



MODULE TOPICS

What's taught in the
100% Online Train-the-Trainer course

Module 1: INSTRUCTIONAL DESIGN THEORY AND METHODS

- A. Students learn the Systematic Approach to Training model for creating instruction
- B. How to write learning objectives and sequence training appropriately
- C. How to use Instructor Guides

Module 2: ADULT LEARNING THEORY AND TECHNIQUES

- A. Students study the three areas in which people learn:
Head (cognitive learning) / Heart (Attitudinal learning) / Hands (Physical skills)
- B. The definitions of words and terms commonly used in creating learning
- C. Different ways in which classes can be held (Learner-focused or Instructor-focused) and the pros and cons of each.
- D. Explore adult motivations for learning
- E. Differentiate between perceiving and processing information, and the different ways it's done
- F. The need to train in various methods for people who perceive and process differently

Module 3: INSTRUCTION DELIVERY METHODS

- A. Students examine the benefits, limitations, and applications of different delivery methods, including, but not limited to:
 - online learning
 - classroom training
 - blended learning
 - computer-based learning
 - correspondence
 - teleconferencing / videoconferencing
 - DVD / video tape learning
 - audio learning (tapes or CD's)
 - off-the-shelf, printed material
 - self-study

Module 4: EVALUATING EMERGING LEARNING TECHNOLOGY

- A. Students examine ways to keep current in the field of education and training
- B. How to evaluate new instructional technologies

Module 5: INDIVIDUAL LEARNING STYLES

- A. Students apply visual, auditory, and kinesthetic perceiving styles to learning situations
- B. Apply Gardner's multiple intelligences to lesson design and development
- C. Integrate perceiving and processing styles to identify four basic learning styles
- D. Factor right-brain / left-brain preferences into training methods
- E. Create lesson plans that reach all four learning styles
- F. Examine the methods for teaching a group of adults in which different learning speeds exist
- G. Identify situations in which accelerated learning techniques are appropriate / not appropriate

Module 6: PRESENTATION TECHNIQUES AND TOOLS

- A. Students study and describe how they can create environments conducive to learning
- B. Explain the need for preparing a lesson and the time required to do so
- C. Distinguish between effective and ineffective presentation methods
- D. Describe benefits and problems in using icebreakers (opening exercises) and closing activities
- E. Identify effective methods for facilitating learning activities
- F. Identify the advantages and disadvantages of different training / presenting styles
- G. List the advantages and disadvantages of different types of visual aids, including:
 - PowerPoint
 - Training Binders
 - Flip Charts / Tear Sheets
 - Overhead Projectors
 - Posters
 - Handouts
 - White Boards / Dry Erase
 - 3-D Models
 - Graphs and Charts
- H. Explain how these visual aids can add to or detract from presentation effectiveness.

Module 7: CULTURAL DIFFERENCES

- A. Students learn about common communication barriers and how to address them
- B. Identify common generational differences in the classroom and how to address them
- C. Recognize the impact of cultural differences on training – and how to address them

Module 8: PERSONAL LEARNING PREFERENCES

- A. Students will identify their own training or presenting style
- B. Become aware of how their individual style affects their delivery tendencies
- C. Explain the need to adapt delivery style to meet individuals' learning styles (one-on-one)

Module 9: LEGAL / ETHICAL ISSUES IN TRAINING DELIVERY

- A. Students will explain the need for respecting and adhering to intellectual property laws
- B. Create a procedure for ensuring compliance with corporate policies and procedures
- C. Identify commonly-accepted ethical standards for instructors, trainers, and facilitators

Quizzes: Upon completion of each module students must complete a quiz. A score of 85% or better is considered passing.

CERTIFIED TRAINER STATUS:

Those students desiring Certified Trainer status must also complete the following:

Midterm*: Students must create a lesson plan according to standards provided.

Case Study*: Students must critique two different training sessions (on video).

Final Exam*: Students must complete a summative examination and submit a video (in an approved format) of the student giving a presentation.