

Effective teaching/training  
or is it helping people  
to learn?

TRAINERS

**“Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life.”**

Chinese Proverb

## **There are two types of trainers:**

### **The Presenter**

#### **The Coach**

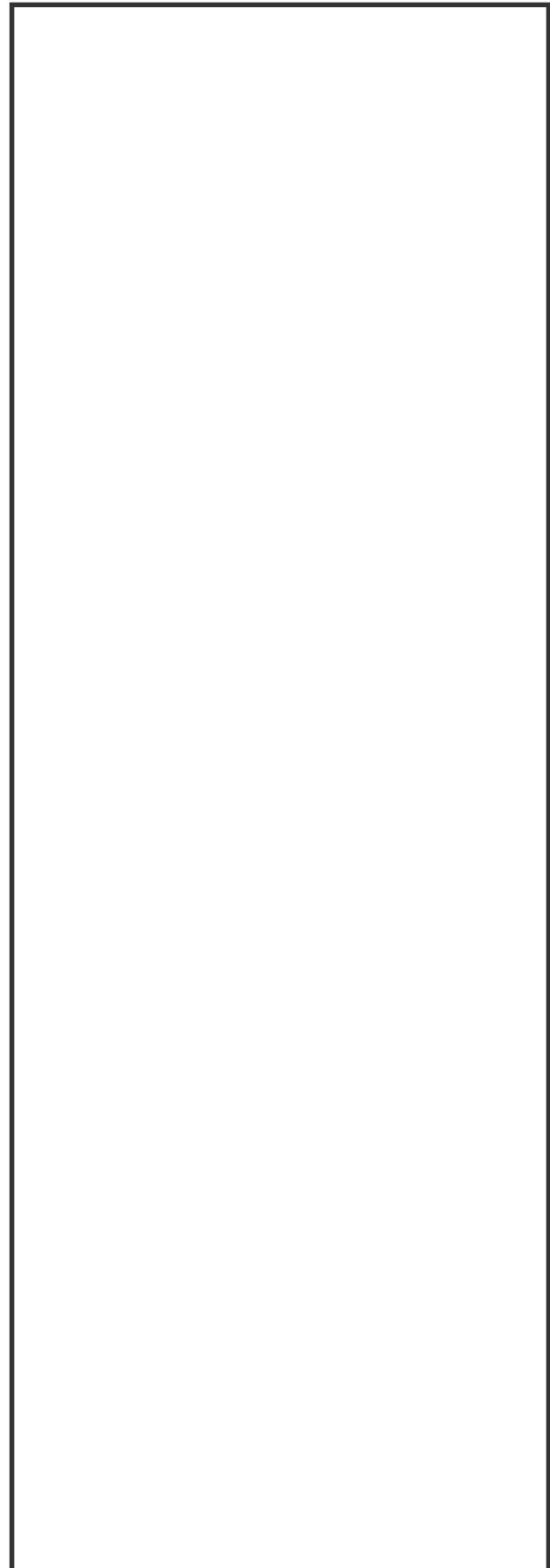
The Presenter gains stimulus from being the expert and sharing their knowledge and success with their audience. They teach by sharing their personal stories and personal expertise. If they are good speakers they can engage an audience for a while but how does this style fit in with the old Chinese proverb above?

The Coach has the same expertise and knowledge but prefers to help learners learn for themselves. These trainers use their expertise to create a safe learning environment with stimulating activities and their ability to use their expertise to direct their questions is at the heart of their approach. By doing this they help others “to see it for themselves” or “teach a man to fish”

In this short session, we will explore how we can best “teach a man to fish”. Enjoy!

## **Action**

Think back to the last workshop you ran. On the right hand side of this page describe the physical and emotional states of your learners during the workshop – you can do this using words or pictures/symbols. Circle the most dominant descriptions.



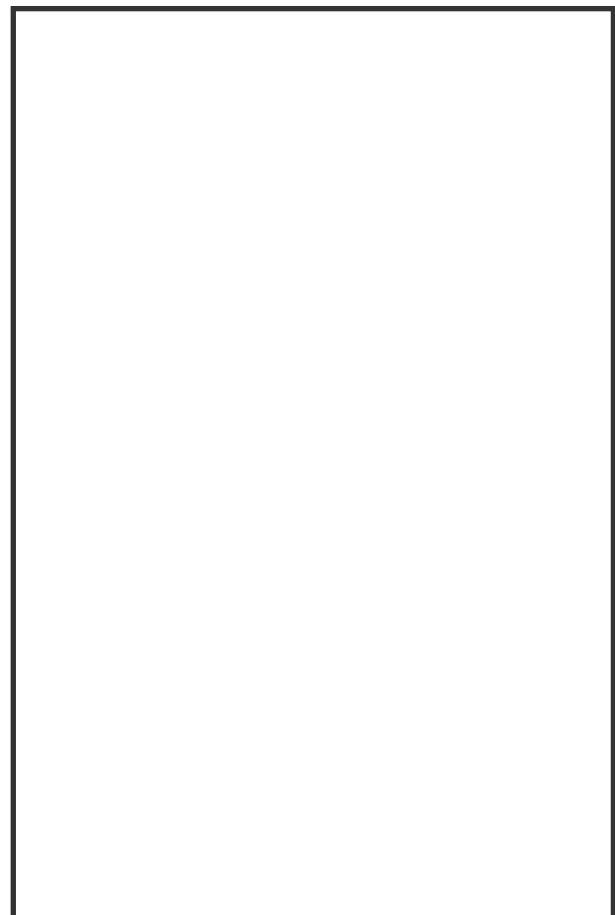


Our strongest memories are those that are emotional – good or bad! They are situations that we experienced. Take a quick look at the cone of learning and first identify from the last course that you delivered, where participants spent most of their time. Were they passive learning or active learning?

If we work on the premise that we can always develop – what was/were the key areas that could have benefited from being more participative?

The principles of accelerated learning suggest that learning comes best from doing the work itself with feedback – how could you integrate this principle more fully into your design?

Spend 5 minutes brainstorming the types of activities you could use to enable learners to encounter new information for themselves rather than being told. In the space opposite, draw a visual representation of these activities and some key words to remind you when you next design or adapt an existing workshop.





## Top Tips - An alphabet of ideas

### Here are some ideas to get you going

- A. Puzzles and jigsaws
- B. Treasure Hunts
- C. Guided imagery
- D. Video or presentation where learners build notes for a friend
- E. Learners create questions for a future quiz
- F. Props to illustrate content
- G. Put processes in order – what comes first?
- H. Information mingle – who's got what?
- I. Model building
- J. Learner research project
- K. Learner presents short pieces of information (e.g. a presentation slide) to the others
- L. Learners role play how not to do it and then turn the tables
- M. Learners act out checklists
- N. Learners interview 'experts' or customers
- O. Press conferences
- P. True/false
- Q. Learners listen for answer to a pre-prepared quiz
- R. Mnemonics
- S. All on one page – job ad
- T. Interactive manual
- U. Dot to dot for processes
- V. Message in a bottle – coded information to piece together
- W. Which is better – assess what you like and why
- X. Make a song
- Y. Partners teach each other
- Z. Partners put a 'bug' in the system/ process for others to sort out!