



# Train-the-Trainer Bootcamp:

Strategies for Successful Instruction

# ITLC/TWC Team for this Session



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# First Things First

- Start & Stop Times
- Breaks & Lunches
- Restrooms
- Emergency Exits
- Materials
- Participation
- Our coffee/tea is upstairs
- Others?



# Safety Briefing

- Note your location: Hilton Baltimore Inner Harbor, Floor 2.
- Identify your nearest exits.
- Automated system will alert attendees if we need to evacuate the building.
  - Use stairs, not elevators. Anyone unable to use the stairs will be assisted by fire department at the stairwell.
  - Our assembly point is Northwest Warehouse, 333 West Camden Street, just behind the Sports Legend Museum and adjacent to the ballpark.
- In the event of medical emergency, call 911 from a cell phone (if no cell phone, use house phone). Security (443-683-8801) will also assist. Hotel has qualified staff to perform first aid and operate CPR.
- To report emergencies to the hotel, dial 65 on a house phone.

## Train-the-Trainer Bootcamp: Strategies for Successful Instruction

This session will provide new and experienced trainers with tools to increase engagement, application, and retention. Participants will add to their knowledge, skills, and confidence to fully engage learners and effectively facilitate a variety of instructor-led training programs. Topics include adult learning theory, teaching techniques, and instructional elements that really work!

Participants will leave this session confident in implementing new skills in their training programs.



## Rate Yourself

- 4: I am an expert, and I can teach it.
- 3: I can do this independently I understand.
- 2: I can do this with help. There are parts that I don't understand.
- 1: I cannot do this with help. I need a review lesson.

# Self-Assessment Pre-Session

# Small Group Activity



Report out in

**15:00**

In your group:

1. Assign one person to be scribe and one person to report out
2. Introduce yourselves including:
  - a) Name
  - b) Title
  - c) The main thing you want to learn in this session
3. Write the answers for C on the Flip chart
4. Report out by each group

# The Full Program: Transit Trainer Certification





# Agenda at a Glance

Opening / Overview
Module 1: The Adult Learner
BREAK
Module 2: The Effective Instructor & Presentation Practice
LUNCH
Module 3: Instructional Tools (Gagne's 9 Events of Instruction, start Lesson Planning)
BREAK
Module 3: Lesson Planning
Wrap-up
ADJOURN @ 4:30pm

# Module 1

# The Adult Learner



# Helps and Hinders



**10:00**

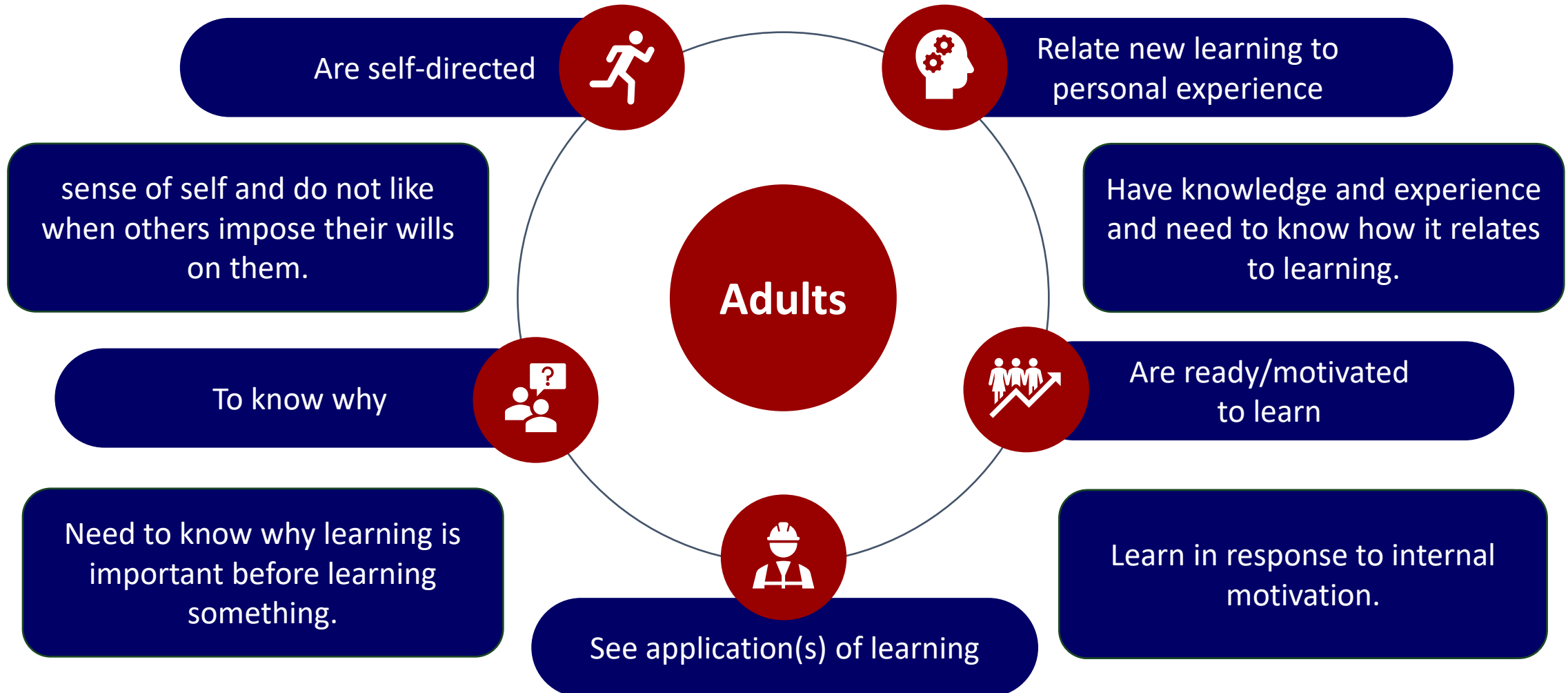
## Helps

› **As an adult, what helps you learn?**

## Hinders

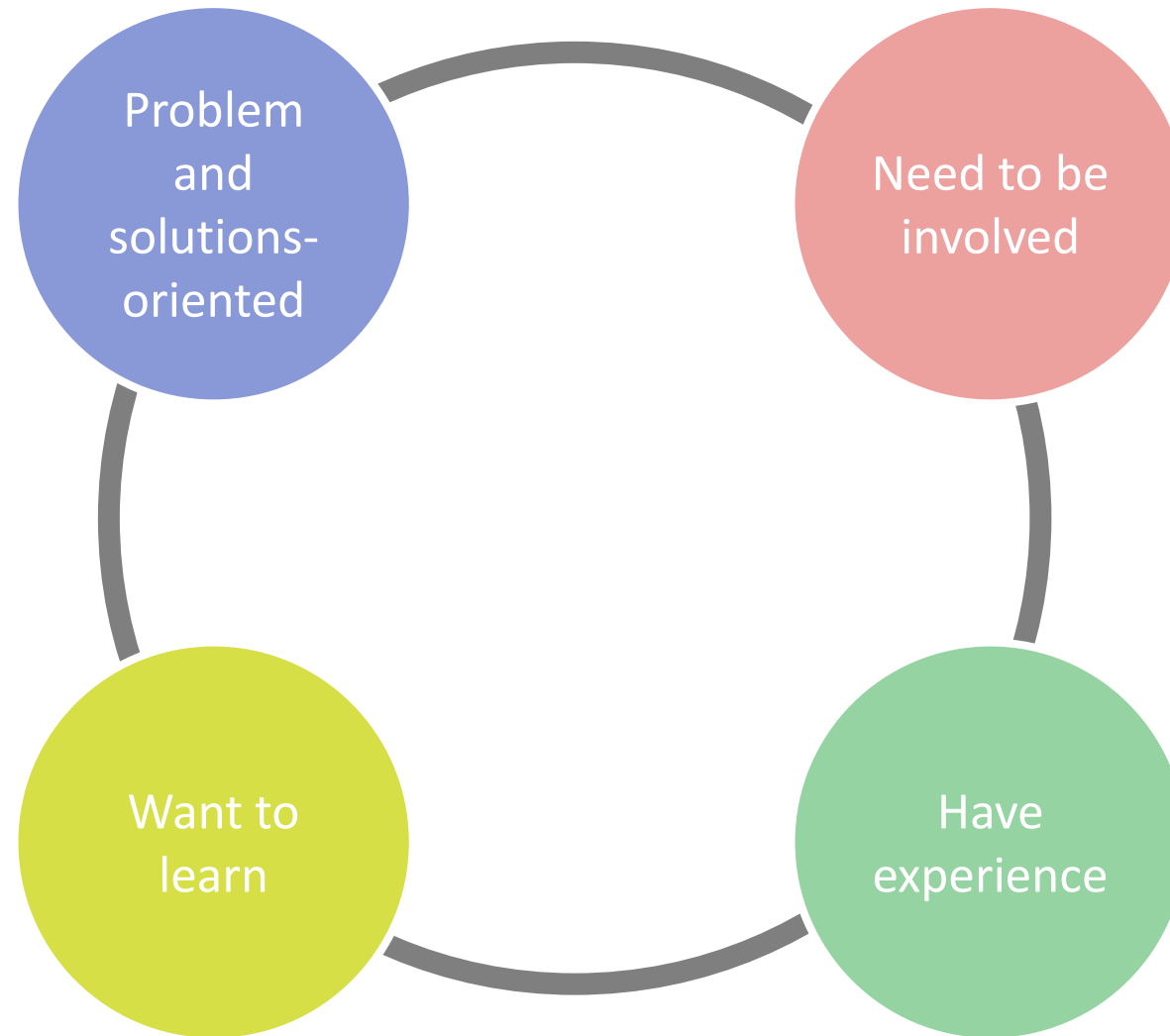
› **As an adult, what hinders your learning?**

# Characteristics of Adult Learning



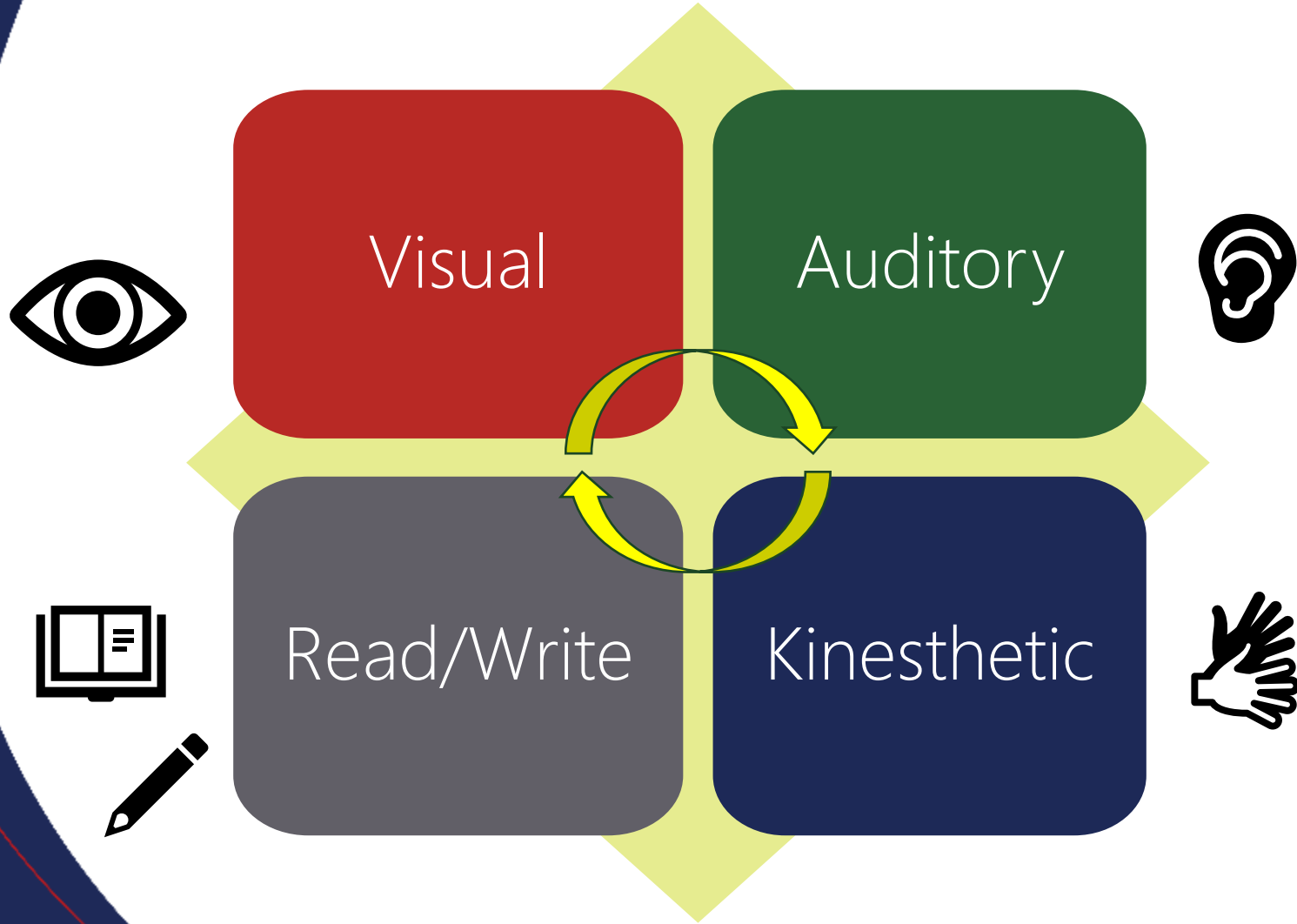


# 4 Principles of Andragogy





# Learning Preferences



What methods could you use to teach?

# Training Methods and Learning Preferences

Combining words with pictures

Video that details how to read a schematic

Safety picture of a team onsite with callouts of key details

Reading aloud from a list or steps

Scenario training

PowerPoint with lecture and discussion

Hands on, interactive activity

Breaking into small groups

# Retaining What We've Learned

Teaching Others

Practice Doing

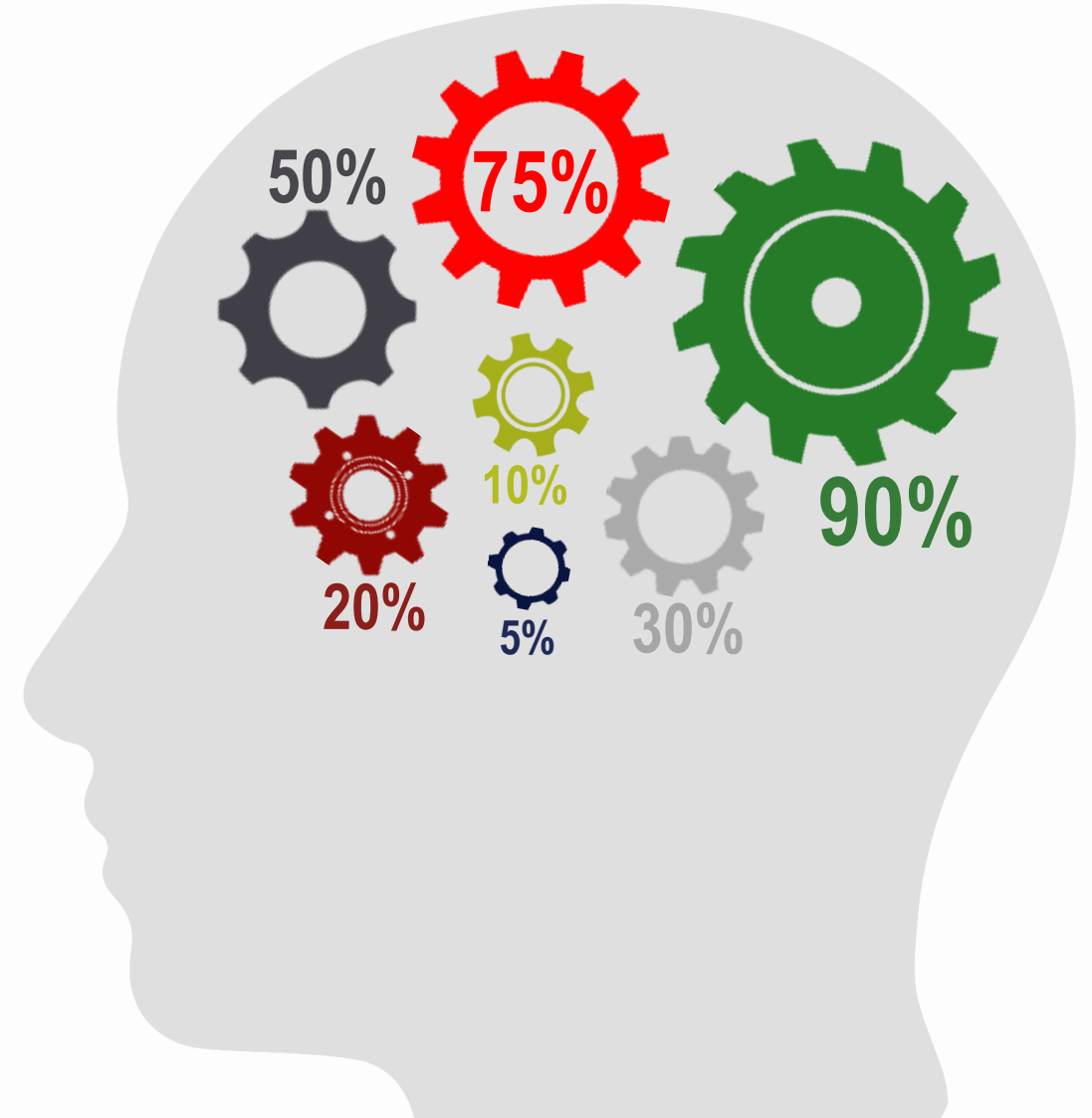
Discussion

Demonstration

Audio-Visual

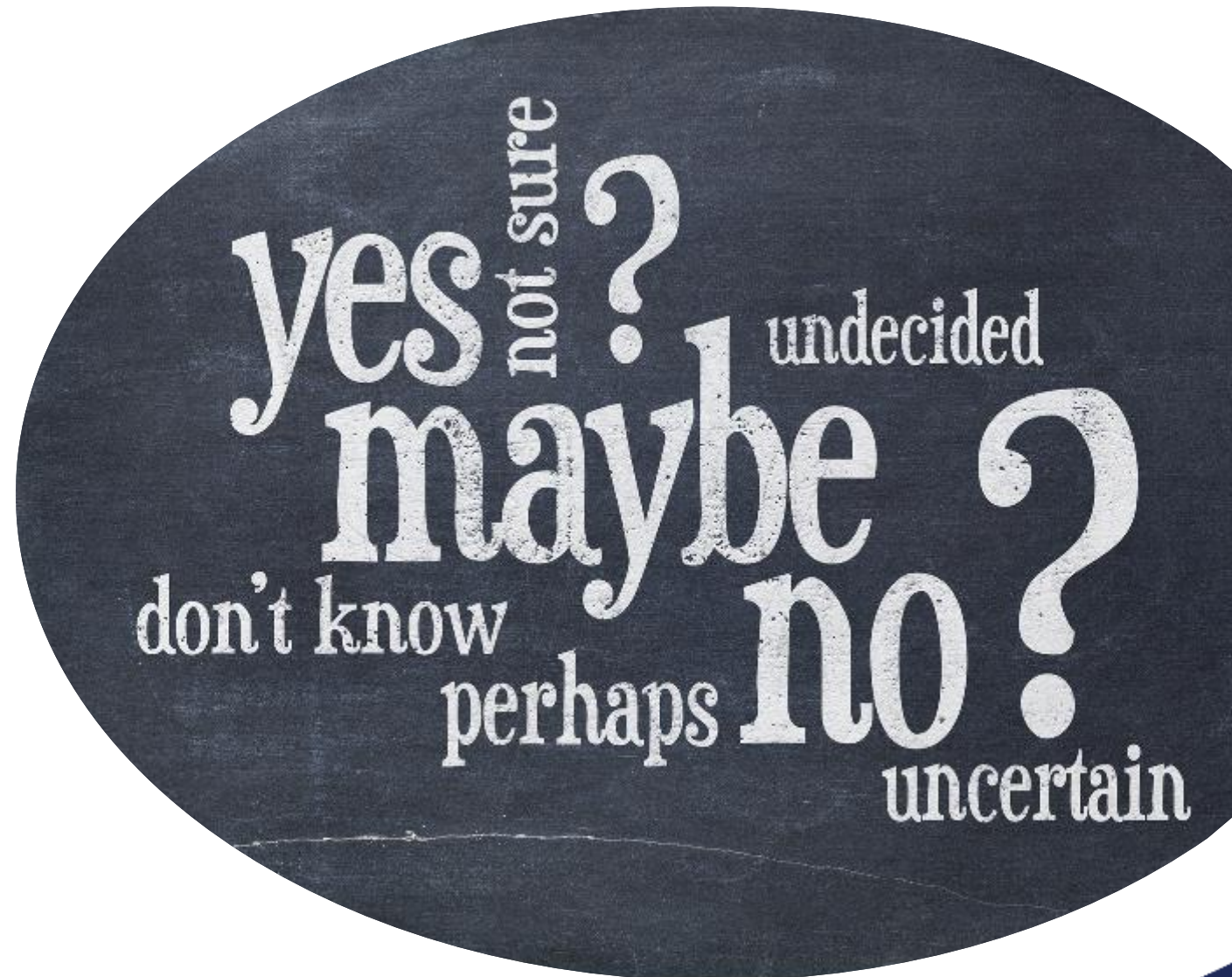
Reading

Lecture



## ✓✓ Knowledge Check

1. What are three characteristics of adult learners?
2. What is VARK?
3. Which methods of learning result in higher than 50% retention rates?



# Summary



ADULT LEARNERS



LEARNING PREFERENCES



LEARNING RETENTION



BREAK

*“Education is what remains after one has forgotten everything learned in school.”*

***Reconvene at 10:35***

*- Albert Einstein*



# THE EFFECTIVE INSTRUCTOR

Module 2



# EFFECTIVE INSTRUCTION

Meet learners where they are!

# Characteristics

## *Of Effective Instruction*

### ***Remember that....***

- Each class is different
- You must assess each class
- You must use variety of tools/techniques for variety of learners



# Effective Preparation

*...is vital to learners*

## Prepare by:

- Use a checklist to manage tasks
- Don't limit yourself to what's available
- Prepare early – don't procrastinate
- Set up the physical space





# Presentation Skills

*...keep learners engaged*

*Remember to focus on....*

- Presentation qualities
- Verbal communication
- Non-verbal Communication



# Presentation Practice



Be Ready in

15:00

Individually:

- Select a topic
- Prepare a **three-minute presentation**
- If you have a problem presenting, let us know
- Consider **adult learning theory** and **effective instructor qualities**
- Use markers, flipchart paper, or any other tool available to make **visual aids**
- Focus on being clear, concise, and memorable
- Prepare and **practice** for 15 minutes

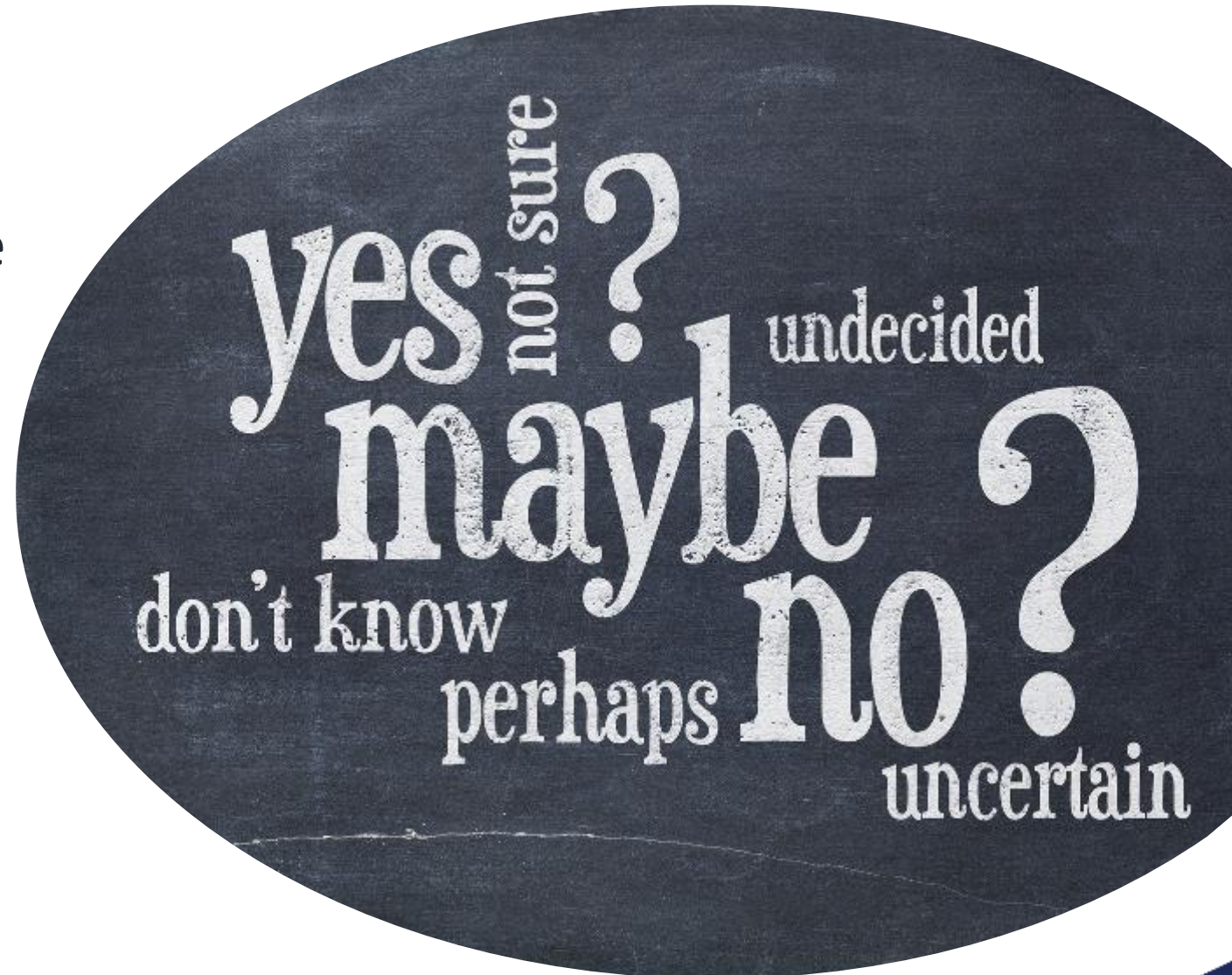
# Constructive Feedback

- Provide context
- Focus on one item at a time
- Lead with the positive
- Be specific
- Use facts, not judgment
- State the mistake, the suggested change, and positive impact
- Refer to “effective instructor” and “presentation skills” content



## ✓ Knowledge Check

1. List three characteristics of an effective instructor
2. List three ways an effective instructor prepares the environment
3. List three ways effective instruction uses presentation skills.





# Summary



**CHARACTERISTICS**



**PREPARATION**



**PRESENTATION SKILLS**



We  
reconvene  
at 1:30

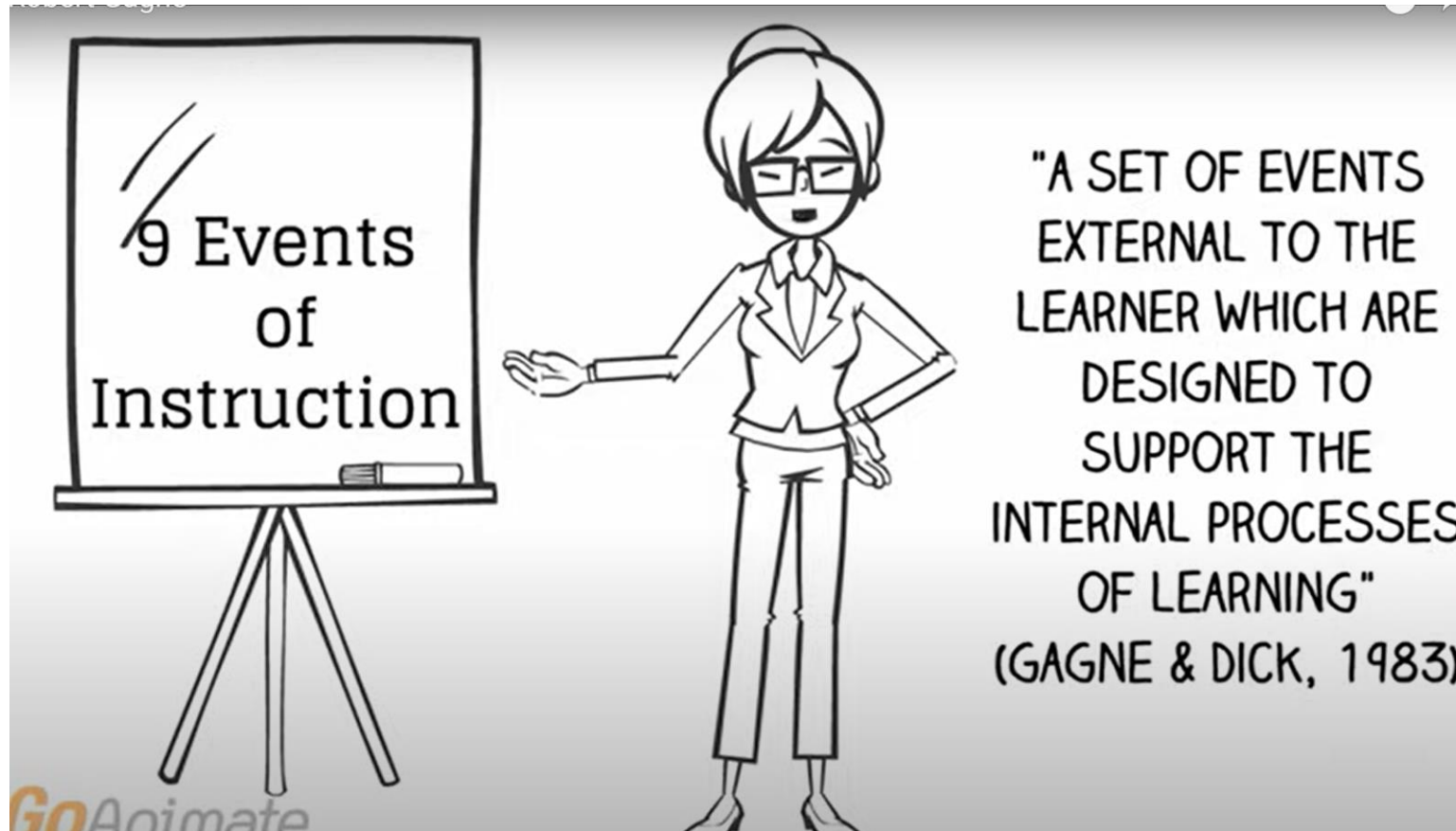
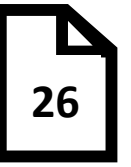
Opening / Overview	✓
Module 1: The Adult Learner	✓
BREAK	
Module 2: The Effective Instructor & Presentation Practice	✓
LUNCH	←
Module 3: Instructional Tools (Gagne's 9 Events of Instruction, start Lesson Planning)	
BREAK	
Module 3: Lesson Planning	
Wrap-up	
ADJOURN @ 4:30pm	



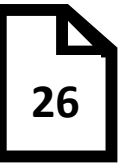
# Instructional Tools

## Module 3

# Gagne's Nine Events of Instruction



# Gagne's Nine Events of Instruction



WIIFM stands for What's in it for Me and pertains to the event of **Gaining Attention**.



It is easier for learners to learn new skills when they can Connect the new skills to what they already know.

During “Elicit Performance,” students should be given the opportunity to Practice and Apply their skills.

Feedback should be Specific. Tell them Why they are doing a good job or specific guidance on What they need to improve.

Gain Attention



Direction



Recall



Content



Provide Guidance\*



Elicit Performance



Provide Feedback



Evaluation/Assess Performance



Enhance Transfer & Retention

Prepare for Learning

Delivery and Practice of New Material

Wrap Up





# PHASE 1: PREPARE FOR LEARNING

Check this out!

## Gain Attention

Relates to the subject matter but not an attempt to teach new material

Today we will be...

## Direction

States the objectives, often done less formally

Yesterday we learned...

## Recall

Double check that learners meet the prerequisites

# Phase 2: Delivery and Practice Of New Material

This is...

Present Content

Present main points of the new material in an organized method

Try it like this...

Provide Guidance\*

Guide learning by including activities with other participants

Now you try it!

Elicit Performance

Allow participants to apply knowledge and skills

Next time you can...

Provide Feedback

Allow participants to receive feedback on their performance

# Phase 3: Wrap Up

Time for a quiz!

Evaluation/Assess Performance

Evaluate participants' performance based on stated objectives

Enhance Retention and Transfer

Ensures participants leave knowing what they accomplished in the course

Let's try it on the job.



## What goes where?

Assess Performance

Gaining Attention

Provide Guidance

Recall

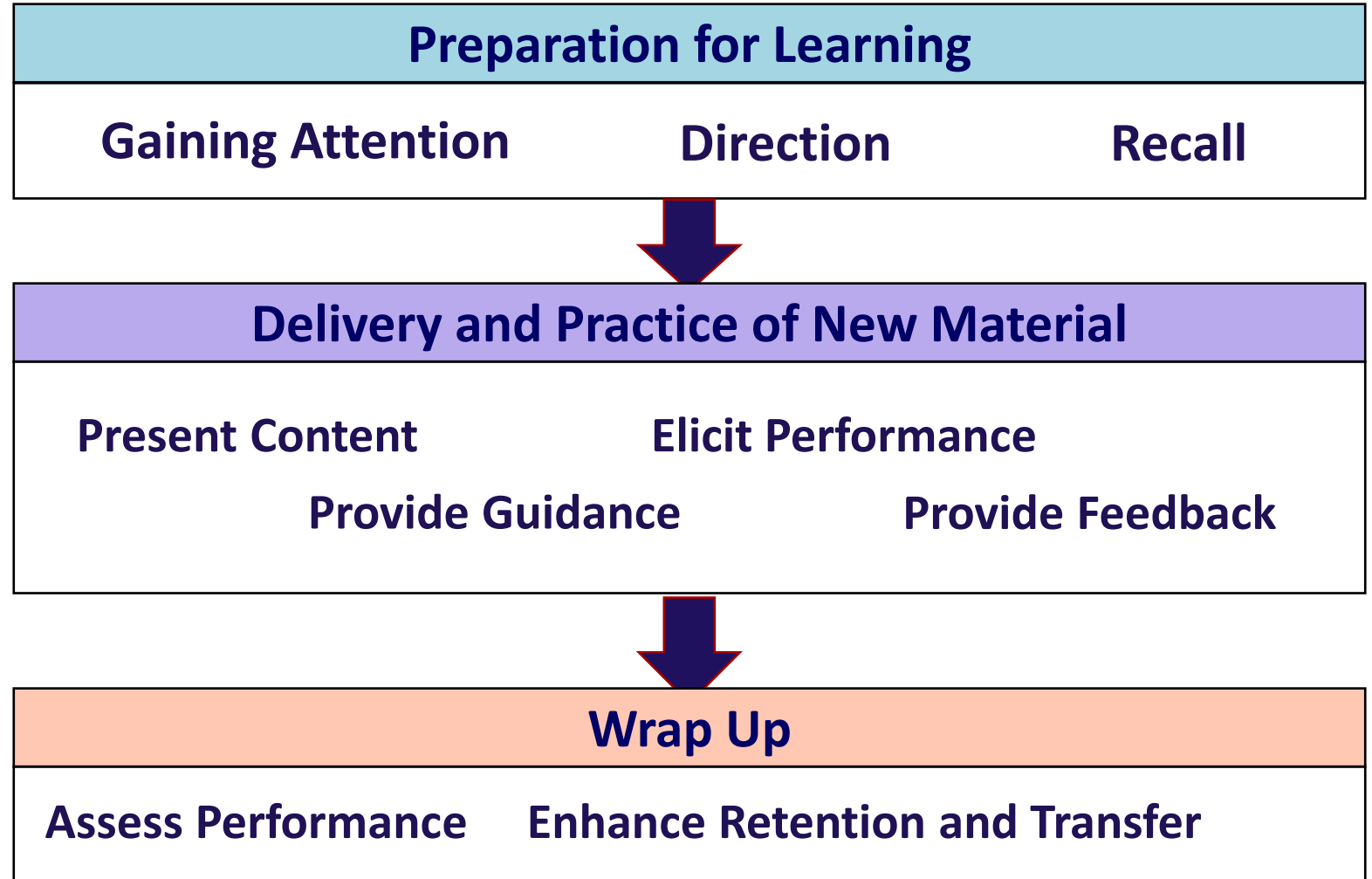
Direction

Enhance Retention and Transfer

Present Content

Provide Feedback

Elicit Performance



Event of Instruction	Example from TtT1 Bootcamp
Gaining Attention	Group introductions identifying main goals of session
Direction	Stating Learning objectives, showing agenda for the day
Recall	Self-assessment, “who has ever heard of Gagne?”
Present Content	Characteristics of effective instructors. Gagne’s 9 Events.
Provide Guidance	This exercise: classifying today’s course structure into the corresponding Gagne events
Elicit Performance	Practice presentations
Provide Feedback	Whole group discussion about exercises
Assess Performance	Knowledge checks; This exercise also functions as evaluation of performance
Enhance Retention & Transfer of Learning	Practice presentations. Create a lesson plan

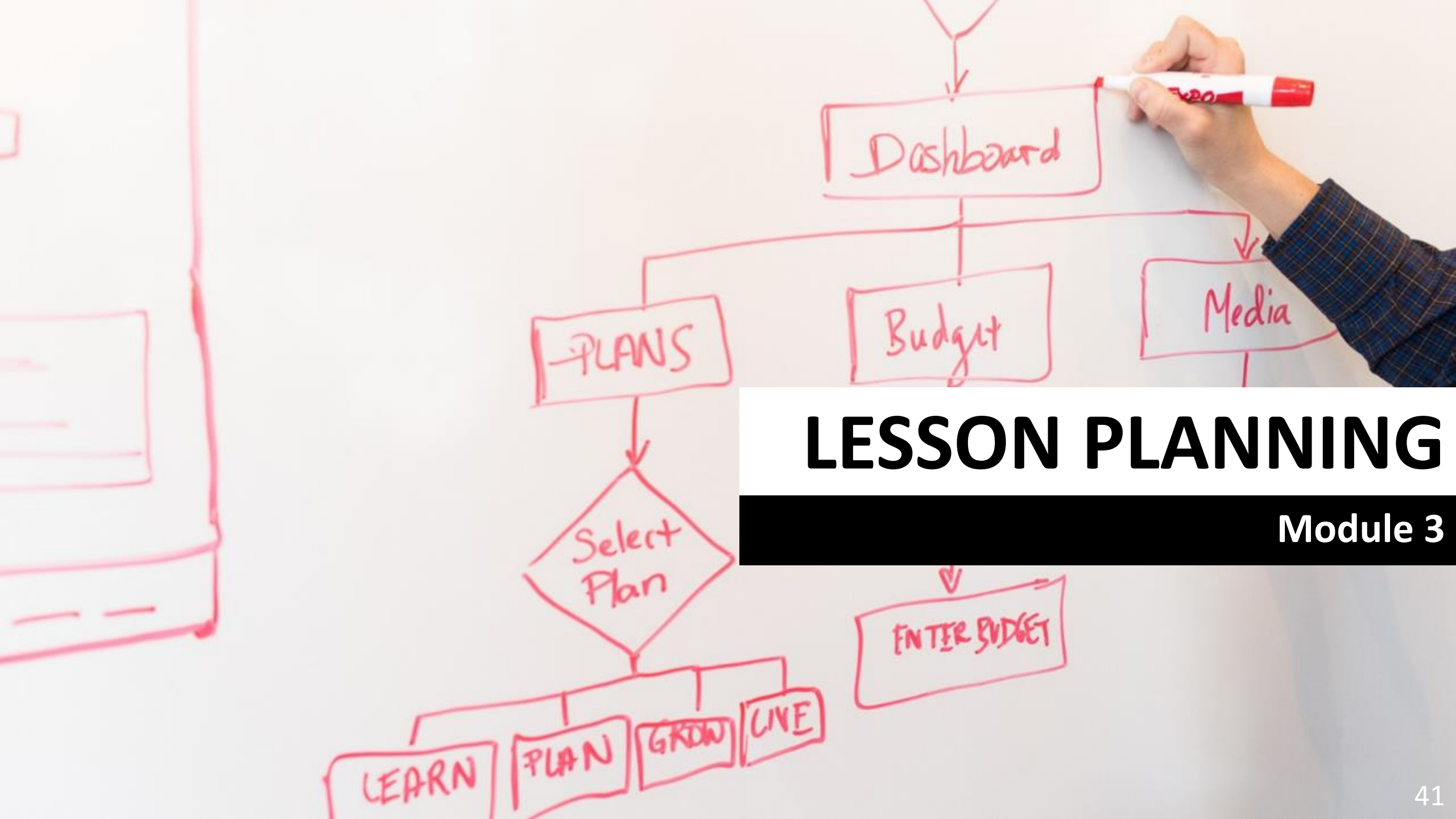


# Methods and Delivery

Instruction Event	Method of Delivery	Activity
<b>Gaining Attention</b>	PPT/Exercises/Props & Materials	Share a Story, Show a Video
<b>Direction</b>	PPT/Questions/Forms	Clearly Define How Content is Relevant
<b>Recall</b>	PPT/Assessments or quizzes	Reflect on Life Experience and Related Knowledge
<b>Present Content</b>	PPT/Lecture/Demonstration/ Exercises/Videos/Hands-on	Keep Delivery Varied
<b>Provide Guidance</b>	Exercises/Discussion/Learning activities/Hands-on	Engage Whenever Possible

# Methods and Delivery

<b>Instruction Event</b>	<b>Method of Delivery</b>	<b>Activity</b>
<b>Elicit Performance</b>	Assessments or quizzes/Demonstrations/ Hands-on/Exercises	Test the New Skills
<b>Provide Feedback</b>	Demonstration/Discussion/ Assessments	Stay Constructive and Positive
<b>Assess Performance</b>	Assessments/Quizzes/ Discussion/Hands-on	Check in on Learning and Application
<b>Enhance Retention and Transfer</b>	Hands-on/Demonstration/ Videos/Exercises	Keep Knowledge Fresh

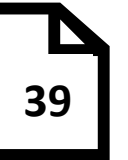


# LESSON PLANNING

## Module 3

# What is a lesson plan?

An outline of how you will deliver and measure learning



## Lesson Plan

<b>Objectives</b>	<b>Review</b>	<b>Content</b>	<b>Activities</b>	<b>Assessment</b>
<i>What will learners know or do after?</i>	<i>What did learners retain?</i>	<i>What are you presenting?</i>	<i>How will you engage learners in the content?</i>	<i>How will you measure learner performance?</i>

# What is a lesson plan?

An outline of how you will deliver and measure learning

## Lesson Plan

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# What is an objective?

**A statement that describes what the learners will be able to do after the lesson.**

**ABCD METHOD:**

**Audience**

**Behavior**

**Condition**

**Degree**

# EXAMPLES

**Example 2:** By the completion of this lesson on basic safety equipment and rules, you as a safety technician (A) will be able to demonstrate, use, and explain (B) all required safety equipment and procedures while onsite and in all maintenance yards (C) with 100% accuracy (D).

# What is a lesson plan?

An outline of how you will deliver and measure learning

## Lesson Plan

<b>Objectives</b>	<b>Review</b>	<b>Content</b>	<b>Activities</b>	<b>Assessment</b>
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# What is review?

Review is when you have learners recall prior learning, knowledge and/or skills

Helps to boost learning retention from previous learning and create a foundation that later learning will build upon.

- Examples -

Quizzes/KC

Polling/Questions

Recall

Games



# What is a lesson plan?

An outline of how you will deliver and measure learning

## Lesson Plan

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# What is an activity?

Activities are methods and techniques you can use to have learners practice and/or demonstrate learning

Critical Incident

Simulations

Demonstrations/Drills

Case studies

Role play

Review and Report

# What is a lesson plan?

An outline of how you will deliver and measure learning

## Lesson Plan

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# What is an assessment?

Assessments (or evaluations) are how participants will be tested or measured for learning

Tests

Performance with  
feedback

Rubrics

Quizzes

Knowledge  
Checks

Polls

# Types of Assessments

**Formative:** are given during a course and show how learning is occurring during a lesson.

**Summative:** happen periodically or at the end of a course.



# Benefits of Assessments

Assessments are helpful when reporting the numbers of your learners' growth and improvement to stakeholders.

Assessment results benefit you and your department(s) by providing solid evidence that your training worked and could improve employee retention.

BREAK

*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."*

**15:00**

*-Maya Angelou*

# Lesson Plan Template

## Lesson Planning Template Example - Gagne

Below you will find an example lesson plan that incorporates key components (class details, materials, preparation, special concerns) and Gagne's learning events to use as a reference.

**Lesson Topic:**  
**Class Run Time:**  
**Recommended Class Size:**  
**Class Prerequisites:**

**Materials and Preparation Needed:**

**Special Concerns/Considerations:**

Nine Events of Instruction	Notes & Activities
<b>Gaining Attention</b> <i>(Hook to get learners engaged)</i>	
<b>Direction (Objectives)</b> <i>("Today we will...")</i>	
<b>Recall (Review)</b> <i>(Review prior knowledge / assess baseline knowledge)</i>	
<b>Present Content</b> <i>(Use a variety of teaching methods)</i>	

<b>Provide Guidance (Activities)</b> <i>(Apply new knowledge in a safe space. Done through learning activities)</i>	
<b>Elicit Performance (Activities)</b> <i>("Now you try it!")</i>	
<b>Provide Feedback</b> <i>(Constructive with suggestions for improvement)</i>	
<b>Evaluation/Assess Performance</b> <i>(Formal or informal)</i>	
<b>Enhance Retention and Transfer of Learning</b> <i>(Summarize content, job aids, on the job training)</i>	

# Lesson Planning



Individually:

- Using the Gagne Lesson Plan template, draft a lesson plan to support a **four hour safety course for new hires**

We're also sending the electronic template your email address

You have 20 minutes to prepare

# Constructive Feedback (Reminder)

- Provide context
- Focus on one item at a time
- Lead with the positive
- Be specific
- Use facts, not judgment
- State the mistake, the suggested change, and positive impact



# Knowledge Check

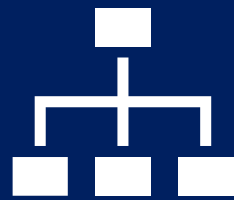
1. What is a lesson plan?
2. List the five major components of a lesson plan.
3. What are the Nine Instructional Events, and how would you describe each of them in a sentence or two?



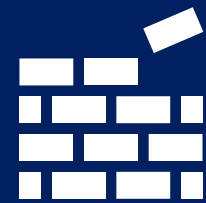
# Summary



**LESSON PLANS**



**LEARNER ENGAGEMENT**



**GAGNE**

## Rate Yourself

- 4: I am an expert, and I can teach it.
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- 2: I can do this with help. There are parts that I don't understand.
- 1: I cannot do this with help. I need a review lesson.

# Self-Assessment Post-Session

# Revisit Goals



Did we accomplish  
what we set out to  
do?

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Participants will leave this session confident in implementing new skills in their training programs.



# Additional Resources

## TRAIN THE TRAINER

### *Level 1 - The Adult Learner*

- Adult Learning Theory
- The Effective Instructor
- Teaching Methods and Lesson Planning
- Hands-on and Classroom Training

### *Level 2 - Creating Courseware that Works*

- Define course goals, objectives, and outcomes
- Create assessments
- Develop training materials
- Create course evaluations



Scan here for more information.



# Additional Resources – Sessions @ MC24

## **Tuesday**

- Engaging and Interactive Training Strategies @ 1:15pm ([Here](#))
- Identifying Training Needs, Assessing Workforce Skills Gaps, and Creating Strong Training Programs @ 3:15 ([Here](#))

## **Wednesday**

- Foundational Skills for Successful Career Pathways in a Changing Industry @ 9:15 ([Here](#))
- Integrating AI into Training Design and Development @ 10:45 (Holiday Ballroom 3)



# ITLC/TWC Team for this Session



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