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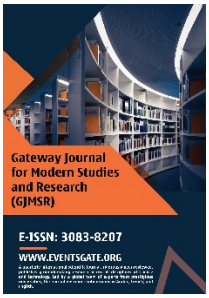

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Application of Highly Optimised Structured Teaching Method in Training of Trainer Programme

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Abstract: The growing awareness of the big differences between teachers has led to an ongoing dialogue among educators, researchers, and policy makers on how to improve teaching practices. Identifying teaching effectiveness and efficiency by measures learning is crucial for education. The highly optimised structured teaching (HOST) teaching method is an effective and efficient teaching framework using evidence-based strategies and an innovative teaching structure. The aim of this study was to introduce the result of using the HOST teaching method in a train the trainer programme. We conducted a quasi-experimental one-group pre-test/post-test study. A random group comprised 89 trained participants in the training of trainer program was selected and asked to self-assess their learning by answering a 20-item questionnaire about their knowledge and skills they gained from the programme. A one-group pretest-posttest design is a quasi- experimental research design in which the same dependent variable is measured in one group of participants before (pre-test) and after (post-test) a treatment is administered. Then the effect size of HOST intervention was calculated by comparing the pre and post self-assessment scores. Since the effect sizes found in quasi-experimental designs tend to be much larger than (almost double) in Randomised Controlled Trails (RCTs) designs (Cheung & Slavin, 2016), the resulting effect sizes were adjusted by 50%. The result showed a very high effect of the HOST teaching method. The study concluded that the HOST method is recommended to be used in training.

Keywords: Teaching Efficiency, Teaching Method, Effect Size, Assessment Of Change, Pre And Post Change.

تطبيق طريقة التدريس المنظم عالي الإنتاجية (HOST) في برنامج تدريب المدربين

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الملخص : أدى الوعي المتزايد بالاختلافات الكبيرة بين المعلمين إلى حوار مستمر بين المعلمين والباحثين وصناع السياسات حول كيفية تحسين ممارسات التدريس. يعد تحديد فعالية وكفاءة التدريس من خلال مقاييس التعلم أمرا بالغ الأهمية للتعليم. تعد طريقة التدريس المنظم عالي الإنتاجية (HOST) هي إطار تدريس فعال وكفء باستخدام استراتيجيات قائمة على

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الأدلة وهيكل تدريس مبتكر. تقدم هذه الدراسة نتيجة استخدام طريقة التدريس HOST في برنامج لتدريب المدربين. أجرينا دراسة شبه تجريبية لمجموعة عشوائية واحدة تضم 89 مشاركا في برنامج تدريب المدربين حيث طلب منهم تقييم تعلمهم ذاتيا من خلال الإجابة على استبانة مكونة من 20 فقرة حول معارفهم ومهاراتهم التي اكتسبوها من البرنامج. تصميم التقييم القبلي والبعدي لمجموعة واحدة هو تصميم بحث شبه تجريبي يتم فيه قياس المتغير التابع نفسه في مجموعة واحدة من المشاركين قبل تطبيق التدخل (الاختبار المسبق) وبعده (الاختبار اللاحق). ثم يتم حساب حجم تأثير لتدخل HOST من خلال مقارنة درجات التقييم الذاتي القبلي والبعدي. ونظرا لأن أحجام التأثير الموجودة في التصميمات شبه التجريبية لمجموعة واحدة تميل إلى أن تكون أكبر بكثير (ضعف تقريبا) مما في تصميمات التجارب العشوائية المُحكمة (RCTs)، فقد تم تعديل أحجام التأثير الناتجة بقسمتها على إثنين كما تقترحة الدراسات والبحوث في هذا المجال. وقد أظهرت نتائج الدراسة تأثيرا مرتفعا جدا لطريقة التدريس HOST. وخلصت الدراسة إلى أنه يوصى باستخدام هذه الطريقة في التدريب.

الكلمات المفتاحية: كفاءة التدريس، أسلوب التدريس، حجم التأثير، تقييم التغيير، ما قبل التغيير وما بعده.

Introduction

Quality teaching has been widely regarded as an effective strategy to improve student performance (Scholes et al., 2017). Different authors have provided various definitions for teaching quality and teacher quality, with Scholes et al. (2017) defining quality teaching as a collective effort; Zammit et al. (2007) considering quality teaching as teaching with a positive impact on student outcomes; and Darling-Hammond (2017) defining teacher quality as a bundle of personal traits, skills, and understandings. Perez (2013) found that elements of teaching quality are more indicative of teacher effectiveness than elements of teacher quality. It is essential to recognise the aspects that determine teacher quality to improve the quality of education and implement effective policy changes, as highlighted by Gerritsen, Plug, and Webbink (2014). Rivkin, Hanushek, and Kain (1998) concluded that teacher quality is a key factor in student performance, rather than qualifications and characteristics such as class size, certification, type of qualification, degrees earned, or years of experience (Guerriero, 2014). Subsequent discussions have focused on the distinction between teacher quality and teaching quality (Hanushek, 2011). To enhance teaching practices, professional development should incorporate not only teaching effectiveness, but also teaching efficiency. Therefore, the quality of teaching should be defined in terms of teaching effectiveness and teaching efficiency.

Despite significant research and effort invested in developing instructional designs (e.g., Merrill's Component Display Theory and the First Principles of Instruction) and teaching strategies aimed at fostering high achievement (Hattie, 2011, 2012; Marzano, Pickering & Pollock, 2001; Higgins et al., 2013), many educators still lack the necessary knowledge and expertise to effectively implement these strategies. Teachers and trainers must not only be familiar with high-impact teaching strategies but also understand how to apply them effectively in the classroom. The solution to this challenge is the proposed Highly Optimised Structured Teaching (HOST) method, which integrates these proven strategies into practical application (Tikrity, 2023b). However, the effectiveness of the HOST teaching method needs to be verified and validated. This study aims to do so, but first, it is necessary to explain what Highly Optimised Structured Teaching (HOST) entails.

The HOST teaching method is a comprehensive reflection of the core elements of effective and efficient teaching.

- It provides a common language of instruction that defines teaching and learning along student learning and classroom environment.
- It helps schools successfully implement high-quality instructional practices.

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- It provides a clear, structured, well-specified and implementable intervention for highly effective teaching.
- It makes it easy for teachers to change.
- It helps teachers to improve their teaching effectiveness significantly and quickly

The HOST method classifies the teaching activities into three levels: foundation level, performance level and engagement level (Figure 1).

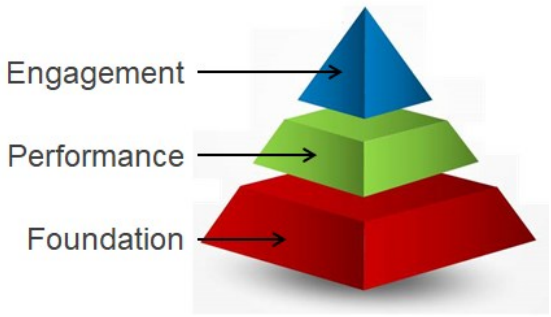

Figure 1. The HOST 3-Levels Teaching Structure.

The best way to maximise learning outcomes is to combine activities from all levels. Moving from one level to another reflects the true nature of teaching. Developing the skill of navigating these levels and elements requires practice and experience.

The HOST method helps teachers apply teaching strategies in a systematic and effective way to maximise learning outcomes. This is achieved by utilising meta-cognitive strategy to combine activities from all levels. The order and timing of moving vertically between levels and horizontally between components in each level is a fluid process – an art that must be developed with experience. It is like learning to drive a car and shifting gears at the right moments.

This research is based on a quasi-experimental design. A random group of trained participants who have completed the training of trainer program was selected and asked to answer a questionnaire about their knowledge and skills they gained from the program. Each participant is asked to give himself/herself a score before attending this course (Pre) and after completing this course (Post). The rate is (0-10) for each of twenty items of the questionnaire: 0 means that the participant has not practised this point at all, 10 means that he/she applied the point completely. The participants are told that this is not a test but rather to identify areas that has improved in their training practice. Then, the effect size is calculated by comparing the post-test results with the pre-test scores.

Research Goals:

Enhance training effectiveness by identifying simple and practical ways to implement evidence-based learning strategies.

The Significance of the Research:

- Develop a common language of training that recognises the teaching and training process for trainers.

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- Create an intervention that is clear, structured, well-defined, and actionable for effective training.
- Help trainers improve their effectiveness and training efficiency in a significant and rapid manner.

Methodology

This study presents the results of implementing the HOST method with a group of participants in a train-the-trainer program. The Research Question is: Does the HOST teaching method significantly improve training quality? We have used a one-group pre-test/post-test quasi - experimental research design in which the same dependent variable is measured in one group of participants before (pre-test) and after (post-test) a treatment is administered. The Independent Variable is the HOST teaching method. The Dependent Variable is the participants' self-assessed training skills. The participants who will undergo the intervention are the trainees in a train the trainer programme (N=89). Since this is a quasi-experimental design, no control group is involved.

In this design, individuals assess their own knowledge or skills at two time points before and after the training intervention. This approach allows researchers to estimate the effectiveness of the training method. By comparing pre- and post-training assessments, researchers can identify significant gains in knowledge or skills, providing valuable insights for training program development and improvement.

The participants who have completed the training of trainer programme were asked to complete a 20-item self-assessment questionnaire to rate their skill levels before and after the training. Each participant is asked to give himself/herself a score before attending this course (Pre) and after completing this course (Post). The rating scale is (0 -10) for each of twenty items of the questionnaire: 0 means that the participant has not practised this point at all, 10 means that he/she applied the point completely. The participants are told that this is not a test but rather to identify areas that has improved in their training practice. The difference between the pre-test and post-test self-assessment scores was analysed to determine if participants reported an improvement in their skills and how large is this improvement. This was done by calculating the Effect Size (Cohen's d) to assess the magnitude of the change in self-assessed skills.

The effect size measures the strength of the intervention on a universal scale. In other words, if something is effective, it assesses whether its impact is small, medium or large. Effect size requires quantitative outputs (e.g., means and standard deviations of test scores) and it requires two sets of numbers: either pre- or post-intervention with a single group, or the means from an experimental and a control group. Regardless of the testing instrument used, the scoring method, the subject matter, the age of the students, or the gender, the effect size statistic enables us to make meaningful comparisons. If the post-test scores show a significant increase compared to the pre-test scores, it suggests that participants perceive an improvement in their skills as a result of the intervention.

Theoretical Framework and Previous Studies

The impact of teacher quality on student achievement has been extensively studied and is widely accepted to be the most important factor in student success (Koedel & Betts, 2007; Barber & Mourshed, 2007). Research has shown that teacher influence is the most critical factor in determining student learning gains, and that variables such as class size and student diversity have a lesser effect (Wright, Horn, & Sanders, 1997).

Dylan Wiliam (2006) noted that the quality of teaching significantly influences the speed of student learning. This effect has been further demonstrated by Hanushek & Kimko (2000), Hanushek & Woessmann (2008, 2010, 2012), and Hanushek et al (2015), who showed that educational quality is strongly connected to economic growth. Additionally, Johnes, Portela & Thanassoulis (2017) determined that the quality of education (generally evaluated by student achievement on international tests) is more significant than the quantity of education.

In order to improve student learning outcomes, research and policy have focused on the effectiveness of teachers as a key factor. Research has found that traditional measures such as qualifications, experience, and credentials do not accurately assess teacher quality (Koedel & Betts, 2007; Hanushek, 2002). The implementation of certain governmental regulations, such as those regarding the size of classes and those pertaining to the credentials of teachers, have not yielded the intended result of improved student performance. Instead, this has led to unexpected outcomes, including the need for more teachers and a smaller pool of appropriately qualified applicants. Hanushek (2002) suggested that if the ultimate goal is to enhance student achievement, then student performance should be the main priority when creating policy.

Quality teaching has been widely regarded as an effective strategy to improve student performance (Scholes et al., 2017). Different authors have provided various definitions for quality teaching and teacher quality, with Scholes et al. (2017) defining quality teaching as a collective effort, Zammit et al. (2007) considering quality teaching as teaching with a positive impact on student outcomes, and Darling-Hammond (2017) defining teacher quality as a bundle of personal traits, skills, and understandings. Perez (2013) found that elements of teaching quality are more indicative of teacher effectiveness than elements of teacher quality. It is essential to recognise the aspects that determine teacher quality in order to improve the quality of education and implement effective policy changes, as highlighted by Gerritsen, Plug, and Webbink (2014). Rivkin, Hanushek, and Kain (1998) concluded that teacher quality is a key factor in student performance, rather than qualifications and characteristics such as class size, certification, type of qualification, degrees earned, or years of experience (Guerriero, 2014). Subsequent discussions have focused on the distinction between teacher quality and teaching quality (Hanushek, 2011).

The efficiency of learning is essential for a school to be successful in facilitating learning (Carroll & Spearritt, 1967). Berliner (1990) argued that instruction time is a significant factor in affecting student performance, and good teachers are those who can effectively utilize instructional time, keep students' attention, and fit teaching content to the desired results. This implies that instruction time is a significant idea for understanding, predicting, and controlling instruction, and should thus be given greater consideration in education. Furness (2022) found that traditional education systems were not built with an emphasis on the efficiency of learning programmes, but rather their effectiveness.

Hawthorne (2022) proposed that the progress of students should be used as a reliable indicator of teacher quality. Wiliam (2006) found that students in the classrooms of the top teachers learn at twice the pace compared to students in the classrooms of average teachers and four times faster than students in the classrooms of the least effective teachers. Effectiveness focuses on the attainment of the desired outcome, whereas efficiency is concerned with the optimal use of resources, including time. Professor Williamson of Eastern Michigan University highlighted the importance of “treating time as a resource” and managing it to meet the school's core mission (Williamson, 1998).

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Recently, a newly proposed teaching method, Highly Optimised Structured Teaching (HOST), has been claimed to be highly efficient (Tikrity, 2013; Azzat & Tikrity, 2024). This study presents the results of applying the HOST method to a group of participants in a train-the-trainer program.

Despite a large amount of research and effort which has gone into developing instructional designs (e.g. Merrill's Component Display Theory and the First Principles of Instruction), and teaching strategies that foster high achievement (Hattie, 2011, 2012; Marzano, Pickering & Pollock, 2001; Higgins et al. 2013) the teaching staff still lack the knowledge and expertise needed to effectively implement these strategies. Teachers must be knowledgeable not only of the high impact teaching strategies, but also how to effectively put them into practice. The Highly Optimised Structured Teaching (HOST) offers a straightforward, well-defined, and practical approach for highly successful teaching (Tikrity, 2013; Azzat and Tikrity, 2024). It makes changing and improving teaching efficiency effortless and can dramatically and rapidly increase the effectiveness of instruction.

Application of HOST Method in a Train the Trainer Programme

The Highly Optimised Structured Teaching (HOST) method was used to teach participants in a Train the Trainer programme. The programme was designed for both 'new' and 'experienced' trainers, and for teachers, facilitators, training analysts, senior instructors, and managers of training who have (or wish to have) input into major decisions about training.

The learning objectives of the program stated that upon successful completion, participants will be able to:

- Describe the learning theory and learning styles
- Identify the requirements for adult learning and explain the characteristics of adult learners
- Perform training needs analysis
- Develop learning objectives and lesson plans.
- Design courseware and training material
- Use platform skills and apply interactive techniques that will engage learners and maximise retention.
- Manage group dynamics and handle problem situations.
- Describe trainer performance components and how to measure them
- Evaluate Training and build a compelling case for the effectiveness of your training programs

Each participant in the program is required to conduct two training sessions, each lasting 15 to 20 minutes. The first session is designed to receive feedback from the audience, while the second session is for performance assessment using the Trainer Assessment Model (TAM). The TAM (shown in Appendix 1) is an instrument designed to pre and post assess the learning of students at the end of a training intervention. TAM can be used by the audience to assess the training knowledge and skills of the participant or used by the participant himself/herself as a self-assessment comparing the level of knowledge and skills before and after the training.

A single group quasi-experimental design approach was used with pre-test and post-test participant self-assessments. This approach is an Individual-based change statistics (IBC) which is used to assess whether a variable has changed between two time points. This method was found to be closely related to the Average-based change statistics (ABC), such as Cohen's d, which is used to evaluate the change in the distributions' centre (Estrada, Ferrer and Pardo, 2019). Estrada, Ferrer and Pardo (2019) found that the relation between single group designs (IBC) and in experimental designs with a control group (ABC) is linear, regardless of sample size, pre-post correlation, and shape of the scores' distribution. They encourage researchers to use IBC statistics to evaluate their effect sizes because: (a) they allow the identification of cases that changed reliably; (b) they facilitate the interpretation and communication of results; and (c) they provide a straightforward evaluation of the magnitude of empirical effects while avoiding the problems of arbitrary general cut-offs.

A random group of trained participants in the training of trainer program was selected and asked to use TAM questionnaire to self-assess themselves on the knowledge and skills they gained from the training.

The effect size is a standardized, scale-free estimate of the relative magnitude of the impact of an intervention in the population. Cohen's ***d***, or standardised mean difference, is one of the most common methods for measuring effect size. Cohen's ***d*** is used to calculate effect size by comparing the post-test scores with the pre-test scores, as follows:

$$\boldsymbol{d = \frac{m_2 - m_1}{SD_{pooled}}}$$

Where:

$\boldsymbol{m_2}$ and $\boldsymbol{m_1}$ are the means of post and pre scores respectively.

The $\boldsymbol{SD_{pooled}}$ is the combined standard deviation of post and pre scores and is calculated as follows:

$$\boldsymbol{SD_{pooled} = \sqrt{\frac{(n_1 - 1){SD_1}^2 + (n_2 - 1){SD_2}^2}{n_1 + n_2 - 2}}}$$

Where:

$\boldsymbol{n_2} = \boldsymbol{n_1}$ is the sample size of the group.

$\boldsymbol{SD_2}$ and $\boldsymbol{SD_1}$ are the standard deviations of post and pre scores.

Other effect sizes, Glass's Δ and Hedge's g are calculated as follows:

The Glass Δ statistic uses the standard deviation of the control sample rather than the pooled standard deviation. His argument for this is that experimental samples with very different standard deviations can result in significant differences in the statistic for equivalent differences in the mean. So the Glass Δ statistic measures the difference in means in units of the control sample standard deviation (Lakens, 2013).

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The Glass Δ statistic, in this study, uses standard deviation of the pre scores rather than the pooled standard deviation.

$$\textbf{Glass's } \Delta = \frac{\boldsymbol{m_2 - m_1}}{\boldsymbol{SD_{pre}}}$$

Hedge's ***g*** is similar to the Cohen's ***d*** statistic and the Glass Δ statistic. The difference is what is used for the estimate of the pooled standard deviation. The Hedge's ***g*** uses a sample size weighted pooled standard deviation. The Hedge's ***g*** statistic, the corrected effect size (which is unbiased), is calculated from Cohen's ***d as:***

$$g = J \times d$$

where

$$J = 1 - \frac{3}{4df - 1}$$

$df = n1 + n2 - 2$, is the degree of freedom used in estimating the standard deviation.

Since the sample size is large Hedge's g statistic is almost equals to Cohen's ***d***

Results

189 participants who attended and completed the train the trainer programme were selected and asked to answer a 20-item questionnaire about their knowledge and skills in a number of training skills (Appendix 1). The effect size is calculated by comparing the post-test results with the pre-test scores.

Sample size n_1: 189

Sample size n_2: 189

The mean of pre-test scores m_1: 7.17.

The standard deviation of pre-test scores SD_1: 1.60

The mean of post-test scores m_2: 9.30.

The standard deviation of post-test scores SD_2: 0.64

The mean of the differences $(m_2 - m_1)$: 2.12

The standard deviation of the mean differences SD: 1.38

$$\boldsymbol{SD_{pooled}} = \sqrt{\frac{(\boldsymbol{n_1 - 1})\boldsymbol{SD_1}^2 + (\boldsymbol{n_2 - 1})\boldsymbol{SD_2}^2}{\boldsymbol{n_1 + n_2 - 2}}}$$

$\boldsymbol{SD_{pooled}}$**: 1.22**

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$$\boldsymbol{Cohen's\ d = \frac{m_2 - m_1}{SD_{pooled}}}$$

$$\textbf{Glass's } \Delta = \frac{\boldsymbol{m_2 - m_1}}{\boldsymbol{SD_{pre}}}$$

$$\textbf{Hedge's } \boldsymbol{g = J \times d}\textbf{, where } \boldsymbol{J = 1 - \frac{3}{4df-1}}$$

The resulting three effect sizes are:

Cohen's d: 1.74

Glass's Δ: 1.32

$Hedge's\ g$: 1.73

The effect size is calculated based on the difference between two measurements (pre-test and post-test). However, since the data are derived from the same individuals (i.e. a single sample), the pre-test and post-test scores are often correlated which means that the variability or difference is often smaller than what would be observed between independent groups. Therefore, it is appropriate to divide the effect size by 2 when using Cohen's d (Morris & DeShon, 2002). This adjustment is supported by several methodological studies and statistical papers, particularly for repeated measures where the same participants are assessed before and after an intervention (Morris, 2008; Dunlap et al., 1996; Lakens, 2013).

The rationale for halving the effect size in such cases is the reduced variability typically seen with paired data. Consequently, adjusting Cohen's d by dividing it by 2 is recommended for paired-sample designs. This is stems from the fact that, in pre-test/post-test paired-sample designs, the variance (the denominator in Cohen's d) tends to be smaller due to the correlation between the two measurements. Failing to adjust for this reduced variance may lead to an overestimation of the effect size. Dividing by two serves as a rule of thumb to provide a more conservative estimate, similar to what would be expected in independent sample designs. In practice, while there is no strict requirement to always halve Cohen's d, several studies suggest this adjustment can be methodologically appropriate in certain situations, particularly in repeated measures designs, to prevent inflating the effect size. Morris and DeShon (2002) provides a detailed discussion on the computation of effect sizes in repeated measures designs and the rationale behind adjusting effect sizes, such as Cohen's d, to account for reduced variability. Dunlap, et al. (1996) examines how effect sizes can be inflated in repeated measures designs and proposes methods for adjusting effect sizes, including dividing Cohen's d, to provide a more accurate interpretation. Lakens (2013) provides a practical guide for calculating and interpreting effect sizes and highlights considerations for paired-sample designs. He discusses how dividing by 2 can help adjust for the inflated effect sizes often observed in these cases.

Therefor the three resulting effect sizes become:

Cohen's d: 0.87

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Glass's Δ: 0.66

$Hedge's\ g$: 0.87

All effect sizes are interpreted in the same way. The resulting three effect size are very high.

Discussion

The primary aim of this research was to determine whether the Highly Optimised Structured Teaching (HOST) teaching method significantly improves training effectiveness and efficiency in a Train the Trainer programme. In this study we used a quasi-experimental, pre-test post-test repeated measures design. Quasi-experimental designs with repeated self-assessment measures in training can be effective tools for evaluating the impact of a training program. In these designs, individuals assess their own knowledge or skills at two time points before and after the training intervention. This approach allows researchers to estimate the impact of the training method on learning. By comparing pre- and post-training assessments, researchers can identify significant gains in knowledge or skills, providing valuable insights for teaching effectiveness and efficiency.

A questionnaire assessing gained skills, was administered to the same participants pre- and post- facilitating paired responses. Effect size was calculated to establish whether using the HOST teaching method had a significant effect on the learning. Effect sizes are quantitative measures of the impact of different approaches on learning. The analyses revealed a statistically significant effect of the method. The resulting effect size is d= 0.87 which is very high according to the Education Endowment Foundation Teaching and Learning Toolkit (Higgins et al., 2014). an effect size of 0.87 means a percentile gain of 31. The high effect size provide support for the proposed HOST teaching model. However, the true value of the pre-test/post-test assessment model has been controversial because of the effects of many extraneous variables, including the Hawthorne effect (knowing that one is being tested may affect the results), the halo effect (the human tendency to respond positively or negatively to an instructor), and the practice effect (Colt et al., 2011). These limitations are inherent to most measures of knowledge acquisition in social research (Forsetlund et al., 2009).

Furthermore, the Trainer Assessment Model (TAM) (Appendix 1) needs to be validated. The study applies the Highly Optimised Structured Teaching (HOST) method to adult learning. Further research is required to establish the precise role of the HOST method to different educational stages and levels.

Conclusion

The study highlighted the importance of training quality, particularly its components of effectiveness and efficiency, in enhancing trainer performance by improving the efficiency of their training while reducing time and effort. The Highly Optimized Structured Teaching (HOST) method, based on a three-level teaching structure, offers two key benefits: First, it provides trainers with a practical and straightforward approach. Second, it ensures both highly efficient and effective training. These features enable trainers to save time without compromising the quality of the training.

Recommendations:

- Understanding what constitutes effective and efficient training is crucial for trainers.

- Any trainer development program should emphasize both dimensions: training efficiency and effectiveness.
- Professional development and in-service programs can help trainers enhance their knowledge and skills, leading to more successful outcomes.

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Appendix 1

Pre and Post Trainer Performance Assessment

Trainer Name		**Date**		**Location**	

You are required to give yourself a score before you have attended this course (Pre) and after you have completed this course (Post). Rate yourself (0-10) for each of the following twenty items: 0 means that you have not applied this point at all, 10 means that you apply the point completely. Be honest with yourself, this is not a test but rather to identify areas that has improved in your training practice. Please put your answers as carefully, honestly and quickly as possible.

Section	**Skills**	**Description**	**Pre**	**Post**
Preparation	Preparing Training Materials	Review the training material and make sure that it is accurate, clear and up-to-date and appropriate to the level of learners.		
	Preparing Training Site	Confirm all logistical and physical arrangements including training room, setting, equipment and tools required.		
Opening	Greeting and introduction	Greet the learners, self-introduction and asking the learners to introduce themselves, their background and their knowledge about the subject.		
	Administration	Determine the session timings, set ground rules and describe learning methods and strategies that will be used. Encourage learner comfort and participation, and increase opportunities for learner success.		
Teaching	Objectives	Describe course objectives, their importance, benefits and relevance to the learner's experience.		
	Course overview	Give a brief overview of the topics that will be covered in the course.		
	Giving information	Using Chunking and Sequencing strategy and Cognitive Lens.		
	Learning strategies	Use different training methods and strategies such as lectures, exercises, activities, discussion and examples.		
	Use of technology	Use of new or modern Audio-Visual aids such as electronic projectors, PowerPoint slides, and other equipment.		
Professional credibility	Appearance and Credibility	Dress, speech and appropriate behaviour. Respect for learners with no discrimination between them. Following ground rules and norms. Intellectual integrity and ethics.		
	Positive Attitude	Maintain a comfort atmosphere for the learners, recognising individual differences between them		

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		and preventing any negative behaviour. Time Management.		
	Body Language and eye contact	Use of proper body language, tonality and eye contact. Using simple and clear language.		
	Enthusiasm and encouragement	Show enthusiasm and positive attitude. Eye contact with the learners. Integrating anecdotes, illustrations, analogies and humour to enhance learner understanding and involvement.		
Interaction	Guidance and support	Guide, help and support learners.		
	Discussion and Questions	Give learners a chance to talk. Answer learner's questions. Ensure the participation of all the learners in discussions and activities.		
	Giving feedback	Give clear and specific verbal and non-verbal feedback.		
	Motivating Learners	Using appropriate reinforcements and motivational incentives. Asking learners their plans on how they can apply what they have learned.		
Evaluation	Progress Monitoring	Employ instructional techniques to assess the extent to which the learners achieved end-of-course objectives through questions, exercises, activities, discussions and tests.		
	Training evaluation	Training Evaluation, Recommendation and Documentation.		
Closing	Closing	Summary and Comprehensive Review of what has been presented.		

After completion, please hand this sheet to training coordinator.