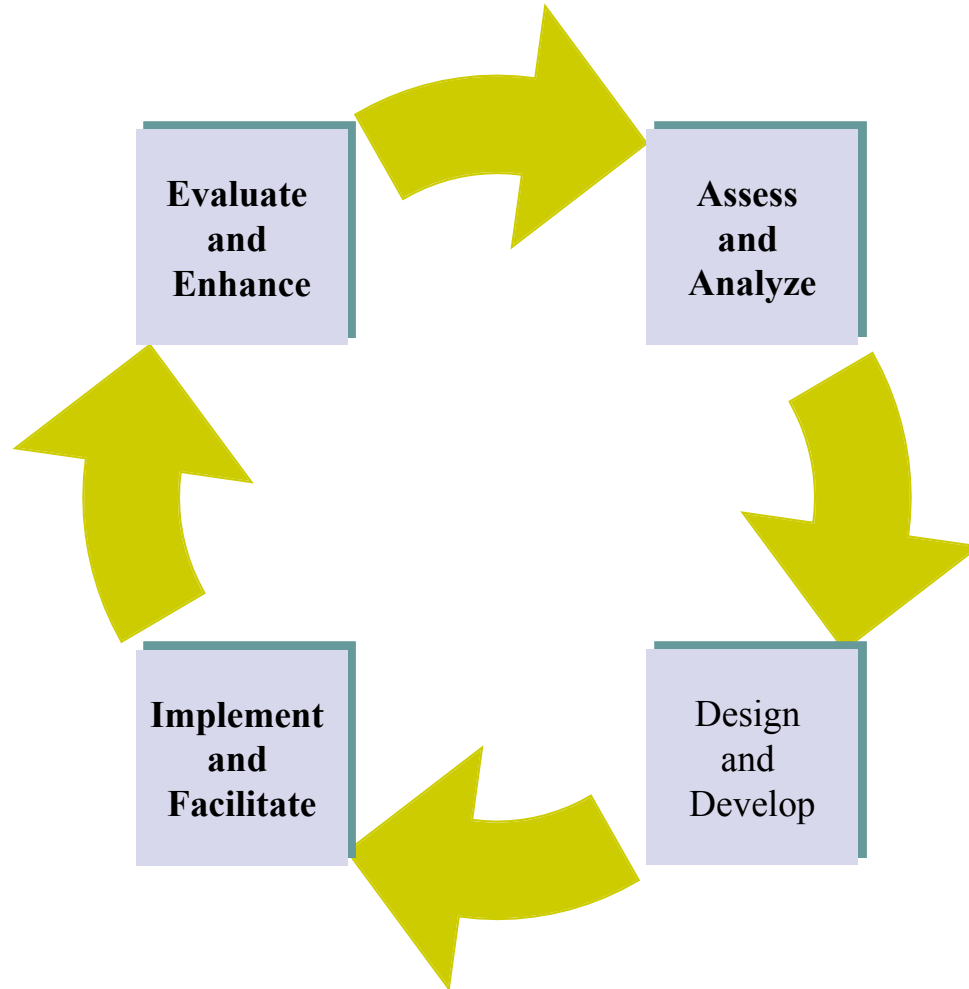
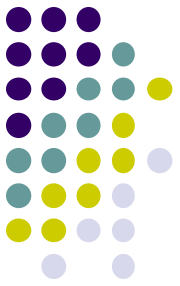


1. Adults need to be involved (in the planning and evaluation of their instruction).
2. Experience (including mistakes) provides the basis for learning activities. (activities, exercises)
3. Make it relevant to their job or personal life.
4. Be solving a problem, rather than providing a lecture.



# ADDIE

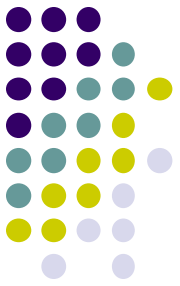
## The Training Cycle





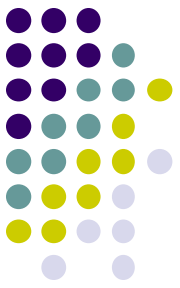
# DESIGN & DEVELOP

As designers, where do we start?



Picture from the website of  
Grace Cathedral, San Francisco

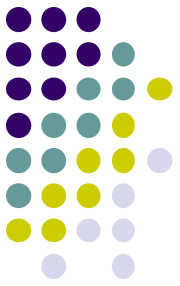
# APPLYING ADULT LEARNING TO TRAINING DESIGN WITH ACTIVITIES & LEARNING METHODS

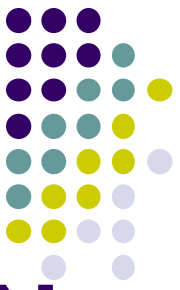


Adult Learning



# WHY ACTIVITIES?





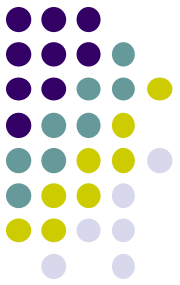
# WHAT ACTIVITIES CAN I USE IN TRAINING DESIGN TO ENGAGE MY PARTICIPANTS?



Activities



# ASSIGNMENTS



**Make sure you've read and filled out all of Design and Develop packet (3-10 and on, including training style assessment)**

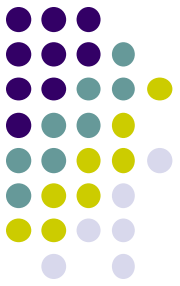
**Read 4-1 through 4-3**

**Work with design teams to brainstorm activities for your May 18 training**

**Meet with me today or tomorrow**

# HOW'D WE DO TODAY?

Ongoing evaluation— check plus delta



**WHAT DID YOU LEARN?**

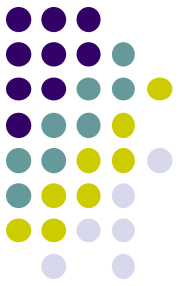
**WHAT WENT WELL?**

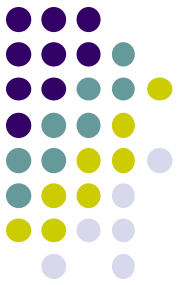
**WHAT COULD BE BETTER?**



# Module 4 Objectives

- **Discuss different learning styles.**

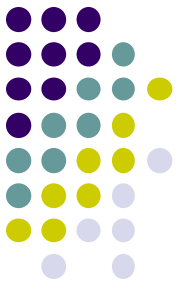




# Module 4 Objectives

- Discuss different learning styles.
- **Establish a positive learning environment.**





# Module 4 Objectives

- Discuss different learning styles.
- Establish a positive learning environment.
- **Evaluate effective presentation skills.**

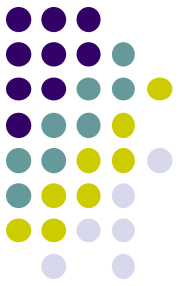


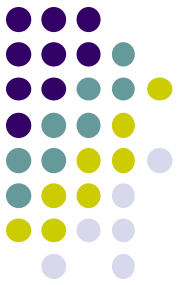
# Module 4 Objectives

- Discuss different learning styles.
- Establish a positive learning environment.
- Evaluate effective presentation skills.
- **List advantages and disadvantages of lecturettes.**

# Module 4 Objectives

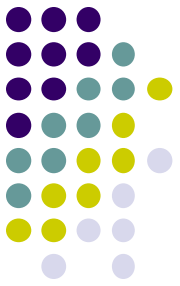
- **Use visuals appropriately.**





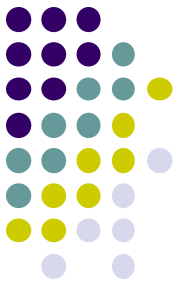
# Module 4 Objectives

- Use visuals appropriately.
- **Recall techniques to manage nervousness.**



# Module 4 Objectives

- Use visuals appropriately.
- Recall techniques to manage nervousness.
- **Resolve problem classroom situations.**



# Module 4 Objectives

- Use visuals appropriately.
- Recall techniques to manage nervousness.
- Resolve problem classroom situations.
- **Ask and answer questions that lead to learning.**

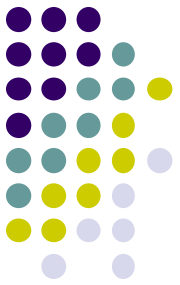


# Learning Styles

- Visual
- Auditory
- Kinesthetic

**How can you address each of these?**

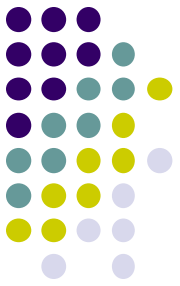




# Establish a Positive Learning Environment

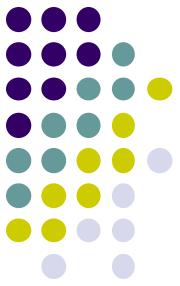


# Establish a Positive Learning Environment



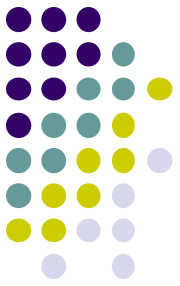
- **Create a Safe Haven for Learning**

# Establish a Positive Learning Environment



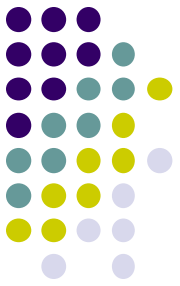
- **Create a Comfortable Environment**

# Establish a Positive Learning Environment



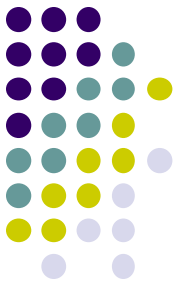
- **Encourage Participation**

# Establish a Positive Learning Environment



- **Facilitate More Than You Present**

# Establish a Positive Learning Environment

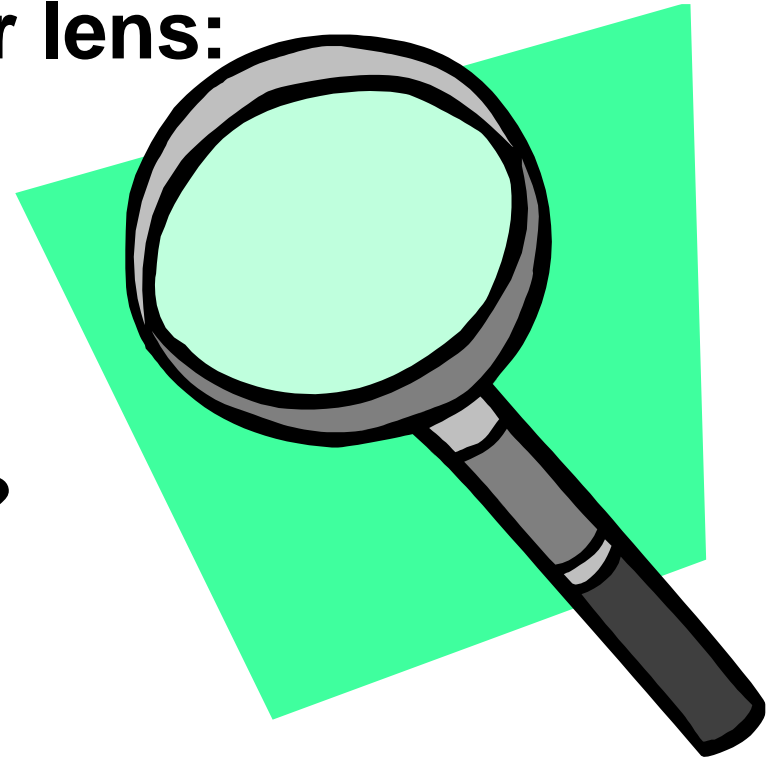


- **Encourage Participants to Track Their Own Progress**



# Focus on What's Happening!

- **Examine this train-the-trainer session through another lens:**
  - What training techniques have you noticed?
  - What have you experienced?
  - What have you observed?

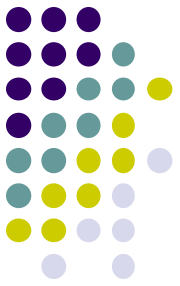




# Presenting a Dynamic Delivery

- **What They Hear**
  - **Volume**
  - **Pitch**
  - **Pace**
  - **Pauses**
  - **Articulation**
  - **Fillers**

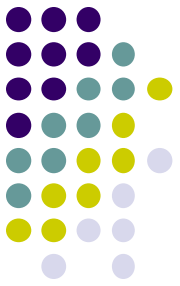
# Presenting a Dynamic Delivery



- **What They See**
  - **Stance**
  - **Movement**
  - **Gestures**
  - **Facial Expression**
  - **Eye Contact**
  - **Poise**

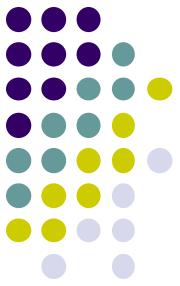


# Do You Get Nervous?



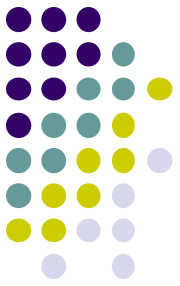
**What works for you?**

# Quandary Queue

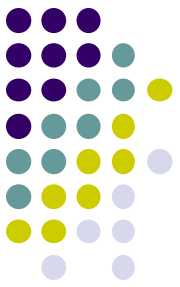


**What challenges do you encounter?**

# Skill Practice Information



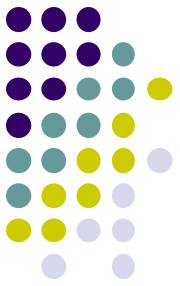
- Total of 120–150 minutes
- First 30 minutes for final prep
- 10 minutes for each presentation
- 5–7 minutes for feedback to each person
- Each small group will build in their own 15-minute break



# Asking and Answering Questions

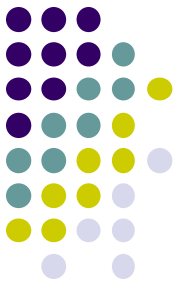


# Bring Closure



- **What do you want to accomplish?**

# Focus on You



**What is important for your focus?**

