Providing Relevant and High Quality Learning Solutions: Training Delivery

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Abstract: Delivering training is the culmination of much thought and effort underpinned by the careful planning. For success, trainers need to ensure not only that their designed activities and recourses are good, but that the learning environment is also adaptable to learning.

Keywords— interior, learning activities, learning outcomes, scene-setting, pre-course planning, moderating discussions, right environment, maze-like corridors, classroom layout.

1. INTRODUCTION

From the start, learners need to fully understand the purpose and structure of the learning activities and their role in contributing to their success. The information provided in advance and at its start should set the scene for what is to come. Learners with less background knowledge and experience, or learning outcomes that require more complex skills, will require more careful and thorough scene-setting to ensure learners are ready for the experience. Trainers should dedicate a significant portion of their total effort in pre-course planning and preparation, and in the initial days of the event. For distance learning courses, the ratio should probably be higher than for classroom courses, up to 70% effort in pre-course and initial course activities.

2. METHODOLOGY AND RESULTS

Many formal learning solutions will involve a variety of learning activities, including giving presentations, using learning resources, running exercise and providing feedback. Training need a range of knowledge and skills to prepare and implement them. They also need skills of listening, questioning, giving feedback, moderating discussions, resolving conflict and assessing learners. Similar skills apply to the implementation of semi-formal solutions.

To Provide relevant and high quality learning solutions will support learning and add to the learner`s enjoyment. Though enjoyment is no guarantee of learning, it is likely that deeper learning will take place if the activity is an informative and satisfactory experience and learners become and remain engaged.

My topic is focused on the formal learning solutions of classroom because it requires the most direct and ongoing involvement of trainers. The term "learning events", is used to refer to the range of solutions from single sessions lasting only a few hours, to week-long courses. The guidance for classroom and distance learning solutions are highly parallel, and sometimes identical, but these are sometimes separated because many distinctions exist as well.

2.1 Before the learning events

Learners need joining instructions before the start of a formal learning event so they have plenty of time to prepare. Normally learners and their managers would already have accurate information about the event, which they used to determine whether they would participate. However, it is wise to also provide this information and more as part of the joining instructions.

Learners should be clear about the knowledge, skills or behavior that will be learned. They should be given information about the benefits of participating in the event rather than only a description of the content. In addition, joining instructions usually include the following:

2.2 Classroom courses

• The location of the event, how to find it and the start time and ending.

• Dress code and domestic arrangements (accommodation, meals, and refreshments)

• Preparatory work required.

• The types of activities that will be undertaken.

• Equipment or resources to bring (laptop, case study materials, projectors)

• Assessment and post-course expectations.

• What to do if a learner has special requirements.

• How to contact the organizers of the course.

2.3 Creating the right environment: facilities

It is important to create an environment where learners feel comfortable and want to learn, and can interact in desired ways.

2.4 Classroom courses

Depending on the planned learning activities, the room should be set out in a way that supports and encourages the appropriate interaction between the learners with the trainers. Layout options, may be more conductive to large group discussion (U-shape, Boardroom, Group circle), small group activities (Cabaret), or lectures (Classroom and teacher), and should be chosen accordingly. Also there is an option of changing rooms or moving furniture depending on the planned activity. The degree of learner centeredness should be reflected in the classroom layout.

2.5 Creating the right environment

The seating and temperature need to be comfortable and the room should be reasonably quiet. Interruption (e.g. mobile phone calls) and inattention can disrupt the learning process. Equipment should be working and ready to use, and learning resources should be available. Learners should have clear view of instructor presentations and demonstrations, and be able to communicate easily with the instructor and fellow learners.

Facilities for activities involving case studies, simulations and practical exercises should be set up to allow some degree of interaction and support, at minimum over-the-shoulder guidance. Ideally, this would also allow collaboration between two or three learners, even if each learner can have access to a separate computer system. Hardware and software need to be thoroughly tested to avoid disruptions to the schedule.

2.6 Working with young learners

Working with young learners you`d better first to answer some questions of your own:

How can I change my office to create the most appropriate atmosphere for this lesson? Can I match the lighting to a specific mood? Can I remove all lighting and use only accent light to highlight what is important? Can I cover or otherwise decorate the walls, ceiling, and floor? Is it possible to somehow make it so that no one outside can see what is happening inside? How can I rearrange the desks for this lesson so that it is most effective? Can I free up some space by rearranging the desks? Can I divide the office into zones or create maze-like corridors using partitions? If I were hosting a theme party on this subject at my home, how would I do it? If a new attraction based on the theme of my lesson opened in a recreation Park, what would it be?

I often change the appearance of my office for a single lesson. When working with the interior, I usually go by using concrete method.

3. CONCLUSION

Learners should be informed about the necessity of forthcoming topic or theme, that will be learned. They should be given information about the benefits of participating in the class activities. Teachers and trainers must motivate every learner in the auditorium. Avoid making some mistakes:

The first mistake: Ignoring the student. Many teachers don't really care why students miss the classes. They come to deliver their lectures and go home, forgetting about work until the next day. This is wrong, because the lack of control only increases the number of absenteeism and respect, the student approaches the exam completely unprepared.

The second mistake: Friendship. Of course, the teacher must find contact with the audience, but overly friendly relations with students in this case are also inappropriate. The lack of authority of the teacher also becomes the main reason for systematic non-attendance, sometimes it becomes the norm for some learners.

The third mistake: Eternal cries and tyranny. If the teacher is a despot, his classes will have a real emotional stress for the learners. To avoid eternal shouts and complaints, learners will delay the lessons.

Accordingly, students are not always to blame for missing classes and unwillingness to study, and there is also a share of the fault of parents and teachers.

To graduate from education institution, you need to strive for the "Golden mean" that will increase learners' attendance and prepare them for the upcoming exams.

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