

INNOVET working paper: Train the Trainer

Train the trainer

Anyone involved in training who acquires new knowledge and know-how must be able to put these into practice in a comprehensible and value-adding way as much as possible. Confirmation of successful training is mirrored mainly in improved operational performance.

The task of a good trainer is to attune and create learning processes which enable trainees to optimally apply them.

This goes hand-in-hand with the high demands on the trainer:

Trainers, nowadays, are not so much knowledge providers as “experts in teaching and learning” who can encourage and accompany different persons in their individual learning processes.

The Train-the-Trainer course in **six modules** optimally promotes learning success through a targeted combination of three levels of learning. At the **first level**, participants familiarise themselves with the contents, practise methods and transfer the new knowledge to their own individualised training activities. At the **second level**, the participants reflect on the training approach by reflecting on the effect of the methods and interventions on themselves and by analysing the group process. At the **third level**, the participants continually check their own personal learning progress.

Target group

Persons who actively teach, train and transfer knowledge or who wish to do so, and who would like to develop their trainer competencies, as well as structure and shape their training services more optimally. The focus of the training course is on the work with slow learners.

Module 1: Basics of the training course / Trainer profile (2 hours)

- Different training types and their demands (product training, behaviour training etc.)
- Role and tasks of a trainer
- Requirement profile of a trainer
- Fundamental psychological models (personality models and typology, inner team)
- Fundamentals of the psychology of learning – Learning style analysis
- Personal skills’ matrix – Identifying learning needs and determining specific individual learning goals

Module 2: Enabling learning (methods and didactics) (3 hours)

- Creating learning-conducive basic conditions (room design etc.)
- Didactic basics: Target group analysis, determining the learning goals, content selection, learning success, measuring learning success, enabling transfer
- Preparing a training design, including getting acquainted with learner-centered teaching and training methods, esp. for ‘slow learners’, and with regard to their possible application, being able to assess and adopt them selectively
- Identifying and reducing learning blockades
- Reflecting on opportunities and drawbacks of teaching and training methods

Module 3: Working with Slow Learners: What is a Learning Disability? (3 hours)

- Facts about learning disabilities
- Common learning disabilities
- How are learning disabilities identified?
- What is effective instruction for students with LD?
- Social and emotional problems related to dyslexia
- Social Skill Autopsies: A strategy to promote and develop social competencies

Module 4: Learning patterns of disadvantaged students / Strengthening learning weaknesses (3 hours)

Mini workshop on how to train slow learners versatile learning approaches as early as possible to enable them to use multiple senses and cognitive skills when learning. To explore methods on not only how to improve their strengths but also their weaknesses

Module 5: Facilitating, presentation and group dynamics (3 hours)

- Preparatory web session
- Developing the trainer's personal power of persuasion (body language, rhetoric)
- Role and task of the facilitator
- Dealing productively with disturbances
- Causes of conflicts and dealing with conflicts (mediation)

Module 6: Final assessment and evaluation (6 hours)

- Assessing project work
- Moderation and closing of feedback rounds
- Reflecting on personal learning progress and personal learning target achievements
- Feedback and evaluation of the trainer
- Participants' feedback