

METHODS AND MATERIALS TO ASSIST IN YOUR TRAINING PREPARATION

PRINCIPLES OF ADULT LEARNING

As a trainer you should have four important goals:

- (1) Create an atmosphere of equality in the trainer-participant relationship.

Not only will soliciting participant input set the class at ease and make learners feel like adults; you will be able to estimate the various levels of experience in the room, which can lead to a very successful collaborative learning experience

- (2) Begin to form a class community.

The trainer must create a setting that supports learning. A positive atmosphere for learning is created even before participants enter the training room. It starts with your attitude, and your positive attitude can be “infectious”. Likewise if you do not believe that the material you are presenting is valuable, participants will sense this immediately and your course will be unsuccessful, no matter how important the subject matter or how good your audiovisuals might be. Lastly, your positive and relaxed manner will put participants at ease as they enter the room.

Participants bring a variety of opinions about bloodborne pathogens, needlestick injuries management and OSHA regulations into the training room. Some participants might not feel happy about being in the course at all. It is important to engage the learner by getting her opinion about the material to be covered and what they expect to achieve in the training session. Continual input should be requested throughout the course to keep the participants thinking and participatory.

- (3) Encourage participants to learn in a variety of ways and start to correct any non-productive learning objectives that may be present.

Using a variety of ways to present the course material will ensure that you keep the participants’ attention. It will enable all participants to assimilate the content materials in a way that is best suited to their individual learning style. Remember that some will be hearing learners; some visual learners; and others will be hands-on learners. Your trainings materials have included all of these; however if you have additional ideas, feel free to use them.

- (4) Encourage participants to formulate in-course and post-course purposes for themselves.

DEVELOPING A GOOD PRESENTATION STYLE

Standing before a classroom full of coworkers can be a daunting experience. However microteaching (presenting a capsulized version of the content materials for practice and learning purposes rather than for the transfer of information) is a great way to obtain feedback from training team peers. This is the time to make mistakes, get embarrassed, blush, sweat and forget your lines. Remember “practice makes perfect”.

Some common concerns of trainers are:

- Unable to speak
- Forgetting the subject matter
- Being laughed at
- Voice shaking or cracking
- Hands or knees trembling
- Diarrhea, sweating, fainting
- Boring the participants to sleep
- Stomach growling
- Mispronouncing words

HELPFUL HINTS TO FACILITATE A SUCCESSFUL TRAINING

- Arrive early, so that you allow plenty of time to arrange the room and check your audiovisual equipment, and go over your presentation in the classroom.
- Greet participants individually as they arrive. This not only puts you at ease, it will neutralize any negative notions they might have about the training.
- If your voice shakes, try to lower the pitch, pull in your stomach, or talk louder. Have a glass of water nearby and don't be afraid to stop and take a drink if you need to.
- If your hands or knees shake, move around. Avoid nervous mannerisms such as jingling keys or change in your pockets by removing items before training begins.
- If you lose your train of thought, it's ok to let the participants know. A joke will help the situation. “I've lost my train of thought, but I know another train will be along in a minute.” By the time participants finish chuckling, you will usually remember the point you are trying to make.

Mini Presentation Evaluation Form

1. Did the presenter create a setting for a positive learning experience? How did she/he do this?

2. What did the trainer do to encourage participation by attendees?

3. Rate the trainer's presentation style:

	<u>Excellent</u>	<u>Good</u>	<u>Needs practice</u>
Posture	_____	_____	_____
Eye contact with participants	_____	_____	_____
Voice volume and pitch	_____	_____	_____
Hand gestures	_____	_____	_____

4. Rate the trainer's knowledge of content materials:

<u>Excellent</u>	<u>Good</u>	<u>Needs practice</u>
_____	_____	_____

5. Overall comments about the trainers performance:

6. To what extent have the course objectives been met?

Low 1 2 3 4 5 High