

Reflection

As the semester ends, I continue with my current project to develop the modules for this company manufacturing IT systems' needs. I have also been tasked with designing a brand new training program on my own for another area within the same company. I will not be training the topics to the individuals who will use this added new manufacturing IT software, but will need to make sure the process that I develop the training would have the same end result if I was training, then teaching the modules. Due to the speed and accuracy that I developed the training modules for the company-wide initiative, they are leveraging my capabilities for this as well. This training is brand new for me as I have never used this software version. The same company created this software as the other, but I have never used any of this.

I will incorporate the techniques learned for the instructor-led classes into this as well. Comprehension will become very important when developing this training. They are using their own employees to be the trainers, instead of using skilled trainers. We are enabling them with the training modules so that they can teach it. Also, because the classes will be globally based, having a generic set of modules that all regions will use to train their own groups will become important. "Comprehension is often difficult to teach directly, however, because it encompasses so much as relies on so many different skills" (p. 283, Lemov). This is so important, not only with the original project, but also the new project. I will become the trainer, but also the trainee with this new project. I will need to learn HOW to use the software so that I can design the training for others to teach their teams HOW to use the software. Confirmation that those I am teaching comprehend what I am presenting and training them so that their trainees can comprehend the topics being taught. At the same time, the training will become eLearning as

well, with videos and written text. Those taking the classes asynchronously will need to completely understand what is presented to them in these formats as well.

Along with the comprehension of the new project, those still being trained with the original project need to have the full comprehension of that software. Without being able to handle the flux of changes and new software, they will have issues with their jobs. This week, we had a participant attend the intermediate class. After a half hour, he walked out of class and contacted the project manager, who emailed us (the two trainers). He felt that the trainer (the other trainer manages this set of modules) intimidated him.

The participant was unable to log off the computer. After discussing with the project manager that I had had no idea what had happened, I offered to train the individual in a one-on-one opportunity. Not all individuals have the computer skills that the instructors do. It's highly possible that the individual signs into the computer, does his work, and shuts down the computer. I had a discussion with the other trainer, explaining this to him. He was frustrated at the participant because he has no time for the individual who experienced the problems. That's not how training works. I reminded the other trainer that not all people know computers at the same level. The participant was told by the project manager that I offered to help him further because this will greatly impact his every day work. He needs to COMPREHEND what he is using so he can be effective in his job. I will continue to work with all of the employees the way I have been taught, but tried to make the other trainer understand the way he is training is wrong. Made no difference, and that's sad. The project manager saw this as an opportunity for the other trainer to learn something, but didn't.

With each of these projects, teaching the fundamentals of the software is very important. Just with fundamentals of teaching, there are fundamentals of any major training initiative. Taking vocabulary alone, “Student need a rich vocabulary to understand what they read...” (p. 271, Lemov). Specifically, with this software, the company uses specific vocabulary in a way that requires during our basics classes that the participants understand not only what the definition says in a reading format, but also work with the terms while using the software and understanding how the term is used. As trainers, we have to remember that the participants have not used this software at all, or in a minimal way. Our level of understanding is much higher than those we are teaching. We have included within the training glossaries and acronyms lists. During the training modules, we highlight when there is a new concept, vocabulary, or acronym. We explain what the specific item means, then follow-up with an example of it in action within the software.

Because this software is taking the place of software they currently use, we are often comparing what they currently use and what they will use with the new software. We, as the trainers, can teach them how to use the software (the point and clicks), but knowing HOW they use the original software helps us to compare and contrast the old software to the new software. We need to understand their vocabulary so that they can understand our vocabulary.

With both of these projects, knowing these techniques will continue to help me to become a better trainer. I will continue to use this book in these projects and any forthcoming. Even though the Lemov book isn't electronic, this will be one book I will carry with me.

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Reflection Essay 3: Due May 8

References

Lemov, D. (2010). *Teach like a champion*. San Francisco: Jossey-Bass