



Classroom Methods

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- Currently TRM's Manager of Instructional Development & Consulting, she has an extensive background in adult education, technical training and training management.
- **Summary of Education**
- University of North Dakota, BA 1992
- University of North Dakota, MA 1996
- **Summary of Relevant Experience**
- A high school dropout, Shirley's 15 years of training experience began while she was in the Air Force. In charge of the "Driver School" at both Whiteman AFB Missouri and Grand Forks AFB North Dakota, her first training gig was testing Air Force members for their military drivers licensing. She earned her degree in Communication at the University of North Dakota. As a graduate student she taught freshman and sophomore level speech and business communication. In 1998 she was recruited to work for MRO Software as an Instructor/Consultant. In 2003 she was promoted to Principal Instructor and her duties included the training and mentoring of other instructors as well as providing consulting services to MRO clients regarding Maximo implementation and training projects. She joined TRM in 2005 as the manager of the Instructional Development & Consulting sector.
- **Current Position**
- **Instructional Development & Consulting Manager, TRM**
- Shirley provides training planning and consulting services to TRM clients. As a training professional she has developed and implemented in-depth training plans that touch the working environments of thousands as well as designed and developed instructional materials for instructor-led end-user training, eLearning, and train-the-trainer workshops.

- It's what you learn after you know it all that counts. *~Attributed to Harry S. Truman*

Learner Centered Training

- What was your most memorable learning experience?

Common Answers

Good Training

It applied to me or my job
Lots of participation
I was quickly engaged
Explanations were clear and concise
I could relate to examples
I could ask questions anytime
I didn't feel stupid
I understood where I was going
Lots of takeaways I could use
Session was interactive
I could try out what I was taught
I got feedback on how I did
There was warmth and humor
Learned from other participants
Materials were clear and useful
Wasn't a lot of time wasted
I felt I added value to the session

Bad Training

Didn't interest me
Couldn't use the information
One-way transmission of information
Information Overload
Little or no discussion
Little or no practice
Materials poorly designed
Lot of wasted time
Couldn't understand what was taught
Language or jargon was lost on me
Didn't understand examples
Little to no interaction with other participants
I contributed little or nothing to the session
I didn't learn much

Learner Assessments

Thinking about your last training gig, write a quick assessment of the learners you worked with?

What were their current level of knowledge or skills?

What did they need to know or do?

What were the conditions under which they were to perform or demonstrate their learning?

Strategic Learning

Strategic Learning is delivering an appropriate learning experience to learners

- Just in time
- Targeted
- Effective

Delivering the biggest learning bang for the training buck!

Creating and Mapping your Delivery

Once you've figured out what the learner needs to know or do, the next step is to decide the best method of delivery.

Here's a general "cheat sheet" you might use to help decide the best method(s) of delivering knowledge or performance strategies.

Remember to center your thoughts on the learner.

The basic strategy is simple: You are **mapping** your training and just like a road map, you can't just go from point A to point Z without following the road.

Purpose: Why should the learner attend the training?

Objectives: What specific knowledge or practices should the learner take from the training?

Activities: How will you teach that?

Evaluation method: How will the learner know that they met the objectives?

Learning Technology

PodCasts: may be simple audio (wave) files, audio w/static graphic, or audio and video. Typical use in a learning environment would be for a subject overview or a simple demonstration.

Learning Management System: these systems are expensive and require a large investment in time and money for both initial setup and maintenance but they can be used to manage and control large amounts of content and large numbers of participants.

Adobe Acrobat: Acrobat 7.0 and above have special features like “Read Aloud” that converts the text into a mechanical voice, and another that allows the document developer to include accessibility elements for the hearing impaired. Acrobat is an inexpensive tool that allows you to develop in a broad range of mediums (MS Word, PowerPoint, FrameMaker, etc.) but distill the files into compressed, secure files for easier distribution.

eLearning: this term applies to a broad group of electronic learning opportunities such as virtual classrooms, live and recorded web delivery and simulation technology. eLearning is probably one of the least expensive modes of learning delivery but quality of delivery and special methods to insure learner participation need to be considered carefully.

Recommended Resources

- **TRM's Instructional Development & Consulting Group**
- **ASTD - American Society for Training & Development**
- **Telling Ain't Training: Stolovitch & Keeps**