

Type of knowledge → Type of learning → Learning methods → Learning

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### **Rationale: Why Participate in the VPS?**

**Script:** As trainers, we all want to perform well. We have all experienced poor training and want to avoid what is perceived as ineffective. The VPS offers you an opportunity to

- fine-tune skills
- see yourself as learners see you during training
- identify your strengths and the areas that need improvement
- practice training techniques in a safe, laboratory-type environment.

This VPS session has been designed with one overriding purpose: to help you in your training role.

The overall objective of the VPS is to help you run training sessions that

- are systematically designed
- include sound adult learning principles
- effectively attain their objectives
- are enjoyable both to the learners and to you.

<b>Rationale:</b>	The trainer clearly established in a meaningful way the reason why the session was of benefit to the learners.
<b>Objective(s):</b>	The trainer clearly established what the learners would be able to do (the verifiable outcome for them) as a result of participating in the session.
<b>Activities:</b>	Learners were actively engaged throughout the session. The trainer continuously involved the learners in meaningful ways and drew from them to advance the session.
<b>Evaluation:</b>	The trainer verified learner progress through questions, exercises, or activities, and then verified to determine whether the learners attained the objective(s).
<b>Feedback:</b>	The trainer provided to the learners both corrective and confirming feedback that focused on their accomplishment of the objective(s). This was done in a positive and encouraging way.
<b>Body language:</b>	The trainer used body movement and gesture to convey a sense of openness and confidence. The use of the body was dynamic and communicated energy and enthusiasm.
<b>Voice:</b>	The trainer spoke clearly, energetically, and convincingly. The trainer conveyed enthusiasm for the session content and caring for learners to learn. The pace, tone, and volume varied to stimulate learner interest and sustain attention.
<b>Eye contact:</b>	The trainer kept his or her eyes on the learners almost all of the time, varying eye contact with each of the learners to draw and sustain attention. This was done in an open, nonthreatening way.
<b>Preparation, organization, and time management:</b>	The learning sequence of the session was logical and led the learners systematically to objective attainment. The use of time was efficient and effective. All materials and resources were available at the appropriate moment. The session flowed at a brisk but unhurried pace and was completed within the allotted time.
<b>Visual aids:</b>	Support materials were well designed, easy to understand, appropriate to the training, and reinforced (never competed with) the learning content and objective attainment.
<b>Rating system:</b>	
<i>Very good</i>	The trainer met all of the criteria for the item.
<i>Good</i>	The trainer partially met the criteria for the item.
<i>Needs Improvement</i>	The trainer did not meet the criteria for the item. Either the trainer entirely missed the item or requires considerable practice to meet the criteria at a satisfactory level.

<b>Category</b>	<b>Definition</b>
<b>Concept</b>	Class or category of items, either concrete or abstract, that share a set of common characteristics (critical attributes), but may differ in other ways (variable attributes). <i>Square</i> is a concrete concept. <i>Customer service</i> is an abstract concept.
<b>Principle</b>	A cause–effect relationship or a truism that can be applied to a range of situations. <i>What goes up must come down</i> and <i>Goodness is its own reward</i> are principles.
<b>Procedure</b>	A set of steps that leads to a prespecified outcome. <i>Starting a car</i> and <i>calculating a person’s credit rating</i> are procedures.

<b>“Good” Characteristics</b>	<b>Impact on Me</b>	<b>Impact on My Learners</b>
<ul style="list-style-type: none"> <li>It responded to my needs</li> </ul>	<ul style="list-style-type: none"> <li>Kept my attention</li> <li>I could see how I could use it</li> <li>I worked harder at learning it</li> <li>I felt I was gaining something worthwhile</li> </ul>	<ul style="list-style-type: none"> <li>More attentive; less wandering attention</li> <li>More participative</li> <li>More enthusiasm and questions</li> <li>Higher probability of using it on the job</li> </ul>
<ul style="list-style-type: none"> <li>There was a lot of participation</li> </ul>	<ul style="list-style-type: none"> <li>Kept me involved and awake</li> <li>I did more</li> <li>I remembered better</li> </ul>	<ul style="list-style-type: none"> <li>Increased motivation and enthusiasm</li> <li>More “lightbulbs” going on</li> <li>They try things out and see the results first-hand</li> </ul>
<ul style="list-style-type: none"> <li>I got feedback on how I did</li> </ul>	<ul style="list-style-type: none"> <li>I understood better</li> <li>I could improve</li> <li>I felt great when I got it right</li> </ul>	<ul style="list-style-type: none"> <li>Increased comprehension of what to do</li> <li>Continuously improved in-class performance</li> <li>Better preparation for application to the job</li> <li>Less risk of error or confusion</li> </ul>

<b>“Bad” Characteristics</b>	<b>Impact on Me</b>	<b>Impact on My Learners</b>
<ul style="list-style-type: none"> <li>I couldn’t see how I would use it</li> </ul>	<ul style="list-style-type: none"> <li>Boredom</li> <li>Lack of interest to learn and apply</li> <li>Frustration about wasting my time</li> </ul>	<ul style="list-style-type: none"> <li>Lack of attention to what I’m training them on</li> <li>Apathy on their part—nonresponsiveness</li> <li>Impatience to leave</li> </ul>
<ul style="list-style-type: none"> <li>The content was okay, but the methods for communicating were poor</li> </ul>	<ul style="list-style-type: none"> <li>Frustration—I wanted to learn but got confused or overwhelmed</li> <li>Hard to retain the content despite its value</li> <li>Lost pieces of the content because my attention was split between following what the instructor was saying and trying to figure out what had already been presented</li> </ul>	<ul style="list-style-type: none"> <li>Confusion</li> <li>Loss of interest in the content</li> <li>Erroneous learning</li> <li>Eventually just turn off</li> </ul>
<ul style="list-style-type: none"> <li>I contributed nothing or little to the session</li> </ul>	<ul style="list-style-type: none"> <li>Felt like just another “empty vessel” into which content was being poured</li> <li>I adopted a “just shut up and listen” attitude</li> <li>The whole thing seemed impersonal and I lost enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>Passivity, nonresponsiveness</li> <li>No or little buy-in</li> <li>No sense of being valued, which leads to eventual “turn off and tune out”</li> <li>Sense of “why should I care?”</li> </ul>