



Internal Trainings

1. Planning Essentials

- Determine **needs**. What does your team need to be able to do in order to produce engaging, lively trainings on multiple platforms? Examine current materials to determine strengths and weaknesses.
- Investigate, examine **tools and designs**: eLearning platforms, slide design webinars, writing to engage websites.
- Determine **WHO** will develop the training. Find your “experts.” Who writes informative, easily understood text in non-academic voice? Who is the best graphic/slide designer (or who would like to become that expert? Who understands how to weave interactivity into trainings? Who can model how to use all the embedded features of a web platform?
- Provide **time** for learning: take advantage of free demonstrations, webinars, and trainings offered by companies whose products you use.
- Create a library/tool kit of **resources**. **Reference** exemplary trainings and materials. Select simple templates for use with guides and slides. Include links to current research. Two helpful links are listed below.
- Establish a **schedule** for internal trainings: three or four in-person annual workshops with on-going mini-trainings as part of group calls or meetings works well.

2. Design and Write

- Select a **focus** for each internal workshop: Slide design? Writing engaging text? Producing high quality webinars?
- Determine **scope/length** of workshop. If possible, combine it with some team-building exercises.
- Design training and each module within the training with the **end in mind**: what will your learners be able to do at the end of the training?
- Model each training around current best practices based on **adult learning principles** and current brain research. Include interactivity, discussion, problem solving, discovery learning.
- Set an **informal but serious tone**; trainers are facilitators of learning – peers who share ideas and are open to others’ ideas.
- Immerse learners** in scenarios, real world challenges. Practice creating quality slides; rewrite dull text; transform a paper and pen home study module into a plan for eLearning.

3. Evaluation and Follow Up

- Design **evaluations** you can use to determine how comfortable each learner is with new skills.
- Plan for **follow-up** mini-trainings to emphasize those skills that still needing honing; present training tips based on the design /written text points above. Do this very briefly (one or two slides or quick handout) as part of team meetings.
- Add articles and links to helpful best practice websites to the team training resource library.
- Keep the internal training **ongoing**; after an internal workshop ends, put the next one on the calendar and keep notes on what is most needed as trainings and materials are produced. Survey staff to determine needs and plan accordingly.

References

<http://www.brainrules.net/>

The website of John Medina whose research on the brain is causing fundamental shifts in the way we perceive learning and learner. His book BRAIN RULES reveals – in plain English—twelve ways our brains really work.

<http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>

Malcolm Knowles (1913-1997) was an American educator who invented the term “androgogy” as synonymous to adult education. According to Knowles, andragogy is the art and science of adult learning.