

DPRS Ltd

Training and Technical Support

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Training

- Purpose is 'learning' not mere conveyance of information
- Learning may be defined as....

'A relatively permanent change in behaviour involving the development of new knowledge, skills and attitudes'

Key principles

- The trainer cannot 'make' trainees learn (ethically): can only provide a suitable learning 'environment'
- Training is concerned with bringing about INTENDED new knowledge, skills and attitudes
- Efficient training requires the learning objectives to have been achieved within the time allocated and using the available resources
- There is no meaningful training without assessment

Ice breaker

- Behaviorists
 - Classical conditioning: association of learning with humiliation (and pain)
 - Thorndike: pleasurable experiences reinforce stimulus response bonds – “discomfort’ reduces these bonds
 - Reinforced responses will be repeated
 - Feedback to the trainee is essential

Ice breaker

- Neo-behaviourists
 - Skinner: operant conditioning (choice). Identify what learning needs to take place and select 'reinforcers' which will help to maintain the desired behaviours
 - Nod of head, thank you, well done etc
 - Reward frequently especially early on

Ice breaker

- Cognitivists
 - Dewey defined learning as ‘learning to think’ – it is not just *doing* but *reflecting*
 - Relate learning to trainees own personal situations
 - Structure discussions by posing specific questions
 - Use discussions and give trainees themselves the responsibilities for leading them