



Training Pedagogy

**State Institute of Health and Family Welfare
Jaipur**

Basic Terms

- Training
- Learning
- Education

Let us understand the difference



Training

- A planned and systematic effort to modify or develop knowledge, skills & attitudes through a learning experience.
 - Objective: Achieve effective performance in an activity / activities.
 - Purpose: Enable a person to develop skill sets for a given task.

Learning

The process that helps individuals acquire:

- Knowledge
- Skills
- Attitudes

Through

- Experience
- Reflection
- Study
- Instruction

Education

A series of activities to enable:

- Assimilation & development of KSA & values.
- Understanding not restricted to a narrow band.
- Arranging problems to be defined, analyzed and solved.

How Precise These Terms Are...



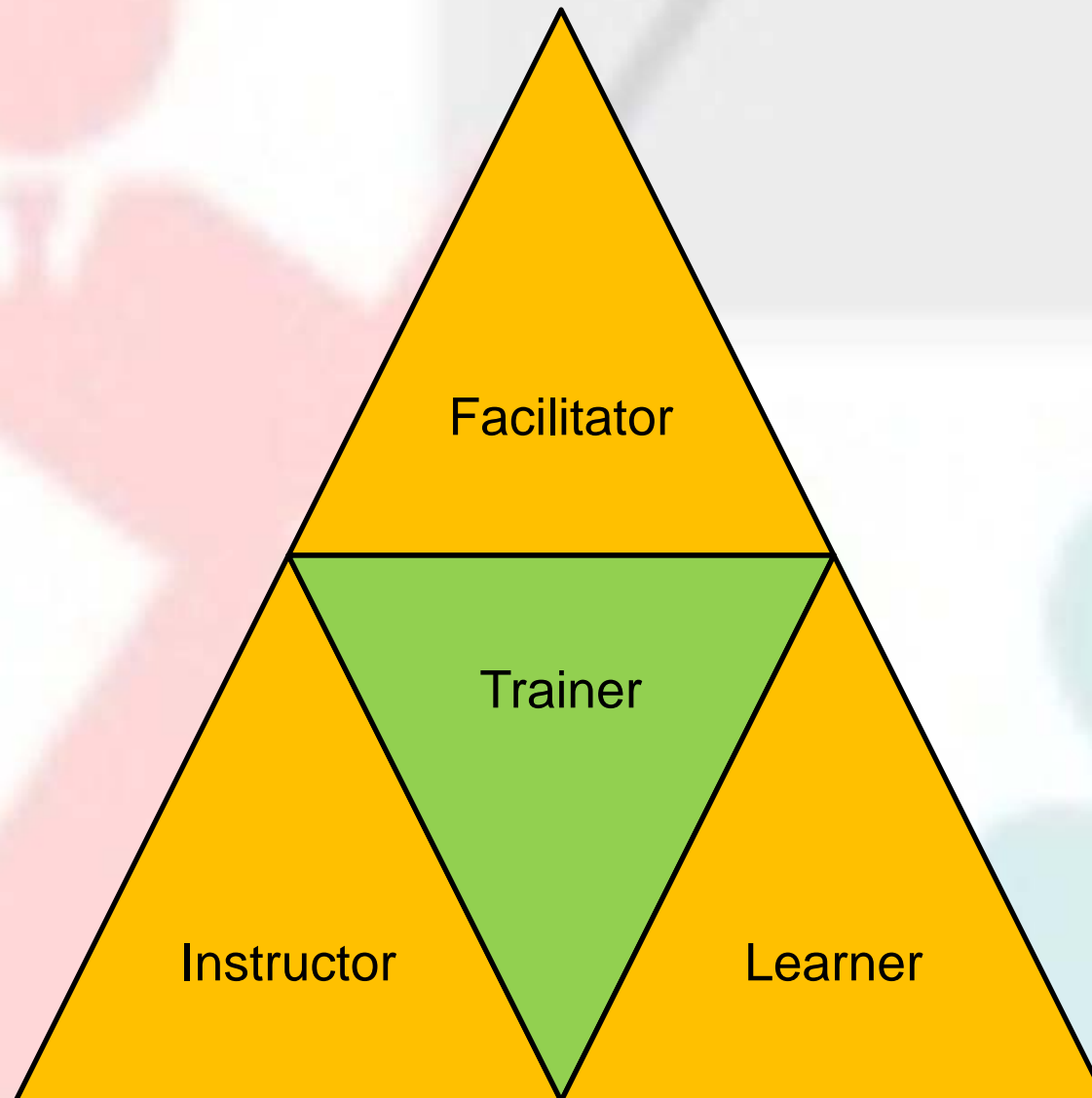
- **Training** - involves acquisition of behavior, fact, ideas that are not easily defined in the job context-job and person oriented.
- **Learning** - a degree of uniformity within limits set by individual differences.
- **Education** - person oriented, less amenable to precise definition. Increases the variability in individual differences by teaching in a manner that each individual behaves in a way unique to him/her.



A Trainer

- Understands the psychology of the learning process and its implication to the trainee.
- Effective Trainer:
 - Know what to instruct
 - How to instruct
 - Able to communicate effectively
 - Be flexible in approach
 - Know the psychology of the trainees

Role of Trainer





Seek Answers Before Training

- For **Whom** is the course for?
- Who will **train**?
- How will we **select** the participants?
- What **competencies** are expected?
- Has a **needs assessment** taken place?
- What level of **accomplishment**?

Then Answer Them.....

- Should the training content be delivered all at once, or spread over several weeks or months?
- Will participatory methods and practical exercises help participants retain the learning?
- How small should the class be?

Then Answer Them.....

- Can the content be covered using e-learning or distance learning, or is face-to-face, classroom-based training necessary?
- How should training content be sequenced to maximize understanding?
- How much time should be devoted to specific topics?

How People Learn

- Change is always resisted :
 - Can a training design therefore be stereotyped/ repetitive?
- Should training help to lessen or achieve a rapid change in the participants?
- What kind of reactions do you assume after the training?
- What kind of compulsions bring trainees to the training hall?

How People Learn

What kind of assumptions will you have:

- All participants come for a holiday in the name of training
- Least expectation of tangible benefits
- Stereo-typed attention behavior body language
- Highly biased perception about training

Learning Styles



Learning Methods

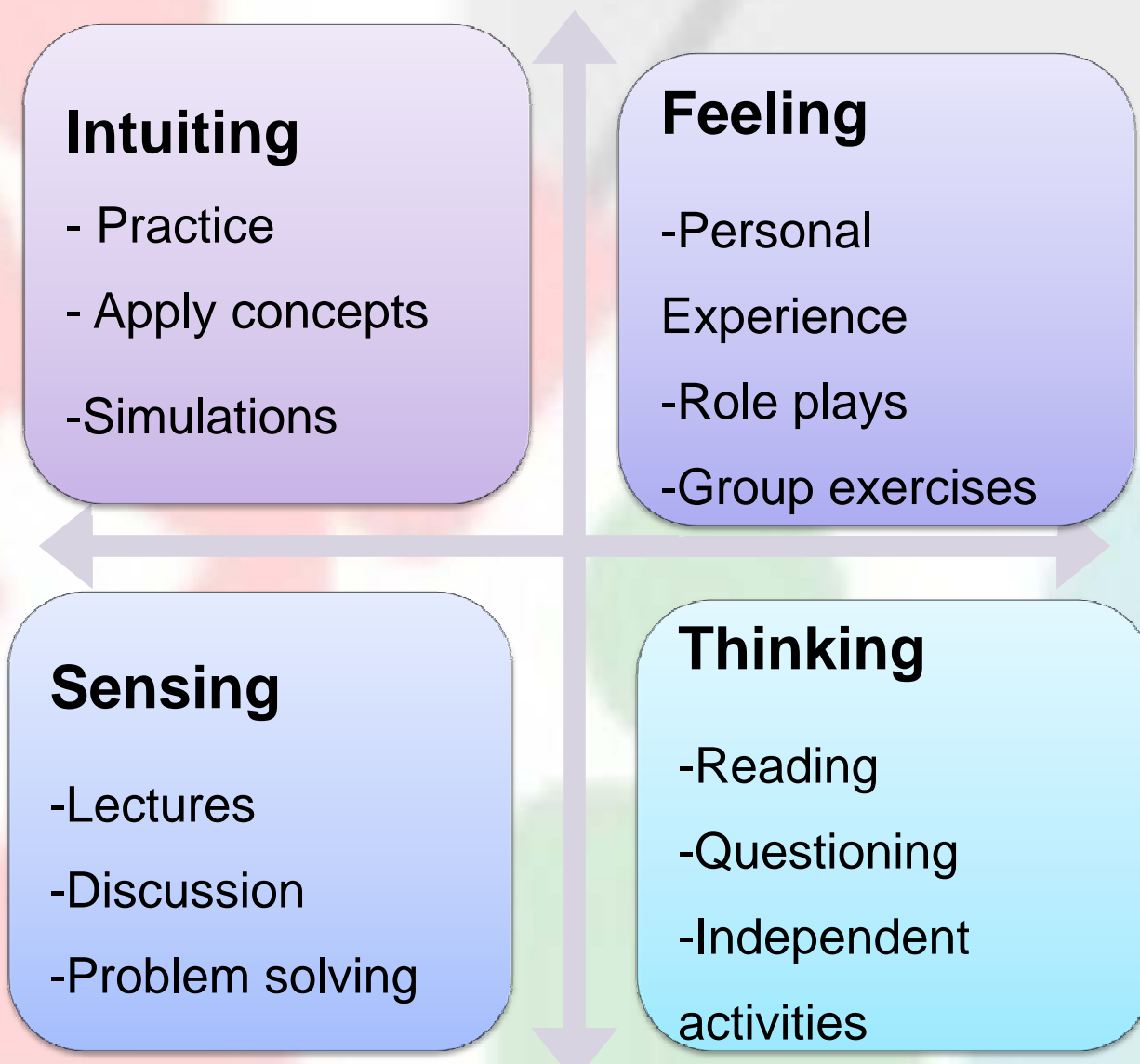
Participant active

- Field Study
- Case Study
- Article analysis
- Group exercises
- Individual assignments
- Partner discussions
- Role plays

Participant passive

- Lectures
- Case study presentations
- Group exercises
- Field trips

Learning Styles & Learning Methods



Training Model – An Integrated Process



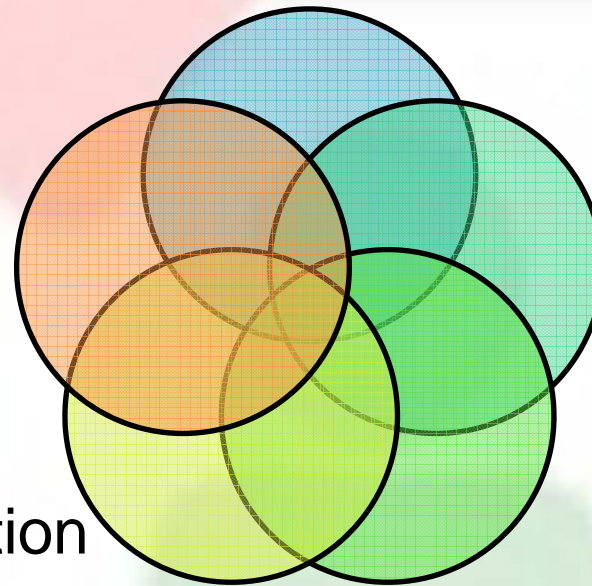
Needs
assessment
process

Evaluation
process

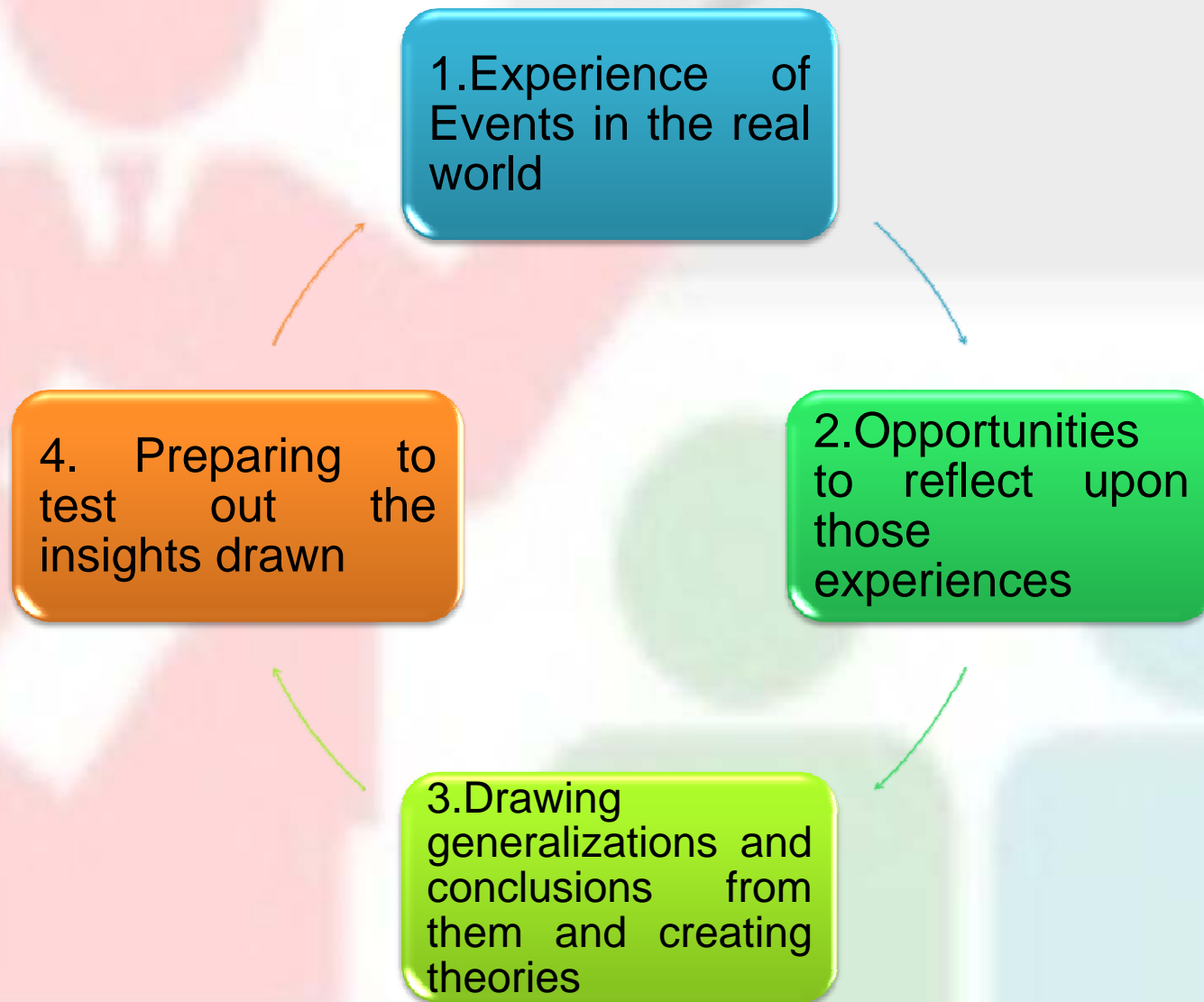
Objective
setting
process

Implementation
process


Design
process



Kolb Cycle: The Cycle of Experimental Learning



Behavioral Words

- 
- To Write
 - To Recite
 - To Identify
 - To Differentiate
 - To Describe
 - To Explain
 - To List
 - To Compare

Non-Behavioral Words

Know

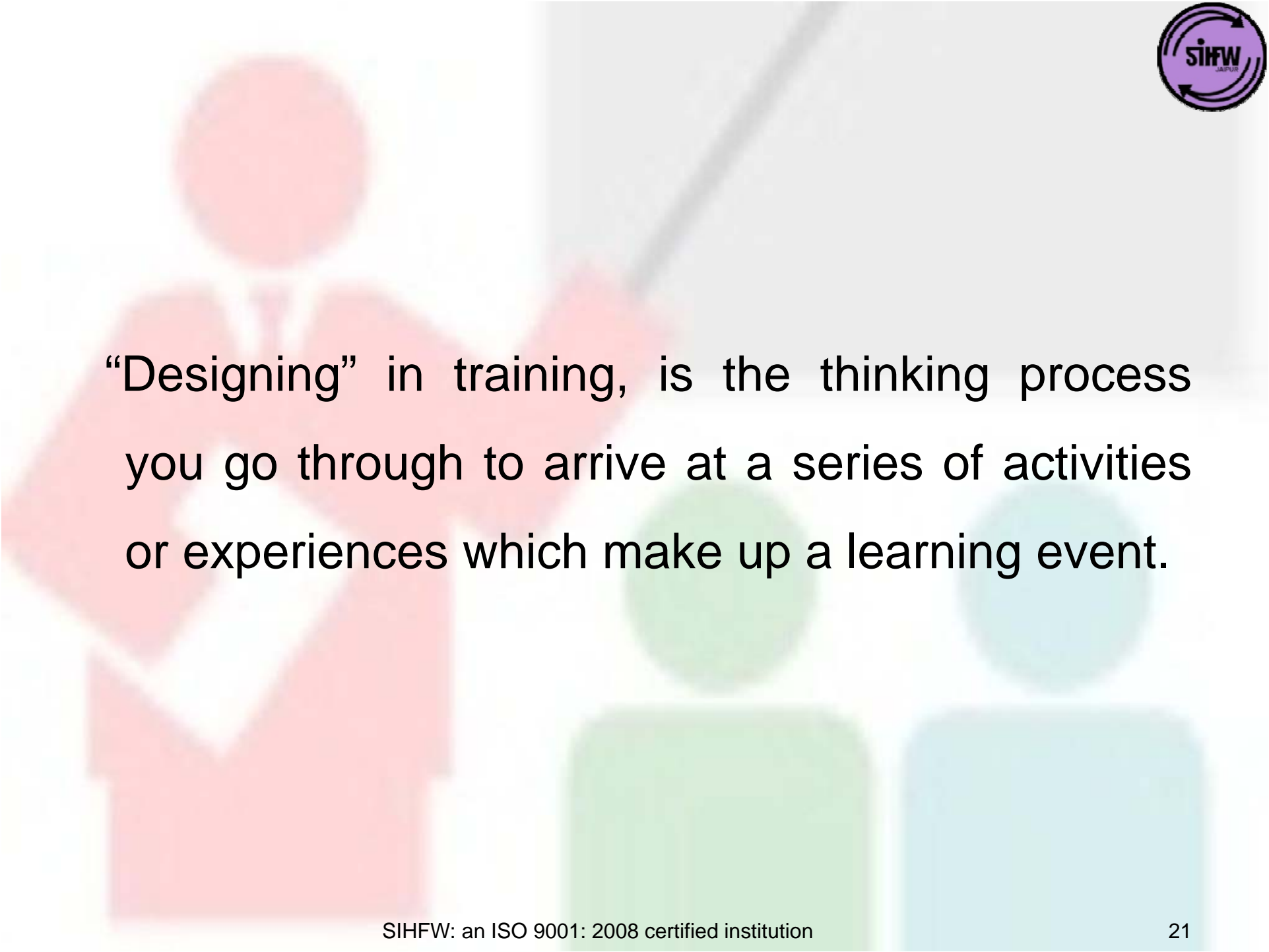
Understand

Appreciate

Apprise

Cognize

Believe

The background of the slide features a stylized illustration. On the left, a red silhouette of a person in a suit stands with their right arm raised, pointing towards the right. In the foreground, there are two more silhouettes: a green one on the left and a light blue one on the right, representing an audience or students. The background is a light gray with a faint grid pattern.

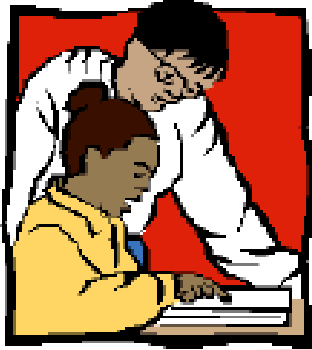
“Designing” in training, is the thinking process you go through to arrive at a series of activities or experiences which make up a learning event.

Design

- Learning objectives
- Learning methods
- Learning tools



- Faculty should learn to use technology to address the mission of the training
- Technology training should focus on specific, mission-critical skills
- Team-based methodology to bring effective educational products in time & cost-efficient fashion



Pedagogy & Andragogy



- Pedagogy – The art and science of teaching children including undergraduates, Teacher and subject centered
- Andragogy – Learning strategy focused on teaching adults, Student centered
- Four main assumptions
 - ❖ Changes in Self Concept
 - ❖ Role of experience
 - ❖ Readiness to learn
 - ❖ Orientation to learning



Assumptions

Design Elements

	Pedagogy	Andragogy		Pedagogy	Andragogy
Self Concept	Dependency	Self Directing	Climate	Authority Oriented	Mutual respect Collaborative Informal
Experience	of little worth	Learners are rich resource	Planning	By teacher	Mutual
Readiness	Biological development social pressure	Developmental task of social roles	Diagnosis of needs	By teacher	Mutual Self-Diagnosis
Time Perspective	Postponed application	Immediacy of application	Formulation of Object.	By Teacher	Mutual Negotiations
Orientation to learning	Subject Centered	Problem Centered	Design	Logic of the subject matter Content Units	Sequenced in terms of readiness Problem Units
			Activities	Transmitting techniques	Experimental techniques

Andragogy vs. Pedagogy

Theory of Adult Education

Andragogy –

originally used by Alexander Kapp (a German educator) in 1833

developed into a theory of adult education by the American educator, Malcolm Knowles.

Andragogy vs. Pedagogy

Theory of Adult Education

- Knowles - Andragogy (Greek meaning: man-leading”) should be distinguished from the more community used pedagogy (Greek meaning: “child-leading”).

Malcolm Knowles

Theory of Adult Education

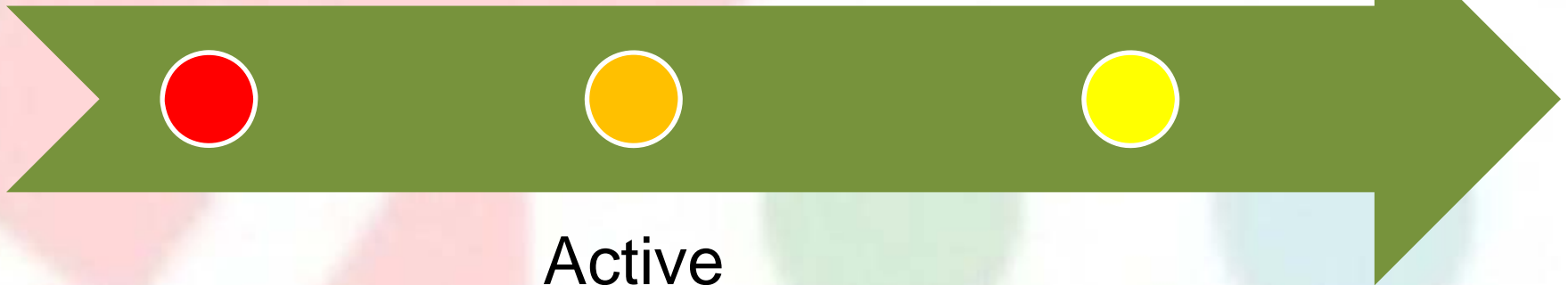
Knowles' theory can be stated in simple postulates:

- Adults are most interested in learning subjects of immediate relevance to their job or personal life.
- Adult learning is problem-centered rather than content-oriented (Orientation to learning).

Pedagogy: An Evolution

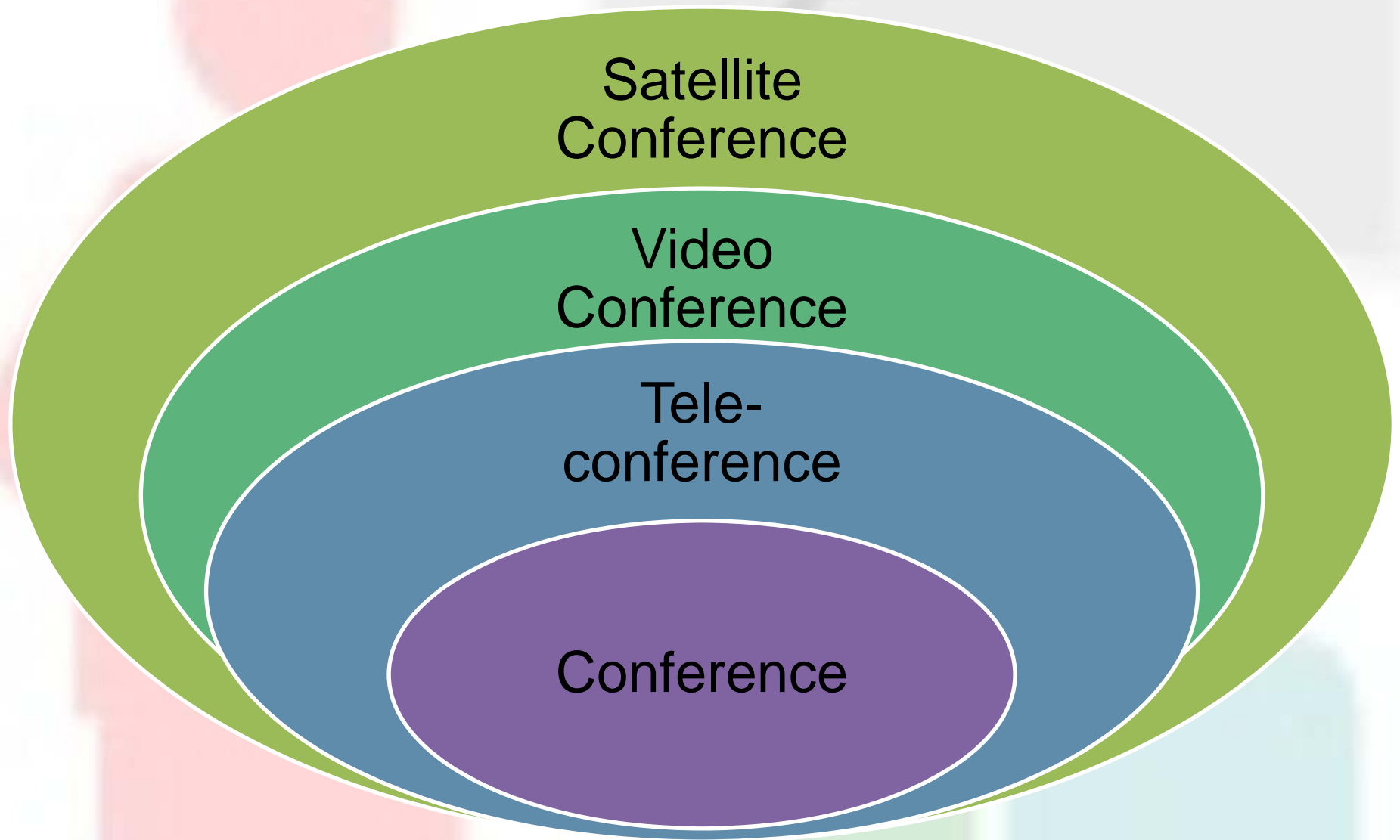
Passive

Collaborative

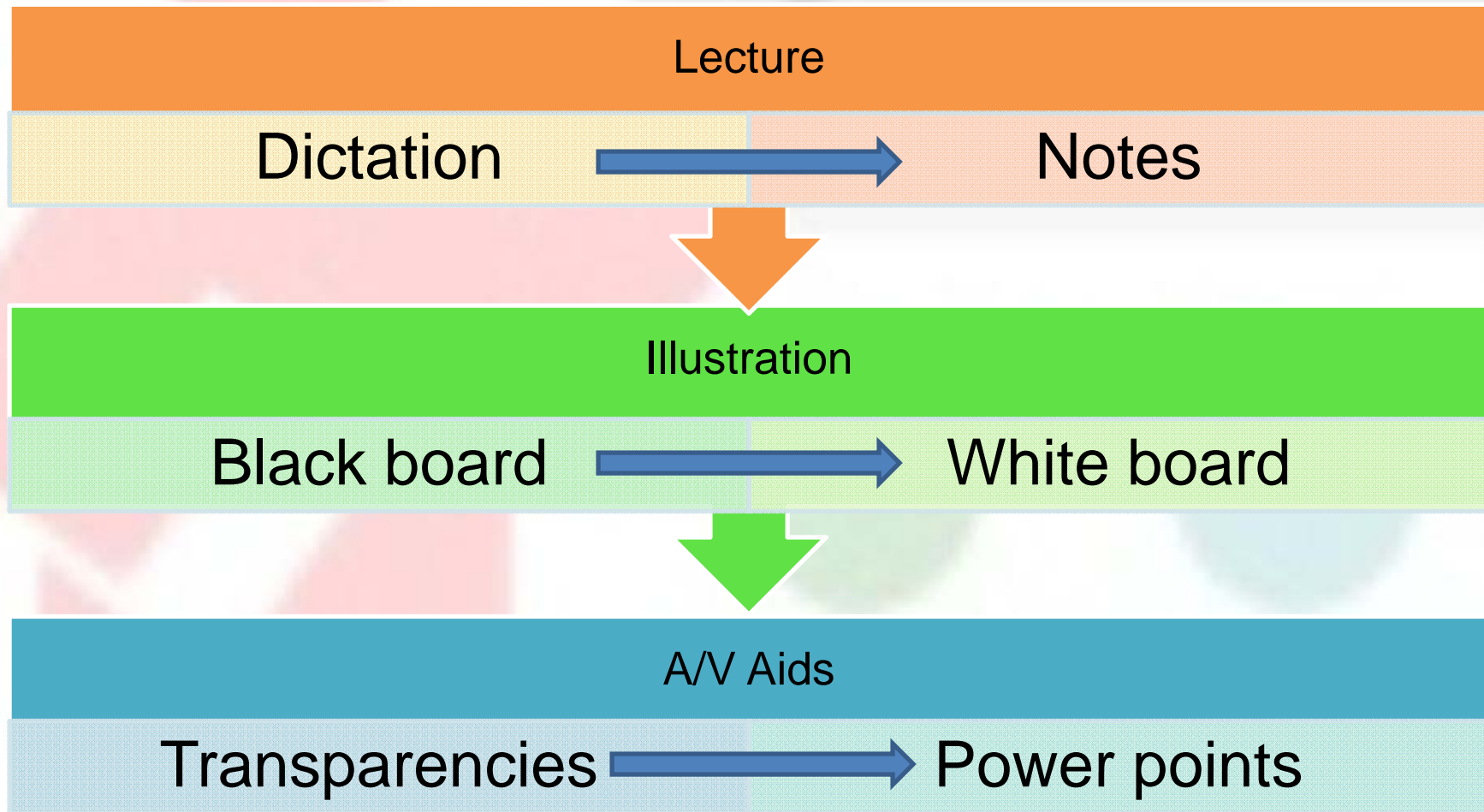


Active

Trends in Pedagogy



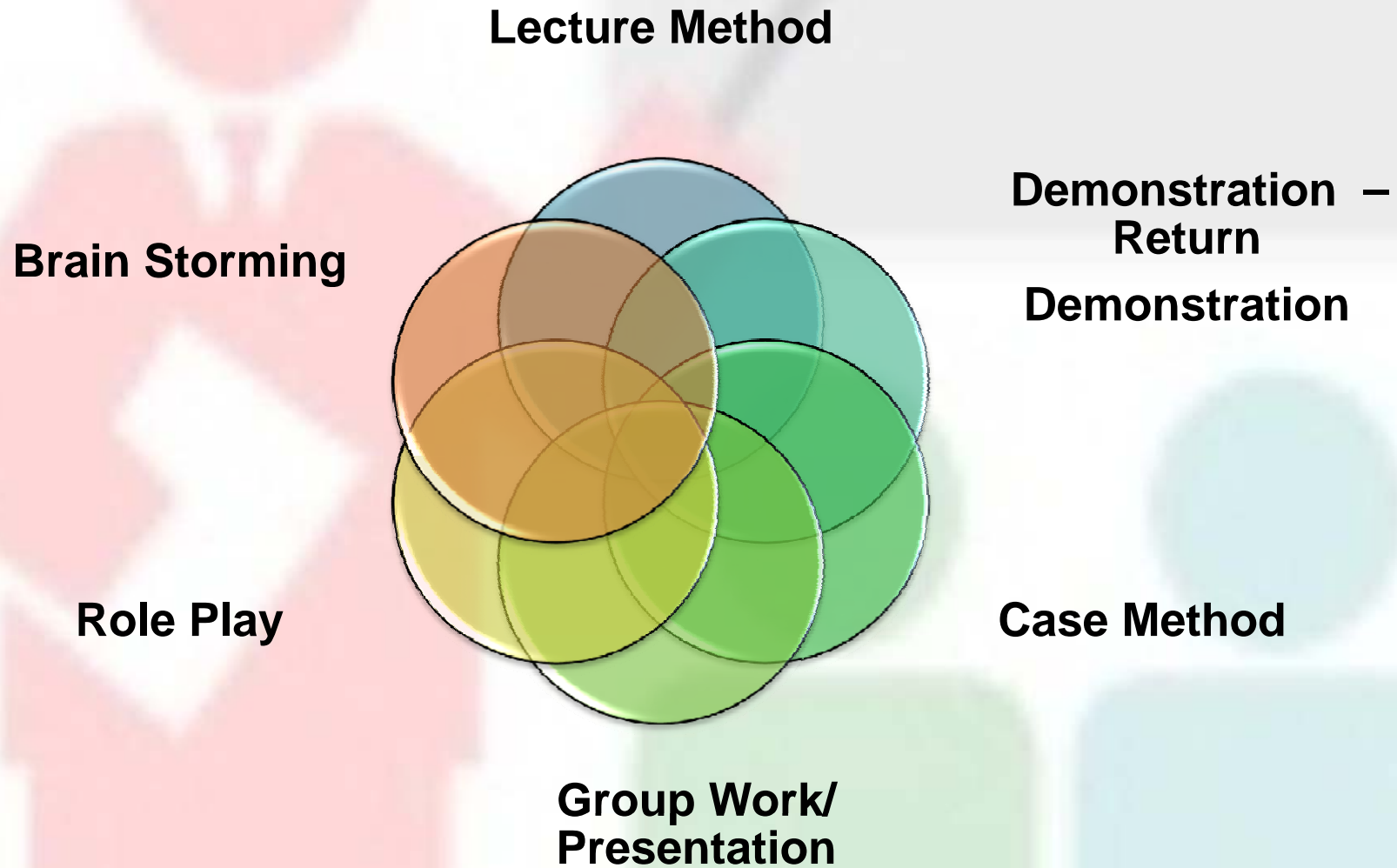
Trends in Pedagogy



Pedagogy: Useful During

- Class
- Training
- Workshop
- Focused Group Discussion
- Panel Discussion

Learning Tools: Pedagogy

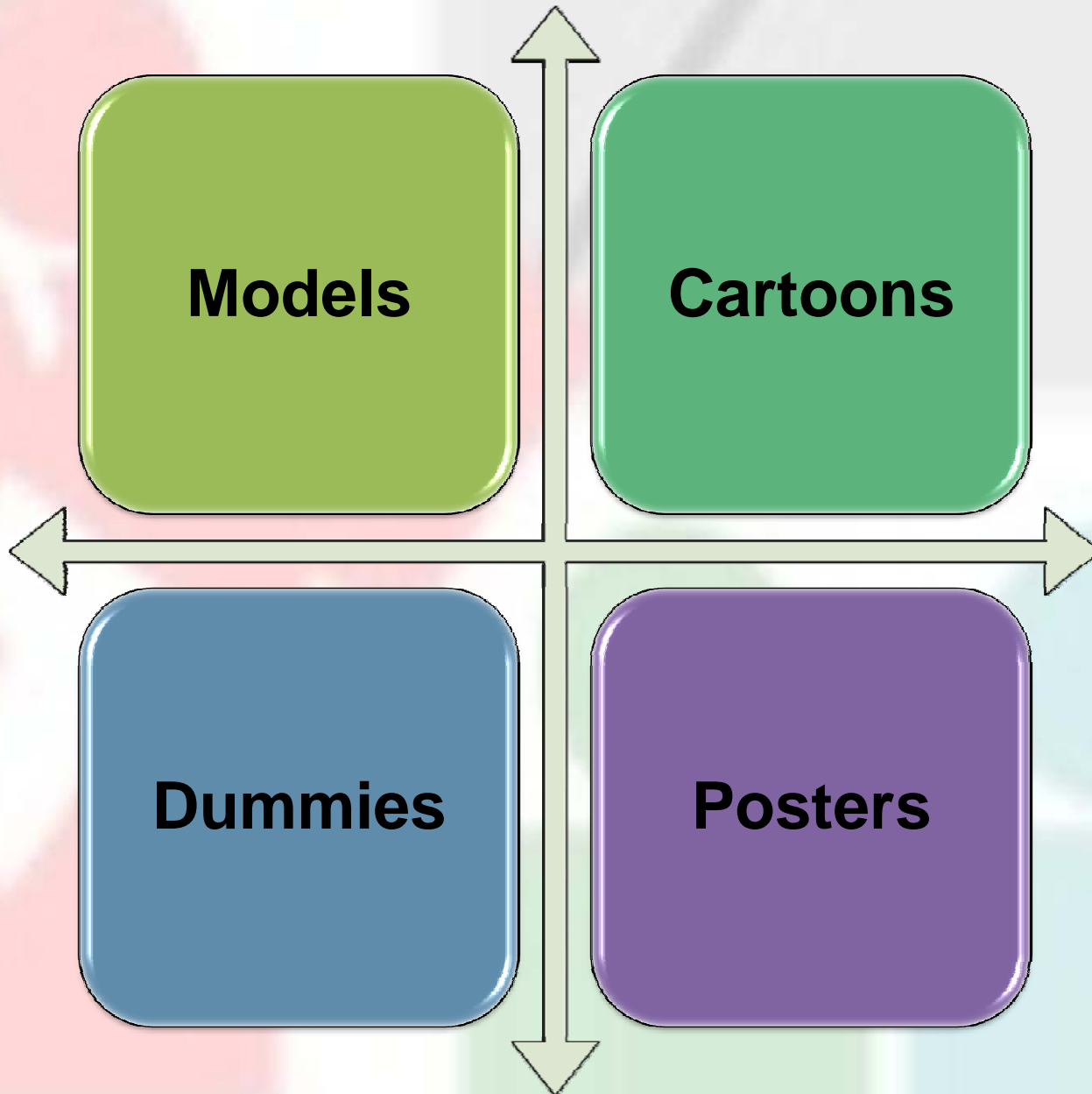


PowerPoint
Presentation

Films

Audio
Recording

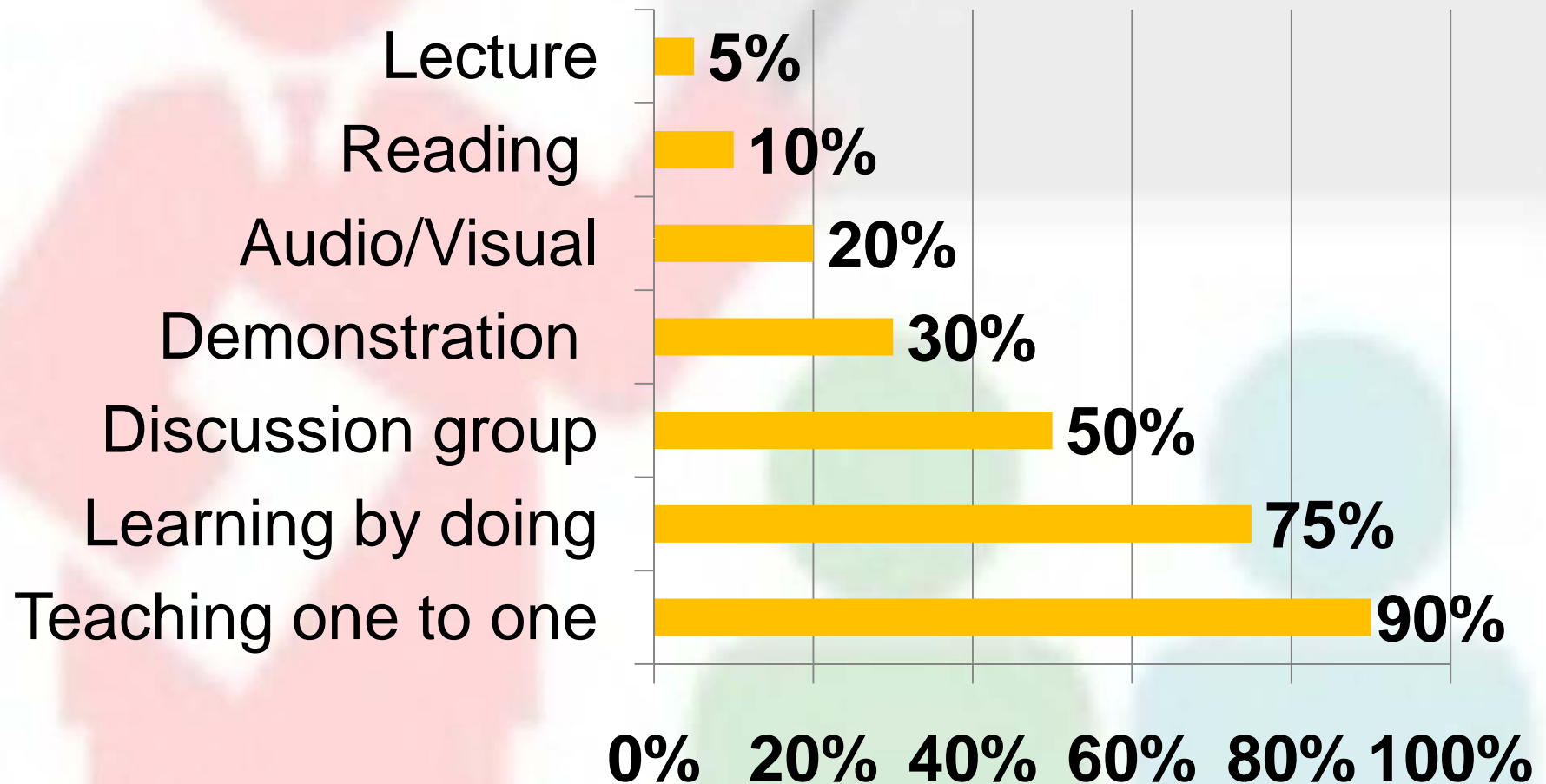
Charts



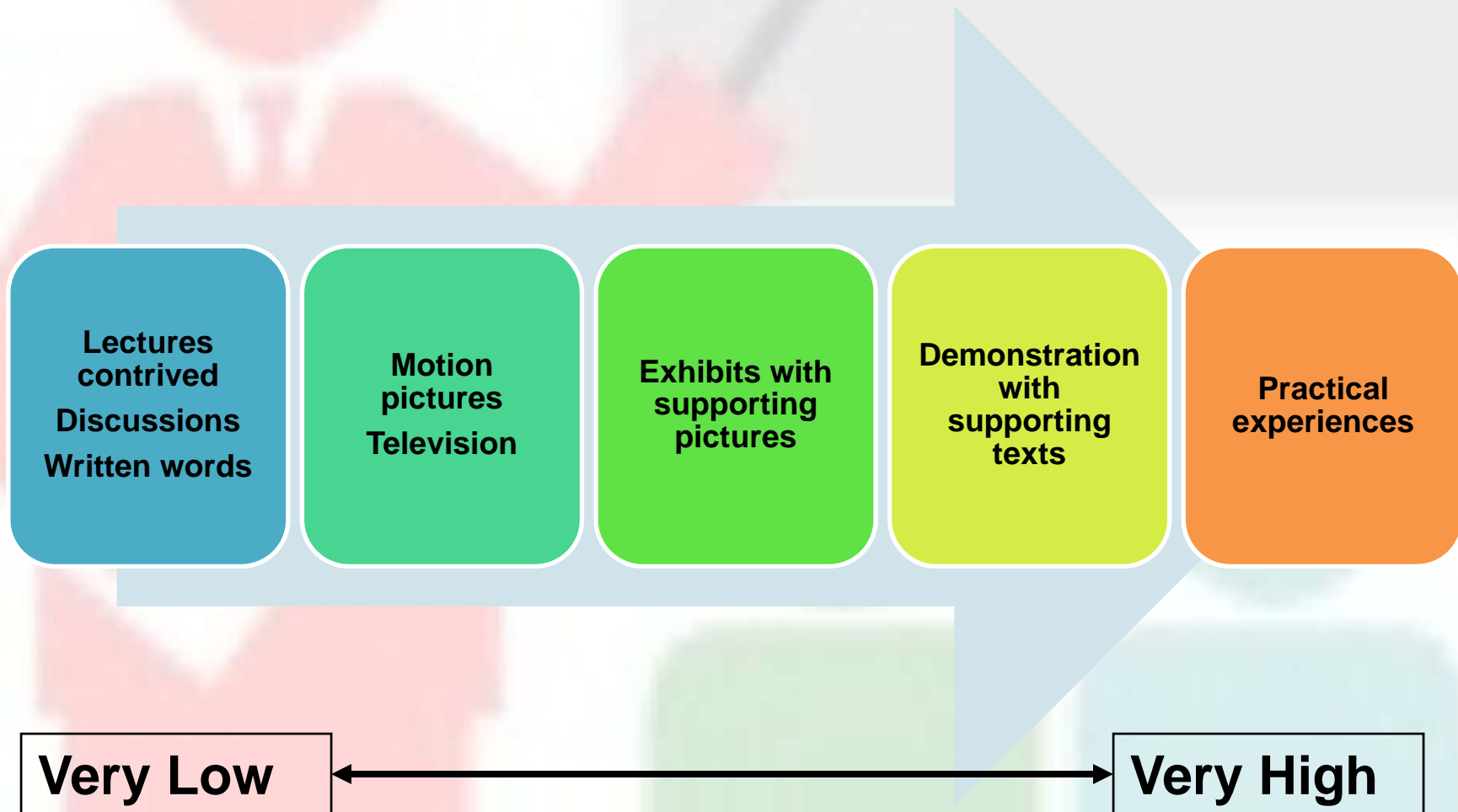


What We Retain...

Effective Learning: % Knowledge retained after Completion

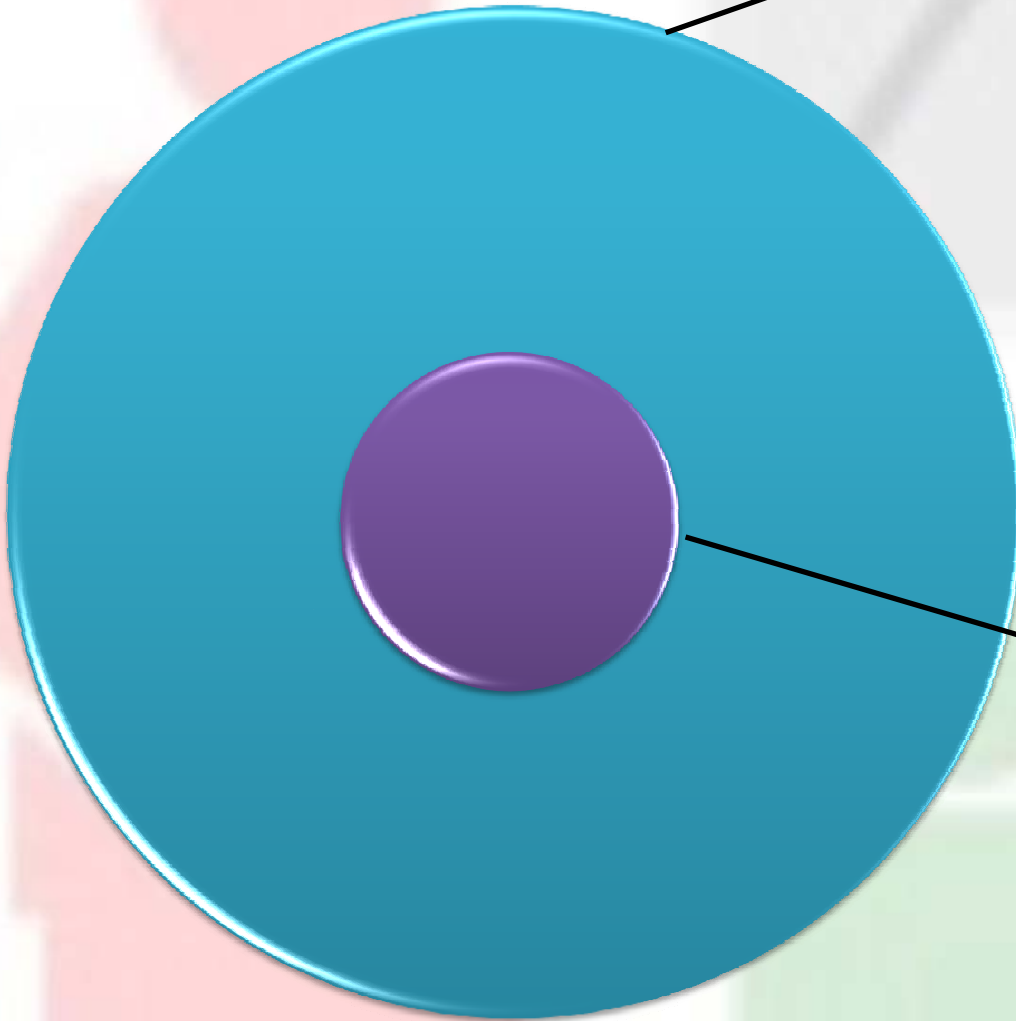


Retention Level





How to plan your presentation



Content



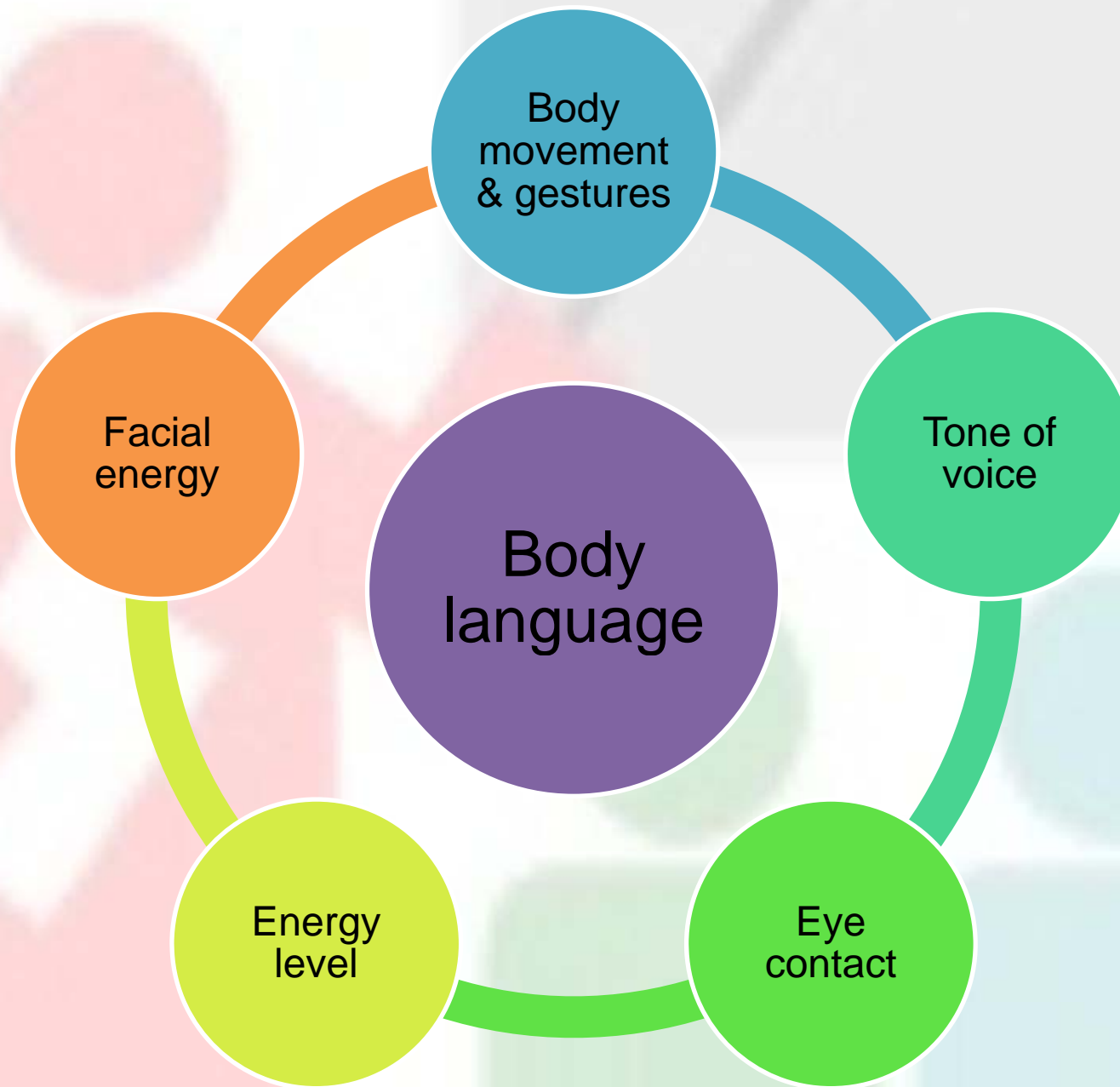
Power Point Essentials

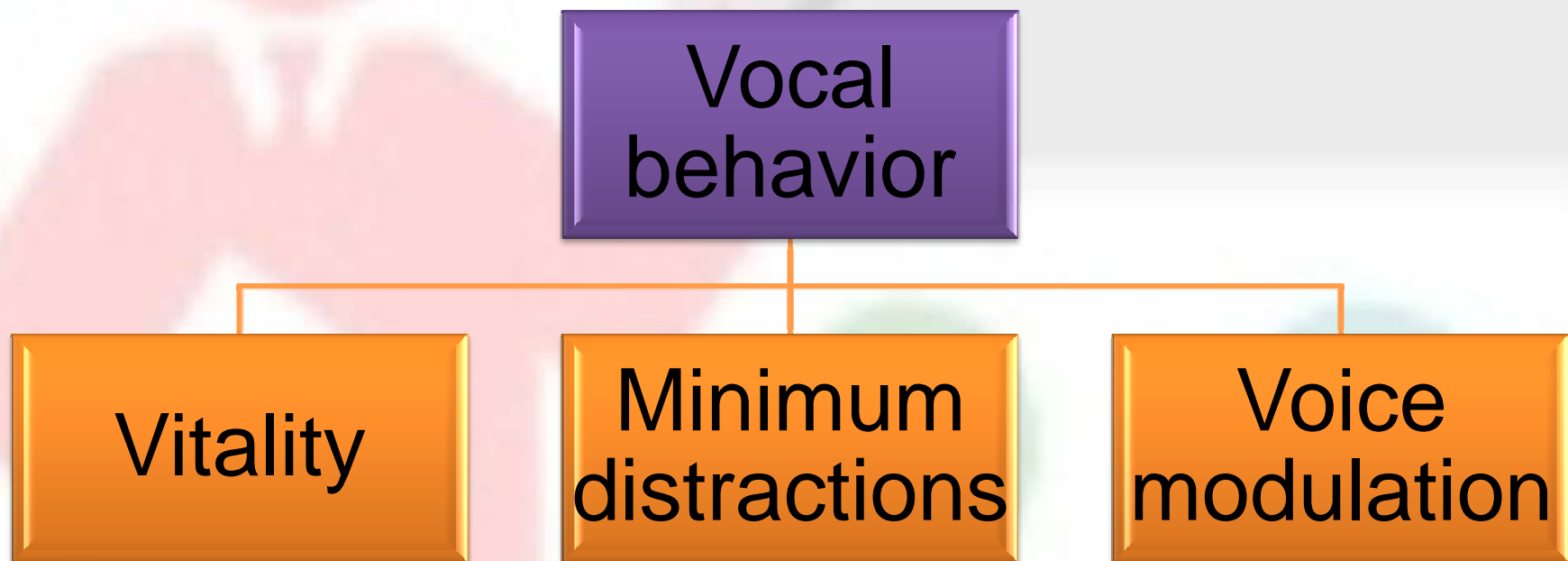
- Title of Presentation
- Introduction
- Objective
- Revision of previous Knowledge
- Main Body
- Key Points
- Training Methods
- Evaluation Methods
- Assignments
- Summary
- Thank You

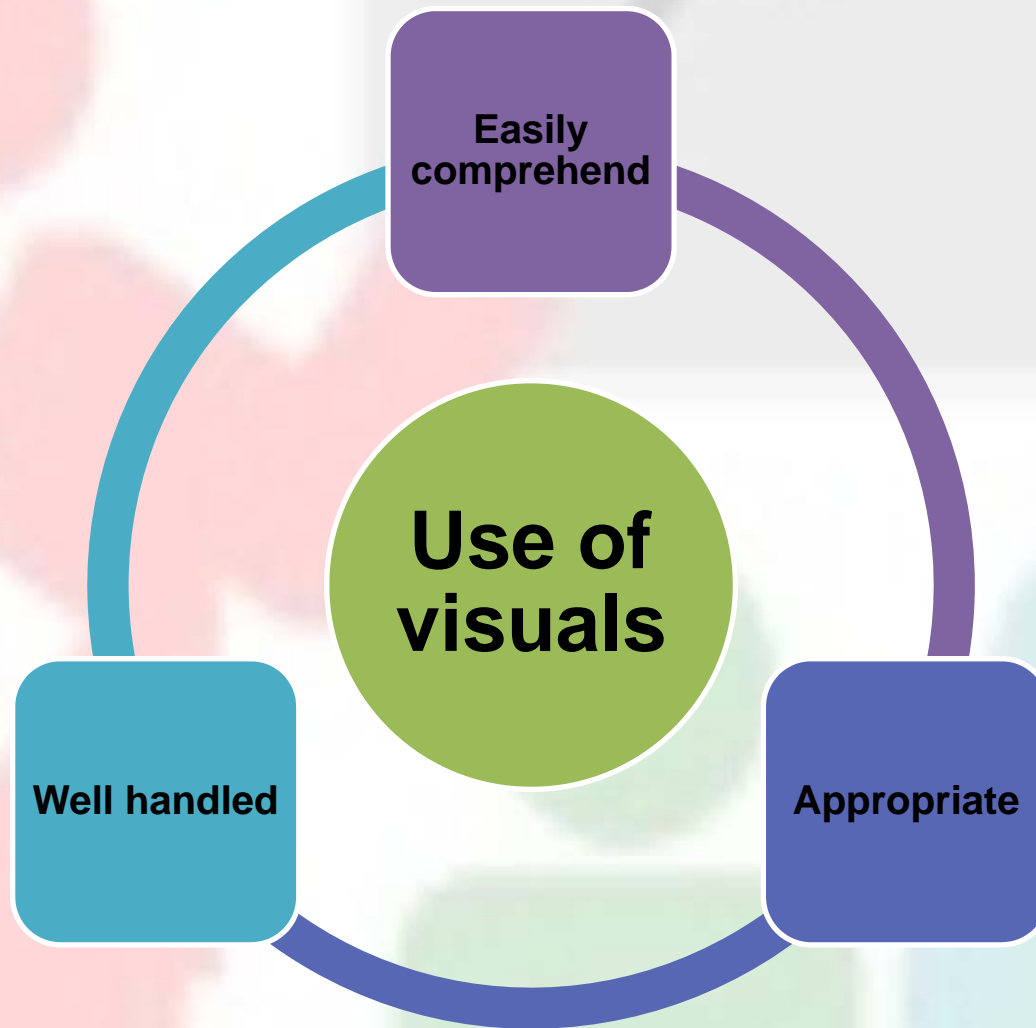


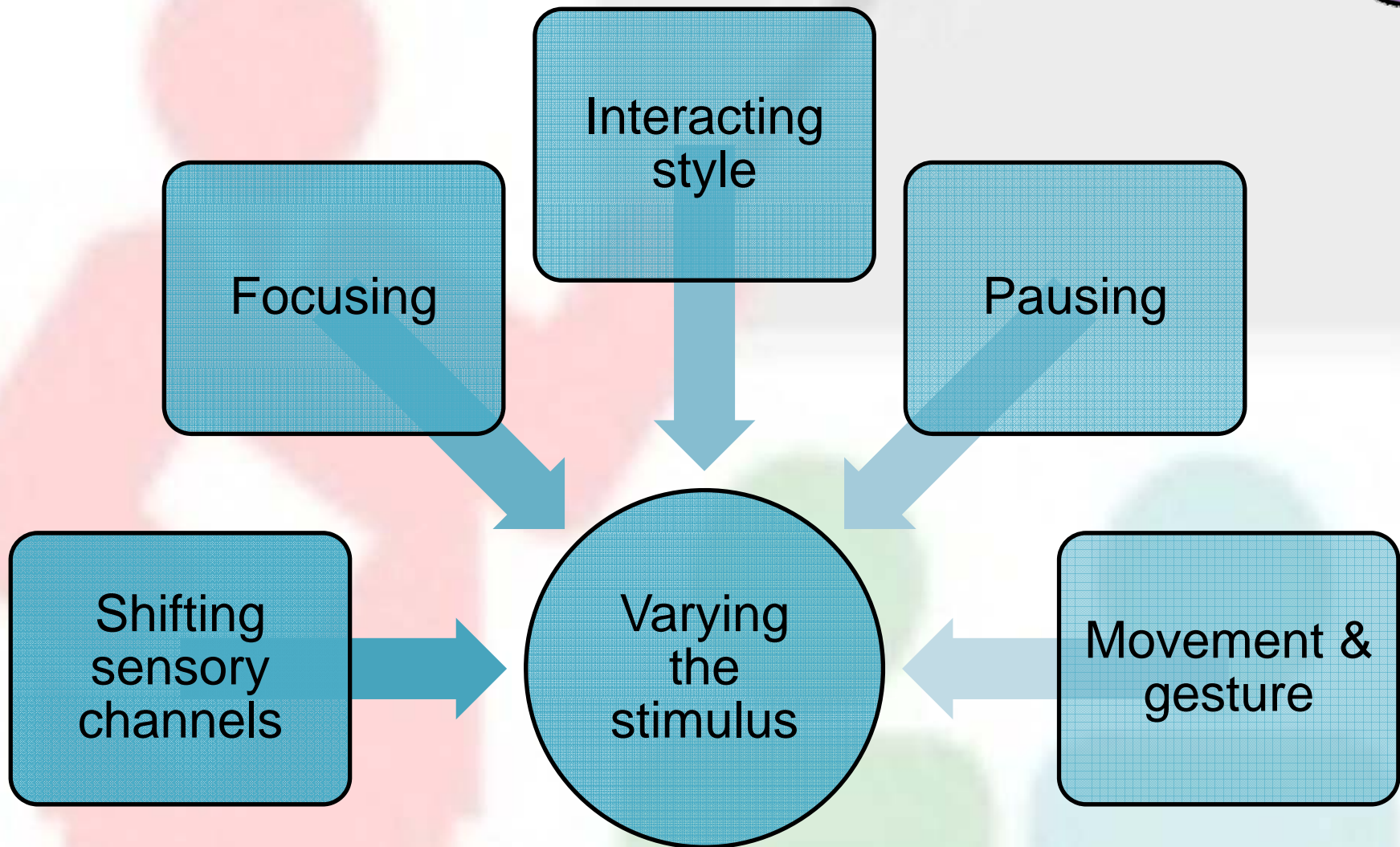
The Opening Set

Capture the Attention











Explaining Links

Irrelevant Statements lacking in Continuity

Avoiding inappropriate vocabulary

Avoiding vague words/phrases

Ensure Fluency

Skill of Explaining

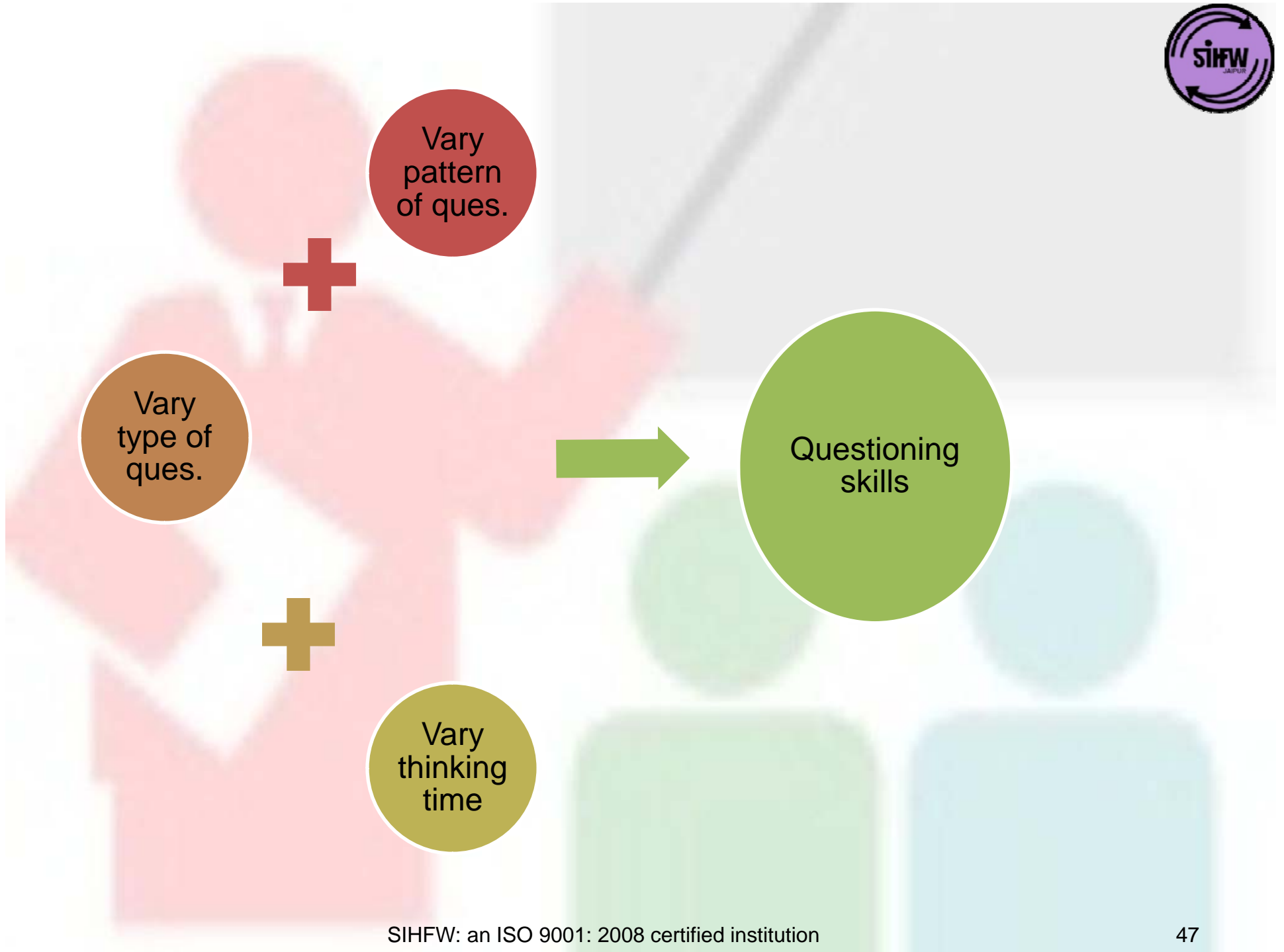
Use of Feedback

Directorial
questions

Written
trainee
response

Trainee
demonstrati
on

Body
language
clues



Answering Questions



Think for a moment
and select the right
options

Don't panic-
remain in charge

Practice variety in
answering patterns until
you become skilled

Listen carefully
for questioner's
intent

Don't rush-
good tempo is
the key

Don't start
answering too
soon

A large, blue, multi-pointed starburst graphic is positioned on the left side of the slide. It has a 3D effect with a darker blue shadow on its right side.

Highlight Key Points

- **Use of Emphasis**
- **Use of Repetition**

Effective Presentation & Effective Communication



Preparing for the presentation:

- Determine the purpose
- Ascertain the time
- Analyze the audience
- Determine the message
- Identify the main theme , support points for discussions
- Collect or prepare the material for preparation
- Prepare time structure of your presentation
- Practice
- Arrange your aids

How To Keep Audience Interested



- Opening Speech:
 - arouse curiosity
 - relate to human interest story
 - ask questions
 - show how the topic affects audience's vital interest
 - start with shocking facts
 - casual opening
 - begin on common ground
 - use humor cleverly
 - open with striking quotation
 - talk something of momentary interest

- Involving People:
- Design opportunities for participation. Indicate clearly that the group's contribution is valued.
- Green signals(positive): Smiling, Nodding, Good eye contact, noise of approval- Ah, Ah. Yes. OK. Good.
- Typical Phrases include: That's right.. Well done.. Any ideas... How could we....?

- Red Signals(Negative): Bad eye contact. Looking bored. Looking irritated. Tapping fingers. Shuffling papers.
- Checking clock/watch : Turing back while speaking.
- Typical Phrases include: Obviously.... Lets deal with that later... We'd better move on ... We can't go into that now. We're pushed for time....

Organizing Trainings: Checklist



- Need Assessment
- Designing schedule
- Training Material
- Training arrangements

Analyze Whether Train or Not

High	Problem: Low Motivation Method Assess personal consequences/ rewards system	Problem: Systemic Method Consider system issues, problem is out of control of the employee
	Problem: Bad Fit Method Consider improper placement of employee in the position	Problem: Lack of Knowledge or Tools Method Training
Job Knowledge		
Low		
	Low	High
	Employee attitude/desire to perform the job	

Needs Assessment

“Needs assessment is the systematic effort that we make to gather opinions and ideas from a variety of sources on performance problems or new systems and technologies.”

Allison Rossett (1987)

Why Needs Assessment?

- To make sure that right solution is applied to the problem
- To identify what learning will be accomplished
- To identify what changes in behavior and performance are expected
- To determine the expected economic costs and benefits



Steps of A Needs Assessment

- Conduct Task Analysis and compile a Task Inventory
- Perform a Gap Analysis
- Select which tasks will be addressed
- Determine performance measures for the trained task
- Select Training Method
- Estimate training costs

Task Analysis / Inventory

- What
 - ❖ The breakdown of performance into detailed levels of specificity
 - ❖ Statements of what will be done/ how it will be done/ for what end result
- Why
 - ❖ To determine the operational components of a job, skill, goal, or objective
 - ❖ To describe what and how they are performed
 - ❖ To describe the sequence and scope
- When
 - ❖ Whenever there are new processes or equipment, when job performance is below standards, or when requests for changes to current training or for new training are received

Gap Analysis → Performance Behaviors

- What
 - ❖ Comparison of actual performance against new or existing standards
- Why
 - ❖ To identify the performance gap between what is actually done and what is required or expected
- When
 - ❖ An intervention is required
 - ❖ New processes and/or procedures
 - ❖ New equipment/hardware/ applications/ technologies
 - ❖ Change in staffing
 - ❖ Governmental mandates
 - ❖ Routinely, as part of continuous improvement process

Tasks Selection

- What
 - ❖ A determination of which tasks will be addressed in the training
 - ❖ Directs course objectives
- Why
 - ❖ To determine the scope and content of the training
- When
 - ❖ An intervention is required
 - ❖ New processes and/or procedures
 - ❖ New equipment/hardware/ applications/technologies
 - ❖ Change in staffing
 - ❖ Governmental mandates
 - ❖ Routinely, as part of continuous improvement process

Tasks Selection

- Required
 - ❖ The task/topic is required by law or for safety
- Risk
 - ❖ There is a high risk if task is not done correctly
 - ❖ The task is critical
- Complexity
 - ❖ Task is difficult or complex/ done frequently/ time-consuming/ critical to the performance of the role
- Team Considerations
 - ❖ Task requires coordination with other staff or with other tasks
 - ❖ Task is part of a collective set of tasks
- Performance
 - ❖ Task is required for acceptable role performance
 - ❖ Task distinguishes star performers

Select Training Format

- What
 - ❖ A determination of training delivery mode
- Why
 - ❖ Identify the best tool for the job
 - ❖ Determine training materials and format
 - ❖ Begin to understand possible costs
- When
 - ❖ For every training intervention or project
Can be done at the task level or just generally

Needs Assessment Techniques



- Direct observation
- Questionnaires
- Consultation with persons in key positions, and/or with specific knowledge
- Review of relevant literature
- Interviews
- Focus groups
- Tests
- Records & report studies
- Work samples

Designing Schedule

- Training curriculum to reflect mission.
- Set topics and allot time giving sufficient breaks.
- Choose the best resource person and keep another handy.
- Manage time.



How to Plan for Trainings: Pre Training Check List

Training Material

- Is the resource material ready.
- Presentations and other formats handy.
- Content checked
- Flip charts, markers, papers, notebooks and other stationery ordered and received.

How to Plan for Trainings: Pre Training Check List



Training arrangements

- Is the venue booked.
- Arrangements of lodging and boarding been done
- Availability and functionality of equipments: LCD, Projector, laptop, AC working properly
- Availability of resource persons and resource material
- Cash available for honorarium and TA/DA
- Certificates/ photographs/ relieving orders



How to Plan for Trainings: During Training Check List

- Ensure, schedule is followed
- Be clear on what you need to speak on
- Know your target audience
- Please maintain the time schedule
- Arrive at the venue 15 min. in advance to checkout the layout of the classroom, equipment, etc.
- Provide a list of what you require in advance
- Send in your brief write-up about yourself for introduction purposes and also carry a copy with you

- Remove all physical barriers before starting the session
- Be ready to use alternative teaching aids in case a particular aid is not available
- Do not pack on too much at one go.
- Use case studies, role-plays, exercises and games appropriately and only if they are in context

Handling Problem People During Training



The Talking Terror (TT)

❖ **Broad Characters** : Loud mouth, chatterer

- **Causes**

- ❖ Insecurity, Demo of his knowledge,

- ❖ Enthusiasm, Want attention and acceptance

- **Control:**

- ❖ Take control at a pause.

- ❖ Thank or agree → redirect the group.

- ❖ Check understanding → move

- ❖ Speak during break and explain....

- ❖ Channel his energies elsewhere ..



Handling Problem People During Training

Doubting Thomas (DT)

- **Causes**

- ❖ Invariably the DT is with seniority.
- ❖ Seen bright ideas tried/ fail
- ❖ His ideas were never given a chance, now he is less receptive
- ❖ Regards new approach as threat
- ❖ Favorite Phrase “That’ll never work. We have tried that before.”

- **Control**

- ❖ Gain acceptance step by step.
- ❖ Suggest that DT agrees to suspend his judgment until the session is over. Ask him to be specific

Handling Problem People During Training



The Great Griper (GG)

- **Character :**
 - ❖ Uses every opportunity to air grievances -undermine the enthusiasm of the group
- **Causes:**
 - ❖ GG needs to convince himself that he is entitled to feel the way he feels/ does.
 - ❖ And share his beliefs.
 - ❖ He does not want to change anything.
 - ❖ Favorite phrase “The problem/trouble is..” “Well, that is good, but.....”
- **Control**
 - ❖ Allow him to say ONCE.
 - ❖ Take some form of positive action to lay it to rest.

Handling Problem People During Training



The Pot Plant (PP)

- **Character** : Sitting, Decorative, contribute very little
- **Causes**
 - ❖ She will make a fool for herself- feels inhibited
 - ❖ Finds its difficult to articulate her thoughts- comfortable to sit and listen,
 - ❖ Favorite phrase : “ Sorry”
- **Control**
 - ❖ Insecurity – build confidence by directing a question- she is able to answer
 - ❖ Ask a closed question- when articulation is the problem.
 - ❖ Accept the reality- involvement without overt or active participation.



How to Plan for Trainings: Post Training Check List

- Get a feed back on content & facilities
- Ensure timely release
- Take care of those who are to overstay
- Ensure
 - ❖ Bills are settled
 - ❖ Certificates issued
- Venue is cleared
- All aids are replaced in order
- Gadgets switched off



Thank You

**For more details log on to
[www. Sihfwrajasthan.com](http://www.Sihfwrajasthan.com)
or
contact : Director-SIHFW on
sihfwraj@yahoo.co.in**