



COMMUNICATION IN TRAINING (OR T-SHIRT)

General information

Objective: The participants experience the necessity to build up competence through explanation, visualization AND practice and understand that participation – rather than passive reception – enhances the value of training for learners.

Duration: 1 h 10 min

Type of Technique: Simulation exercise

Difficulty level: Easy to medium

Requirements: Marker, flipchart paper, Multimedia Projector, Video, T-Shirts

Preparation of room: 3 separate rooms

Introduction

To learn about the information loss attributed with different training methods, the T-Shirt exercise was developed to let the participants experience the necessity to build up competence through explanation, visualisation AND practice.

Three volunteers have to be selected who will function as trainers/professors, each of them using a different training method to impart the knowledge on how to fold a T-Shirt, using an innovative folding method from Taiwan. The training methods used for this exercise include lecturing (hearing), media use (hearing, seeing) and action-oriented training, i.e. the participants and the application are in the centre (hearing, seeing, applying).

The participants are divided into three groups and each group is trained by one trainer/professor on how to fold T-Shirts using the different training methods. The groups work separated from each other, if possible in 3 different rooms.

After 10 minutes, the groups go into a competition. All members of each group stand behind each other and fold a T-Shirt using the newly trained method, one after the other. An independent observer judges speed and quality, i.e. the fastest group wins if the quality is acceptable. With equally fast groups, the group with the best quality wins.



Procedure

Step	Time	Most important content	Required material	Hints
Introduction / Grouping	5'	The facilitator motivates the participants by conducting an energiser and divides them into three groups. Each group is assigned to one Trainer.	Grouping energiser	The trainers/professors need to be selected beforehand and trained on how to fold the T-Shirts. The volunteers should decide among themselves, who is going to apply which of the 3 training methods.
Action (step 1)	10'	The participants are trained on the Taiwanese T-Shirt folding method based on different training methods: <ul style="list-style-type: none">- Trainer A is a professor (also lectures about the history of folding). He uses a flipchart and explains how to fold the T-Shirt without practically showing it;- Trainer B uses media (video) and explains verbally how to fold the T-Shirt.- Trainer C practically shows how to fold the T-Shirt. Afterwards the participants are allowed to practice with the guidance of the trainer.	Marker, flipchart paper, Multimedia Projector, Video, T-Shirts	Trainer C has to know exactly how to fold the T-Shirts (practice!!!) It is important not to give any hints regarding the subsequent competition.



Step	Time	Most important content	Required material	Hints
Action (step 2)	10'	The three groups start a competition next to each other and fold the T-Shirts. All members of each group stand behind each other and fold a T-Shirt using the new method, one after the other. An observer judges speed and quality, i.e. the fastest group wins if the quality is acceptable. With equally fast groups, the group with the best quality wins.	3 tables, # of T-Shirts according to # of participants	The observer should be a participant and not participate in any group.
Publishing	5'	The results are announced publicly and the winners awarded.	Price for the winning group	
Processing	15'	Typical key questions to start with the processing would be: - How do you feel? - Why did group x win? - Which were the different training methods applied? - What influence did the method have on the result?	Flipchart or Metaplan	The facilitator should moderate the plenary discussion.
Generalisation	20'	Typical key questions to start with the generalisation would be: - Which training methods do you know? - What are their fundamental advantages and disadvantages? - Why is participative training essential for adult learning?		The PPT on KASH emphasizes that compared to traditional training experiential training not only focuses on knowledge, but also addresses attitudes, skills and habits in order to change persons and increase competence.



Hints for preparation, typical situations and dangers

The trainers/professors A, B and C have to prepare their training in action 1 like a role play. Sufficient time needs to be provided for practicing before starting the exercise. A is the tutor (also gives the lecture on the process of the folding...). B has the use of media and is goal orientated. C the one with the hands on approach, i.e. the trainee and his execution take center stage. **C should even be able to fold proficiently in his sleep (practice!!!!)**

Variations

The exercise can also be extended to discuss other training methods or formats which have not been applied during this exercise.

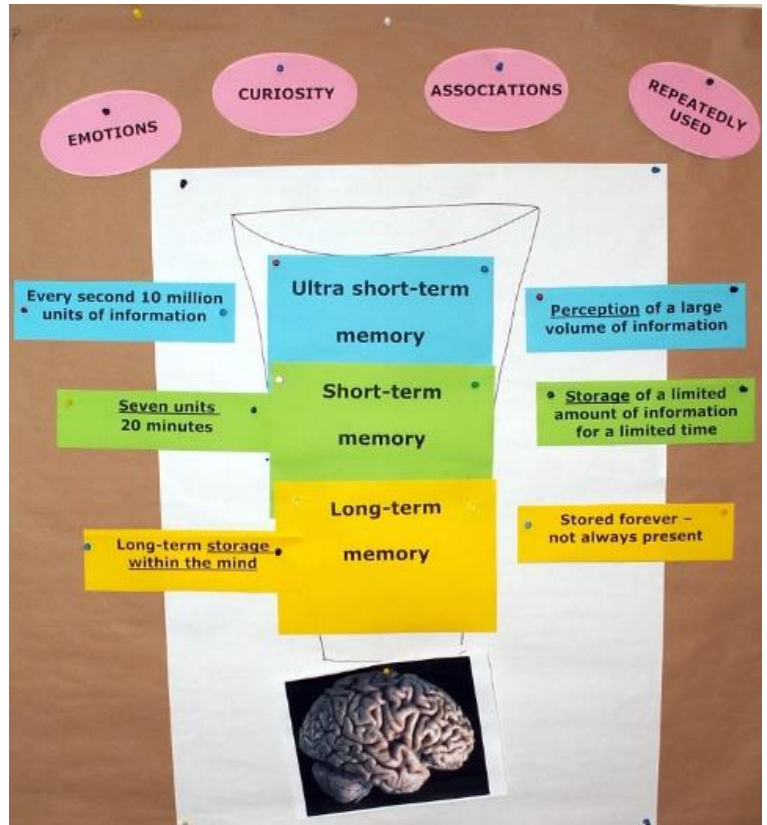
The participants should understand that the choice of training methods should be determined by the intended training outcomes, and the design of the actual training method by awareness of the variety of formats and other available resources.

Background Material

HOW DO ADULTS LEARN?

When we forget something, generally this is because **too much information** was presented at once. The information then has not found its way into our long-term memory. It was obviously pushed aside by new information and/or experiences constantly stimulating our brain.

As a trainer, you can play an important role in ensuring that information reaches the long-term memory of your participants by helping them in their learning process: Create linkages to their world and to aspects which they can relate to (**associations**). Give them the opportunity to contemplate whatever is the subject and to explore their feelings (**emotions, curiosity**) towards the subject. Include regular phases of review and repetition in your lesson plans (**repeat, visualize**).



Note that:

- ✓ People absorb information from their environment through a number of different channels.
- ✓ But, not everybody absorbs information through the various channels with equal effectiveness or in the same way.
- ✓ For this reason, during C³ courses information is presented in such a way that it can be taken in through more than one channel. Tools used are divers and relate to a variety of entry points to reach the learner.



*“I hear and I forget.
I see and I remember.
I do and I understand”*
*Confucius, Chinese Scholar
5th century AD*

“

*“You cannot teach adults
but they can learn”*

*“The trainer provokes, stimulates and
accompanies”*
*R. Siebert, German Constructivist
21st century*

THREE STEPS OF LEARNING

Regardless of whether learning takes place within a structured learning event with a trainer or in a self-determined way with no trainer present, a successful learning process can be summarised in three steps:

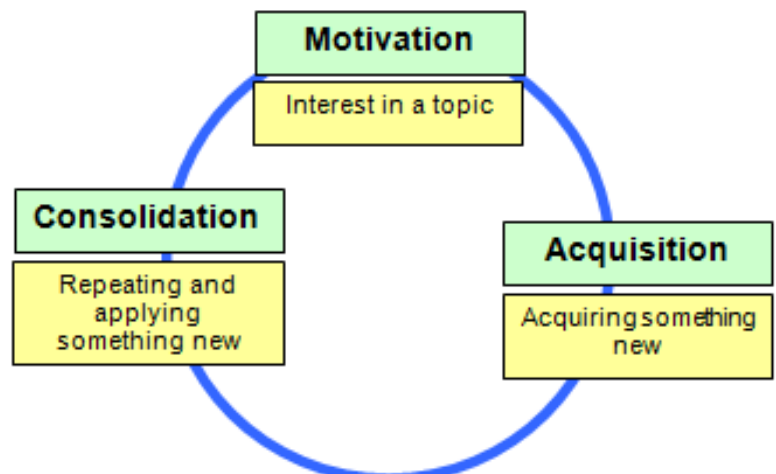
Motivation

Motivation is the interest, which brings a person to do something wanting to learn more (e.g. read a book; enrol in a course; to listen to a trainer). It is important to reach a moderate level of motivation so as to enable learning.

Acquisition

Acquisition means that the individual learner internalizes something new or different.

The following activities are part of the acquisition phase: group discussions, reading an article or a chapter from a book and summarising the key points, listening to a presentation and asking questions afterwards, jointly evaluating an experience and drawing conclusions from it, or e.g. watching someone demonstrating something and then trying it out by oneself.



Consolidation

In the consolidation phase, whatever has been acquired is repeated and thereby transported into the long-term memory. Typical examples for this consolidation step are review questions and frequent application. As a result, whatever has been acquired is repeatedly recalled into consciousness and thereby consolidated. As a trainer, you can promote consolidation by presenting new exercises, which offer an opportunity to make use of competencies acquired through previous exercises. In this way competencies are further developed.