# Training
# as an effective
# adult education format

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# Key questions

- What is an effective training?

- What factors determine its outcomes?

- How to plan and prepare a training?

- What psychological and pedagogical aspects are important?

The term "training" has a number of meanings: "preparation" "practice", "education", "drill".

In pedagogy - a certain format (tool, method) of organizing the learning process for a group of people



Intended to develop:

- their abilities;
- skills to perform new activities;
- new behaviours, etc.

# Within adult education, training is defined as:

A short-term intensive learning in a specifically created training group



To support the **development of professional competence** in the individual (new professional knowledge, skills, behaviours and attitudes)

# Training: key features (1)

1) Purpose and content aspects

- Clear goals and objectives

- Identifing the needs of the training participant

- Knowledge acquisition + development of abilities, skills, behaviours + strategies for self-organization and self-actualization

- Knowledge should be practical and personally oriented

# Training: key features (2)

## 2) Technological aspect

- The teaching and learning build on the **individual characteristics of participants** (integrate their individual and social experience)

- Each session is a set of **practical activities (**concepts, ideas, rules, techniques – the base for practical tasks)

- The learning occurs as a polylogue, discussion, debate, simulations and role-plays using the relevant **interactive methods**

# Training: key features (3)

3) Process aspect

- The **ongoing interaction** -  group dynamics

- Establishing a **comfortable psychological climate** for every participant

- Free and uninhibited communication in a **safe atmosphere**



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# Goals and objectives - starting point for designing the programme

**Goals** - general statement of the outcomes to be achieved as a result of the training.

**Objectives** specifically describe what the participants will be able to do or what knowledge they will acquire as a result of the training:

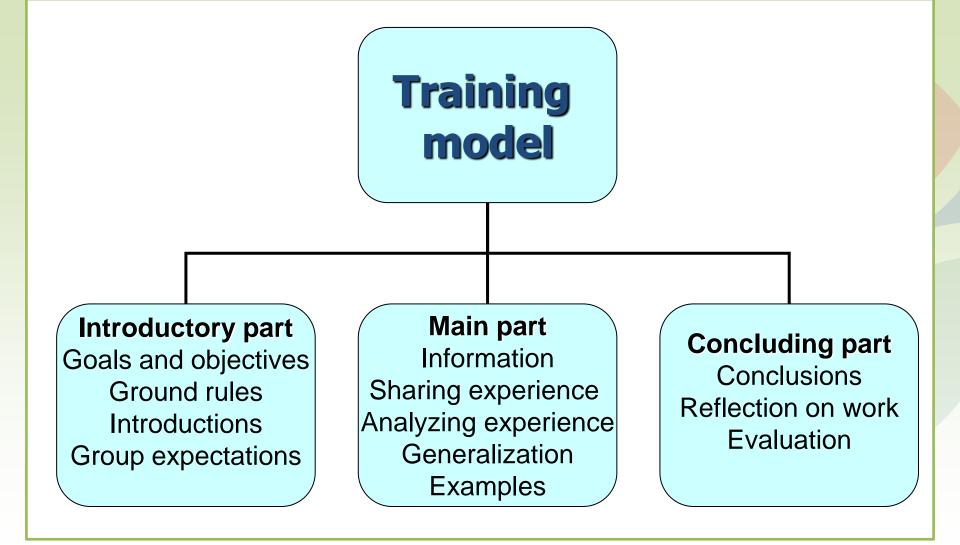"After the training the participants will be able to…", e.g.:

- explain what a training is and how it is different from other adult education approaches;
- plan individual sessions in a training format;
- define own attitude to this educational approach.

# Principles of an effective training

- Learn the needs, experiences, individual psychological traits and learning styles of participants

- Encourage a solid understanding of the core information as a foundation for new skills and behaviours

- Encourage a positive emotional attitude to the content and implementing it in future

- Engaging all participants in the active learning process, which simulate the professional context

**Training model**

**Introductory part**
Goals and objectives
Ground rules
Introductions
Group expectations

**Main part**
Information
Sharing experience
Analyzing experience
Generalization
Examples

**Concluding part**
Conclusions
Reflection on work
Evaluation

The training model as the basis of the programme

# Training methods (1)

**Discussion** is a public deliberation on controversial issue

**Goals**:

- to facilitate exchange of opinions and experiences regarding an issue
- develop knowledge and skills to argue and defend one's opinion
- improve communication skills; raise motivation;
- extend knowledge

**Technics**: round table, structured discussion, free discussion, etc.

**Small groups** are a basic method that involves participants working in small groups of 4 to 7 to complete a specific task.

**Goals**:
- to get the participants interested in the new topic;
- study or reinforce new content;
- design a project;
- find a solution to a problem, etc.; promote effective communication and collaboration

The participants should do the given task together, prepare a report about their results and present it to the audience.

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# Training methods (2)

A **mini-lecture** is a quick way to convey a significant amount of information to a large audience

**Goals**:

- to introduce the core content themes;
- present the content concisely and logically in a short span of time (max. 15 – 20 minutes).

Used at the start of the training, in order to introduce participants to the topic and set the context for certain issues

An interactive **game** is a simulated professional activity or communication in a professional situation

**Goals**:

- to help participants develop new skills
- master new effective processes in the professional field
- develop communication skills and encourage their application in practical learning situations

The key here is to prepare an exciting script for the game and make it as close to reality as possible.

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# Training methods (3)

The **case study** requires the participants to analyze and solve a real situation in the process of interactive collaboration

**Goals**:

- to develop the participants' skills for self-analysis, independent problem-solving and communication skills;
- encourage creative thinking;
- improve writing skills to draft written documents

Before using case studies, the trainer should explain this methodology and process to the participants.

Other popular training **methods** include:

- brainstorming;
- multiple voting;
- debates
- jigsaw
- microphone
- take a stand
- a continuum of opinions, etc.

What thoughts, feelings does this information engender in you?
Why did we include it into the programme?
Was it helpful to you?

THANK YOU
FOR YOUR ATTENTION