

Educate Inform Lead



**Train the
trainer**

Steinbergs
Utbildnings AB
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About John



- **Author of 48 books and 30 e-books about education, learning, leadership and values**
- **Ph.D. in education, previously university lecturer and school principal**
- **“Practical theoretician”**
- **www.steinberg.se** **www.facebook.com/johnsteinberg1**

Purpose

- **Our purpose: To increase the efficiency of our courses and training by understanding more about the learning process**
- **Part 1: The three magical keys to learning and teaching**
- **Part 2: Matching correct learning strategies for individuals**

Interests and keywords

- Learning - how does it work?
- Influencing - the art of positive influencing
- Values - philosophy, view of development
- The future - trends, challenges, needs
- Behavior - of leadership and teaching

How we will work

- Short lectures
- Buzz groups - often 2o2
- "Coffee shop groups"
- Discussion in full group
- Demonstrations
- Practice

Learning: three magical words

- **Belief**: desire, need, usefulness, meaning, importance, possibility, "I can"
- **Body**: physical state, concentration, focus, involving the whole body
- **Method**: structure, organisation, knowing what to do, repetition, application

Learning names

- **Belief** - going all in and believing it will work, positive inner dialog
- **Body** - focus on the objective, stay a little longer than you used to
- **Metod** - greet, repeat name out load, repeat within, repeat several more times, repeat two, then four, then six

Consequences

- Belief, Body and Method are magical words and work in most every learning situation
- Observe the difference between something you deem easy or hard
- All three are needed

Consequences

Designing training with all three in mind

- Influencing attitudes
- Influencing physiology
- Teaching a method

Four levels for development

- 1.Societal
- 2.Organisational
- 3.Group
- 4.Individual

We focus on the individual, but the others are important. We will also go from the abstract to the concrete.

Assumptions, presuppositions about learning

How do we usually arrange learning?

Typical for me as a trainer?
Typical for us as a organisation?

Analyzing assumptions

- Morning alertness?
- “Quiet in the room”?
- Older = Slower
- Digital tools
- Repetition
- Small groups
- Boring = Serious
- Whole to piecemeal or reverse?
- Spot on - the magical lump of sugar



Metacognition

The fourth magical word

Challenges?!

My role

- Remind and affirm
- Put words on the structure
- Encourage

Your role

- Open
- Convert to your situation
- Take the best and leave the rest



Purpose

To become a more reflective and aware trainer or leader

- Why do I do things this way?
- What do I want to happen?
- How can I facilitate learning?

Practical information

- Our room
- Our schedule
- Meals and breaks
- Documentation
- Books, webpages, etc.



Who's here?

- Longest / shortest trip?
- Years as a trainer
- More administrator?
- Speaks French?
- Met me before?
- Birthday this month?



Learn from your experience

Something you've learned to do
reasonably well

- ☒ How did you learn this?
- ☒ What did you do right?
- ☒ Why do you think you succeeded?

Experience tells us...

- Desire & motivation
- Need-usefulness
- Fun & interesting
- Challenged, pressured
- Show others
- Practice
- Goal oriented or stubborn
- Good structure
- See results
- Encouragement
- Active not passive
- Quick application

Experience tells us what to do

- A reminder of our magical words
 - Implications for schooling and teaching
 - Use the experience of the participants
 - Trust your own experience
- ★ So, would you like to go to your own course?

Systematic reflection

- By yourself
- With a friend or mate
- With a colleague
- With colleagues
- With your boss
- By an observer
- With regard to research

Formal or Informal?

Reflection questions

- Satisfied?
- Key words?
- Differently?
- One thing now?
- Feedback?



The learning conversation

- Start with a success, something that went well
- Identify the key ingredients of why it went well
- Apply these to a new challenge - what will you do differently?
- Identify a first thing to do

Abstract - Concrete

Macro or Microlevel?



- Oranges, watches, computers
- Your team conversation
- Homework
- Teenagers
- Politeness (Ron Clark. The Essential 55)
- Teacher training

Values, Visions, Purpose, Goals

Why?

10.

9.

8.

7.

6.

5.

4.

3.

2.

1.

Example: Team meeting, Groupwork,
Training course, Lesson

Action, Next step
What, How, How long, Where, Who

Your best teacher, trainer, leader

Someone who helped you overcome
obstacles

- Traits?
- Methods?
- Other reasons you succeeded?

Competency

- Knowledge
- Attitude
- Behavior

Difficult participants - some advice

- Be extremely well prepared (knowledge and course structure)
- Be visual. Use lots of documentation
- Recognition and framing
- Connect to their world and give examples
- Be transparent
- Balance; Body language
- Seek them out at breaks
- Use a "third point" to disconnect to you personally

Two favorite turnarounds

The opposite method

- Aunt Agda
- The newspaper headlines

Aikido humor

- Thanksgiving
- Not true! (Inte sant)



MAGAZIN

gnäll



GLÄDJEMAGAZINET FÖR ALLA GNÄLLSPIKAR

★ **Hur man får andra att må dåligt –**

43 förslag

★ **Hur man förstör för fröken –**

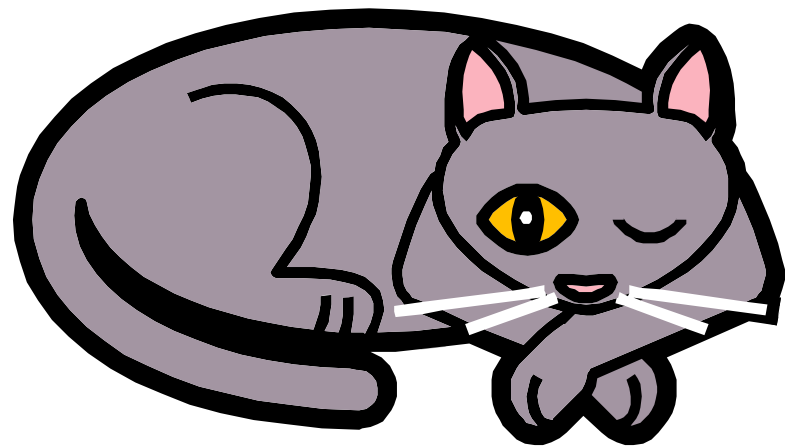
12 enkla tips

★ **27 mallar för klagobrev !**

★ **Hur man säger "Det går aldrig"**

på 13 olika språk





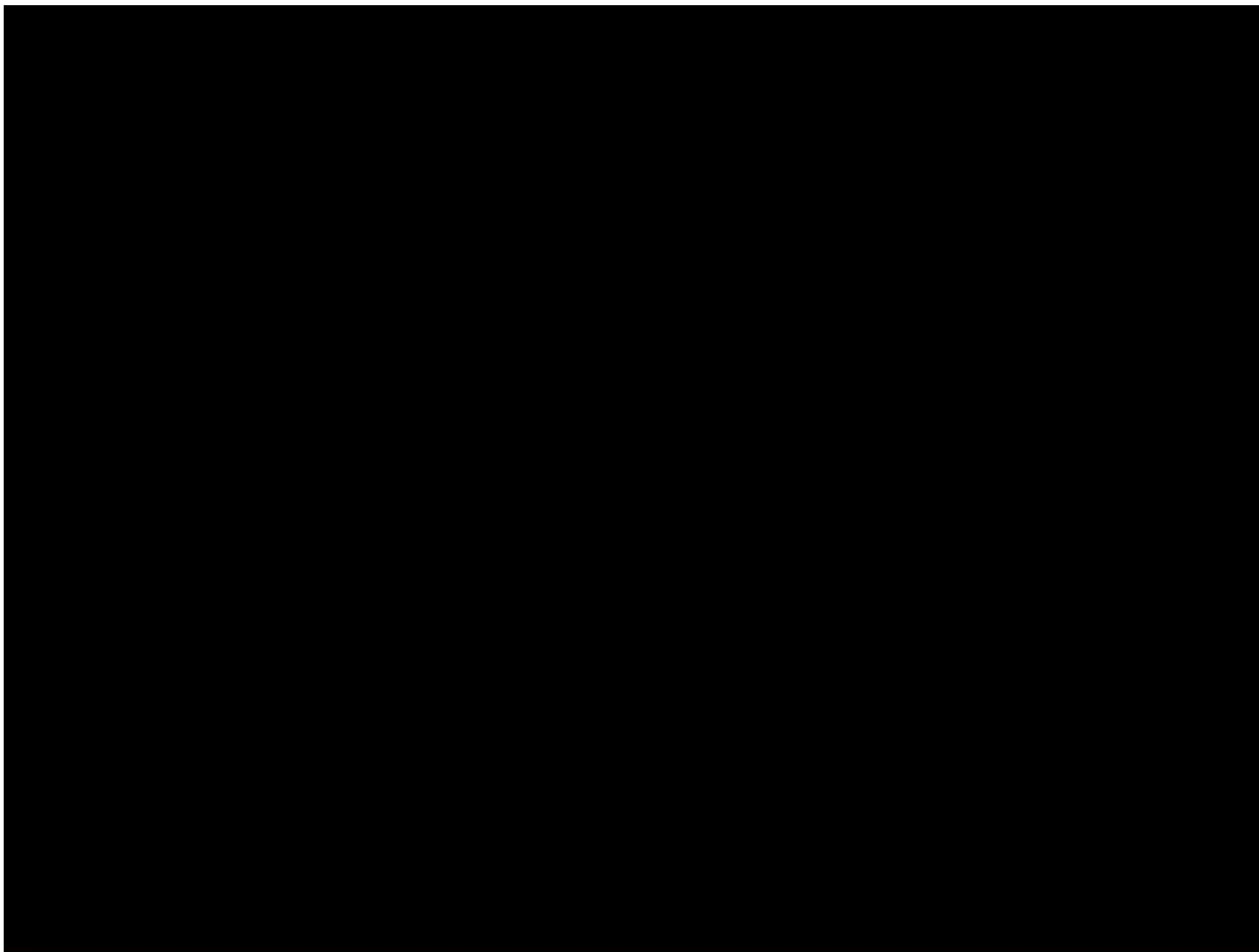
Cat:
Believable



Dog:
Approachable

Cats or Dogs?!

Michael Grinder
michaelgrinder.com



Handbolls Ulf



Första mötet: Hårt budskap, mjukt sätt

Gunilla: attityd och teknik

- Fearless movement into the group
- Clear communication of expectations
- Hard and soft - hard message, soft voice
- Personal and positive
- Clear about her role



Uppcheckning: hårt budskap, mjukt sätt

Expectations and demands

Determining the level of expectations
How are you going to report on this course?

Best course?

What went right?

Why?

What did you do differently? The trainer?

What can you get from this experience and apply to your own training and leadership?

Conclusion - the simplest way to improve your teaching and your courses is to utilize your own experience - and the experience of participants

Knowledge

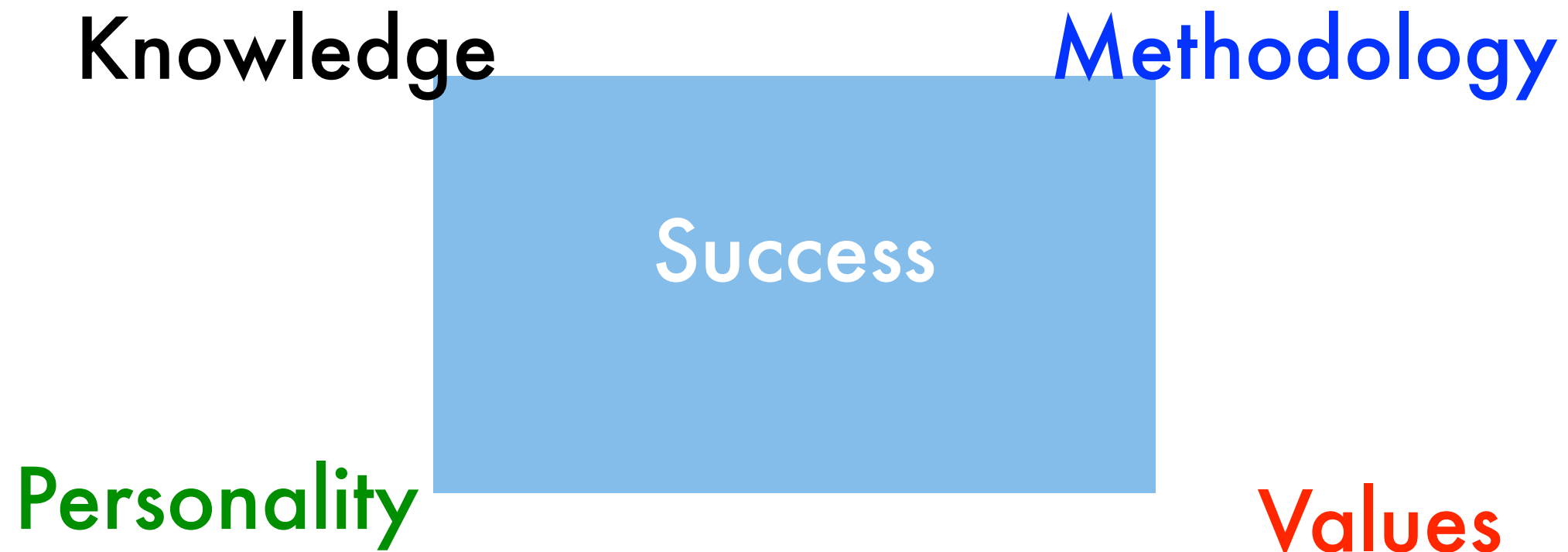
Methodology

**Success as a trainer
and leader**

Personality

Values

Colleagues, Customers-Participants, Finances, Exams
and certifications, Rules, Atmosphere, Trends, Traditions,
Technology, Course materials, Administration



Concentrate on what you can influence...
Your knowledge, methodology, personality and values

Workplace norms

- Rituals and traditions - good and bad
- Values and key individuals
- Expectations and standards
- Bureacracy and administrative routines
- Course and learning culture

"Why"

- Ulf Nilsson
- Ronja example
- Rumpnisse questions



Rumpnissar
Why oh why do you do
that this way?

Respect time frames

- 2014

- 1975

- 1945

- 1905

- 1984

- 1904

- 1834

- 2015

- 2045

Identify the group's
expectations, norms, "rules"

?????

!!!!

?????

The thinking of the participants?

Their needs, expectations, questions, hopes, desires, values. experience, etc.

A new type of participant?

LUST and DESIRE and MOTIVATION

♥ Welfare development

♥ Democracy

♥ Commercialisation

♥ Individualisation



Expectation of individual attention and
individual plans / approaches

So what do they want?

- Understand why
- Meaning
- See the whole
- Personal advantages
- Quick results
- Fun
- Variation
- Be seen
- Participatory
- Choice
- Ownership
- Friends and...

YOU!



Implications for your teaching
and leadership?

Choice of method

- Listen, read, watch
- Talk: Exchange experiences
- Do: build, practice, train, apply

Choice of method

- Telling
- Motivating
- Processing

Choice of methodology reflects values about human development and the values of the company / organization

"Telling"

- The teacher as primary source, facts skills
- Participant as recipient
- Motivation is on the participant
- Methods: lectures, textbooks, essays, homework, film, websurfing
- Evaluation: tests, certificates, grades

Presuppositions

- The teacher is essential to the learning process
- The teacher is responsible for structure
- Start with base information and work upward towards understanding
- One learns by listening, reading and writing
- Exams give proof of learning

Use this mode if...

- You have deep subject knowledge
- You are enthusiastic and have "it"
- You are a good storyteller
- You like your participants
- You lift people to a higher level of learning
- You use humor now and again

Motivating

- The teacher as guide, motivator and entertainer
- The participant is a "player" and travel companion
- Motivation comes from the teaching
- Methods: play, games, drama, roleplay, discussion, short group work, etc.
- Varied evaluation methods

Presuppositions

- Learning should be fun (and easier)
- The teacher's ability to motivate is crucial
- Motivation determines learning
- The student should help plan and influence the teaching
- Variation enhances learning

Some examples

- Suggestopedia
- Cooperative learning
- Mental training
- Multiple intelligences
- Gamification
- Learning style theory

Processing

- Teacher as counselor, advisor, mentor
- Participants as self-motivated and responsible
- Motivation already exists, but perhaps for other things
- Methods: PBL, Project, Case based, Action
- Evaluation: Essays, exhibitions, demonstrations, practical application, projects, etc.
- Learning not excluded to a classroom

Presuppositions

- We all have an inner drive to learn
- Participants can and will take responsibility
- Learning is a process that never ends
- Mixing disciplines and subjects helps learning
- Student participation and ownership are essential
- Process is just as important as content
- Motivation is a result of asking and answering one's own questions


Conditions for success

- Clarify the conditions - time, place, method, presentation, etc.
- Choose conditions according to the maturity and readiness of participants
- Constantly control the process - check up often
- Prepare the details - material, technology, room, etc.

More advice

- Check the "rules of the game"
- Check ability to describe one's role
- Cut the time in half, group in half, presentation time in half
- Create "same boat" feeling - we need each other to succeed.
- Follow-up, follow-up, follow-up and learn from past efforts

Advantages

- Personal choice
 - More meaning and relevance
 - Intensive activity which can lead to flow
 - Cross academic boundaries
 - Utiliizing the group's widsom and experience
-  BUT... all this is a result of teacher preparation and increased feeling of ownership by the participants

Traditional knowledge hierarchy

1. Facts
2. Understanding
3. Application
4. Analysis
5. Synthesis
6. Valuing

Turn things “upside down”

Instead of reaching out to the brain,
reach out to the heart to start with.

Model: heart-brain-heart



First



- Experiential
- Problem based
- Experiment
- Case study
- Ethical dilemmas
- Play, games, etc.
- Training, practice
- Applications
- Debate and discussion
- Participant questions
- Participant experiences

Then



- Facts and understanding
- Terminology and concepts
- History and background
- Causes and conditions
- Analysis and comparisons

And then back to the



- Valuation and values
- How does this affect me?
- What can I do with my knowledge?
- What do I want to learn more about?
- How have I changed?
- How has the group changed?
- What we've learned from the process

Examples

- Popcorn method
- Mrs Derman - Sunday School
- Safety delegates - The Melon Method
- Work safety laws
- Peak teams à la Mike Pegg
- Own examples?

Simple model for PBL

1. What do I want to learn?
2. What do I already know?
3. What do I want to know?
4. What should I know?
5. How can I find the information?
6. How will I present what I've learned

Learning theory...

- Martin Ingvar: whole, structure, relevance, repetition, affirmations
- Eric Jensen: unaware (language); survival (traffic, food, money); voluntary (music, new language); involuntary (school?)
- Betty Edwards and Georgi Lozanov: right brain methods

How do we influence beliefs?

- Quick results - see that it works
- Clarify responsibility, expectations, roles
- Specific encouragement
- Point out advantages
- Remind about previous successes
- Point out similar people successes
- Learn according to learning styles

Experience colors our beliefs

- Singing, sports, learning names, learning languages
- “Skanåker” example
- Differences between “easy” and “hard”

Body = "State"

* There is a connection between the mental state, physiological state and emotional state of the learner.

* Create a "state" that eases learning

Examples: crying child, hockey goal, church

Optimal state?

- Relaxed concentration

The open hand



Influencing "state"

Anchoring

- Sound - names, car radio, audio anchors for TV, ice cream truck
- Visual - light pole, logotypes, flowers
- Kinesthetic - handshake, touching
- Others: smell, taste





State anchoring

Cross anchoring

Place anchoring

Create the learning
environment to enhance
proper "state"

Nonverbal: colors, lighting, furnishings,
decorations, music, flowers, materials, high level
esthetics, etc.

Verbal influencing

- Negations, TIMRÅ
- Excuses, Orchester leader
- Back to back - power of surprise

Stand up!

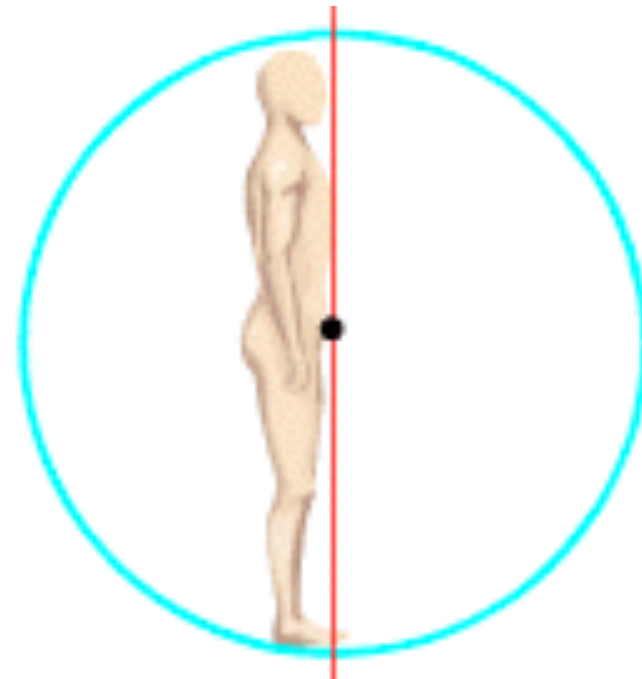
Own state

* Stress

* Collapse

* Blame

* Concentration



State changes



- Words
- Gestures
- Placement
- Movement
- Pauses
- Buzz groups
- Role changes
- Demonstrations
- Quotes
- Room changes
- Humor
- Form
- Play, games
- Exercises
- Tempo changes
- Surprises

The first four minutes

- Create relaxed concentration
- Awaken curiosity
- Establish your authority
- Build relationships



John's first four minutes

- BB "Välkommen"
- Room arrangement
- Clothes
- Decoration
- Flowers
- Music
- Books
- Welcome letter
- Schedule
- Documentation
- Course book

John's first four

- Water and fruit
- Toys
- Conversation cards
- Coffee
- Lighting
- Greeting
- Preparation finished
- Time for small talk
- Learning names

Even more...

- Placement in the room on the "stage"
- Body language
- Personal presentation
- Humor
- Activation with questions
- Names!

Charles Schmid 's four..

- Painting with words
- Gestures
- Curiosity
- Usefulness

Self-analysis 1-5

- Voice
- Variation
- Preparation
- Humor
- First four
- Enthusiasm
- Gestures
- Last four
- Follow-up
- Room
- Social skills
- Courage
- Materials
- Practical
- Knowledge
- Tempo

Methodology - Learning strategies

Exercise: Teach someone

Example: New computer program

Habits: What strategies do you usually use?

Information from our senses

- Visual - seeing
- Auditory - hearing
- Kinesthetic - doing
- Smell
- Taste

Preferences

- Seeing to understand
- Hearing to understand
- Doing, feeling to understand

- **Input**
- **Storage**
- **Output**

Storing information V-A-K

- Visual - photographic memory
- Auditory - melodies, rhymes, sounds as anchors
- Kinesthetic - musical instrument, dance steps, slalom, pincode or security codes

Group setting: do everything

- **Visual**: flipover, overhead, powerpoint, film, diagrams, tables, demonstrations, gestures, picture metaphores
- **Auditory**: lectures, stories, text, musical rhymes, dicusssion, short group activities
- **Kinesthetic**: Labs, practice, training, experiments, drama, roleplaying, simulation, exercises, building models, etc.

We tend to teach as we learn

- Swimming
- Basketball
- Knitting
- Mazurka
- Physical therapy
- Golf
- IKEA
- Medical technician
- Jitterbug
- Family therapy

Three questions...

1. When you were the student did you like the order of instruction? Other preferences?
2. Did you recognize your teaching style?
- 3. When you were the instructor, did you start by asking the student how he or she would like you teach the content?**

Tendencies

- In a group of 20-30 most are multisensoric, but 4-5 may have strong tendencies and preferences
- We are drawn to professions that support our learning style
- We seem to get more visual as we age

Build on your strength.
Develop your weakness.

Metacognition

Learning

Long-term planning

Owner
Chef
Maitre'd

RESTAURANT

Waitress
Cleaner
Dishwasher





Oscar explains how he learns from his father



Philip explains his learning



Enja explains how she composes songs

Tendencies and order

Visuellt - Auditivt - Kinestetiskt

Auditivt - Visuellt - Kinestetiskt

Kinestetiskt - Auditivt - Visuellt

osv

How to “read” other people

- Language (sock example)
- Tempo
- Posture
- Breathing
- Transfer movement
- Eye movement

One more thing...

- External orientation or internal orientation
- External: Ski lessons - watch
- Internal: Become a bus in the dark

Learning strategy interview

- What have you learned to do well?
- Describe your first meeting with this skill and your decision to learn
- Describe how you learned it?
- How did you learn even more?
- (Compare with something else)
- Summarize the patterns

The learning conversation

- Describe a successful learning experience
- What did you do that helped you succeed?
- How can you use this when you meet a new learning challenge?

Three-chair exercise

- V A and K play their roles the whole time
- 10 second presentation, twice
- How did you experience your role?
- Describe your experience as teacher?
Which student was the most difficult?
- **This is an exercise in flexibility!**

Conclusions

- Reach out to many senses
- Build on your strengths but beware of your weaknesses
- You are more flexible than you think
- You can adjust information to the group

Volunteer

Time keeper

Secretary

**What?
How?
When?**


Leader

Feedback

- Whole group
- Writing personal reflections
- In small buzz groups
- Individual conversation
- Demonstrate skills
- Describe applications after a month

Repetition exercises

- Names
- Skeptic from Närke
- Receptionist with hearing problems
- Presentations reviews

 You ideas?

Movement exercises

- Pat on your own shoulder
- Back to back
- Birthday jump
- Frisbee
- Stand up



A letter to yourself

- Three "I will" statements
- Memories and promises
- No one reads the letter
- It will be mailed in two months



John as resource

Books

Courses and lectures

Personal mentoring

www.steinberg.se

www.facebook.com/johnsteinberg1

www.twitter.com/johnsteinberg1

Even the last four minutes are
important for learning?

Thanks for these two
intense days!

Good luck with your important work!