



A Train the Trainer Model for Faculty Training Workshops

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Why Train-the-Trainer?

<http://www.slideshare.net/coachliz/train-the-trainer-4291238>

- Limited number of Trainers
- Expand the pool of expertise
- Establish multi talented and competent work force
- Build a community of practice and knowledge
- Cost effective

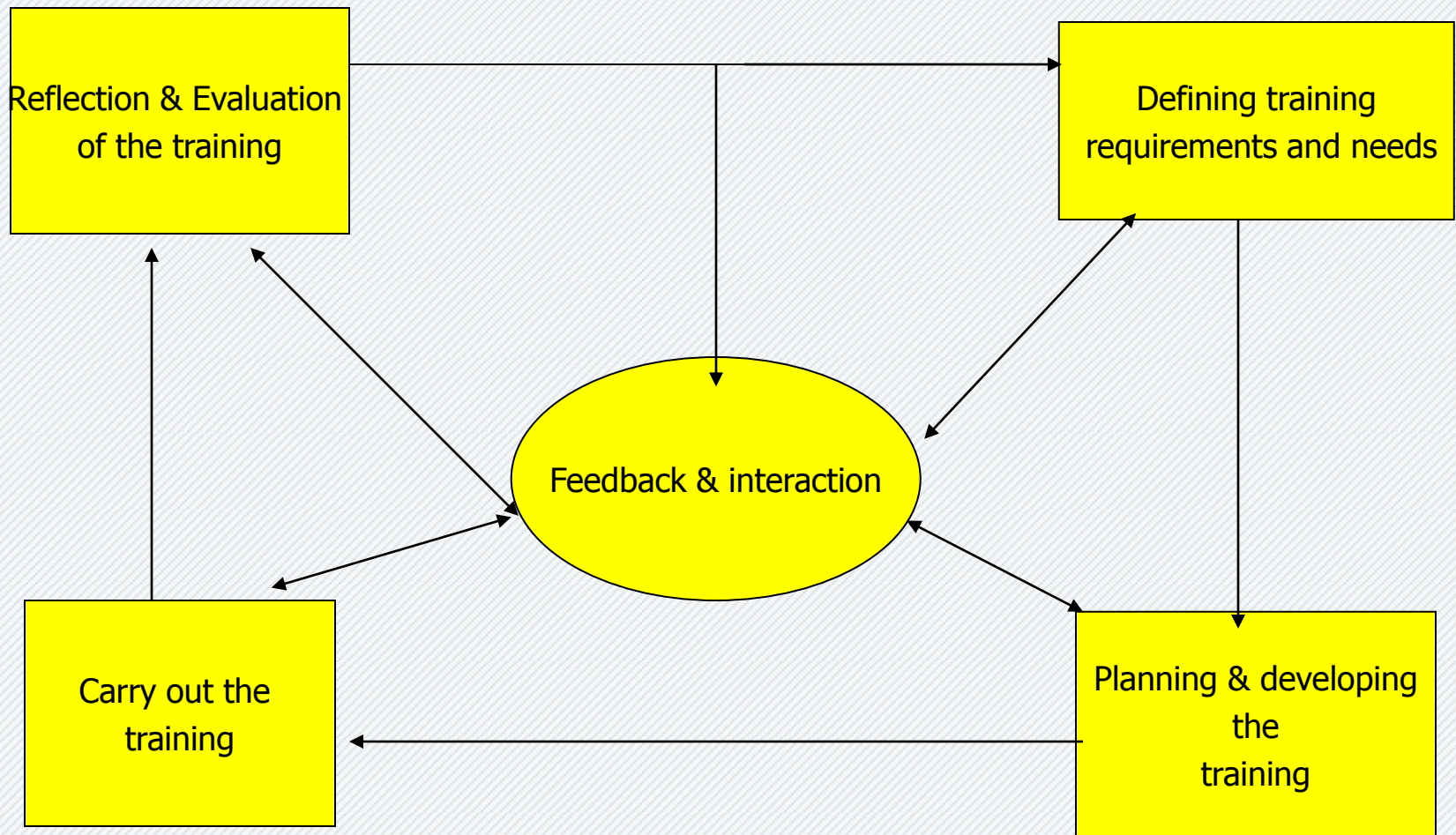


What subjects?

- Teaching Methods (esp. for higher level teaching)
- Assessment techniques and tools
- Academic Counseling skills
- New Technology Integration
- ...



A model for Train the Trainer





Defining training requirements and needs

- What skills and knowledge the current workforce has
- What needs to be added and/normed
- Who needs to be the trainer
- How much time can be spared for the training
- Elements to help making an effective trainer
- Survey among faculty members
- Survey supervisors



Plan and Develop the Training

- Blended Learning Model
- Pre-reading & Data Collection
- Synchronous session for Group Learning on the content and facilitation techniques
- Asynchronous session for Individualized practice and Learning
- Synchronous session for group reflection and Evaluation



Carry Out the Training

- Information and knowledge sharing
- Team and Individual activities: Hands on
- Self Correction and Reflection
- “Engagement” and “Do”
- Of what we learn we retain approximately:
10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say, 90% of what we say and do



a Successful Trainer

- Help the group achieve specific outcomes through the use of active, participatory, participant-centered methods.
- regularly evaluate the process in real time, and can measure how well the participants achieved the stated outcomes at the end of the process.
- have made themselves familiar with the organizational culture and context in which they are working, and ensure the processes "fit" that culture.
- stimulate dialogue and interaction between participants, not just between themselves and the participants.



Reflection & Evaluation

- Did we meet the objectives?
- What went well to meet the objectives?
- What did not go well?
- Were the training resources appropriate and enough?
- Limitations
- Any additional objectives need to be added?



Things to consider

- What issues might a new trainer face with, and how can they be addressed/eliminated
- Personality Clashes; Obstructive people
- Resistance to Change
- Aggression
- Training is a skill just like any other
- Factors that can reduce your confidence:
 - personal: confidence, feeling inferior, lack of control, criticism
 - lack of knowledge: being challenged, experts in the crowd, not being up to date
 - Situation: setting, audience, supporting/opposing, noise, etc.