Interactive Training
GOSH Conference 2019
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Interactive Training Objectives

1. Define Interactive Training
2. Identify Different Learning Styles
3. Explore how to use interactive learning in training of adults
4. Share practical ideas of interactive training specific to OSHA Safety and Health topics.

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What is Interactive Training?

✓ Instructional activities that can include; but not limited to, discussions, games, hands-on exercises, demonstrations, group activities, and field trips that engage participants and encourage participation to help ensure learning transfer and enhance retention.

✓ A two-way process of active participant engagement with each other, the facilitator, and the content.

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Overview of Best Practices

1. *Intended Audience*: Know your intended audience
2. *Training techniques, methods and modes.*
   - Proven adult learning techniques should be at the core of training development and delivery.
   - Peer-to-peer training with activity-based learning is one effective model for worker training. Effective development of peer trainers requires ongoing organizational support to the developing peer trainer.
   - **Activity-based learning should fill at least two-thirds of training hours (no more than one-third is lecture).**
   - Training must be provided in a way that workers receiving it can understand. In practical terms, this means that the training must be both in a language and vocabulary that the workers can understand.
   - While computer-based training (CBT) can augment the effectiveness of safety and health training for workers, it should not be the sole form of training that workers receive.

OSHA 3824-08 2015

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Overview of Best Practices cont.

3. *Needs Assessment* : Safety and health training should be preceded by a needs assessment to ensure the training meets the needs of the participants. Needs assessments can also be used to learn more about your target population's knowledge, experience, learning styles, reading and writing skills, and interests.
4. *Evaluation of Training:* Evaluating your training allows you to assess whether the training is having the desired results, and informs you as to whether you need to make changes to your training program.

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Learning Styles

- Visual: Power points, videos, handouts
- Auditory: Lecture, discussions, question and answers
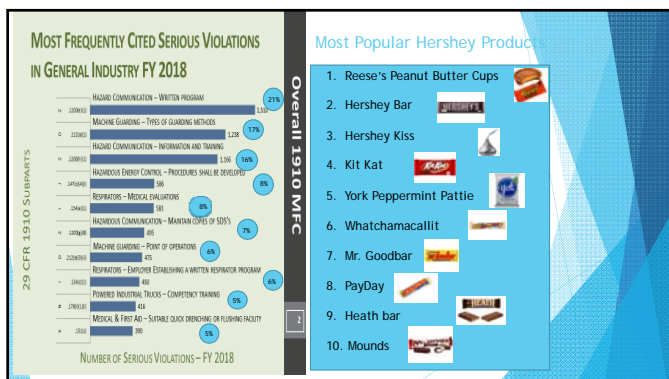- Kinesthetic: Hands-on… moving, doing, touching

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Needs Assessment

- How do you do this?
- When do you do this?
- What information will I take away from this?

Candy Activity

- Look under your seat for your candy

Most Frequently Cited Serious Violations in General Industry FY 2018

29 CFR 1910 Subparts

Hazard Communication – Written Program	1,510	21%
Machine Guarding – Types of Guarding Methods	1,238	17%
Hazard Communication – Information and Training	1,166	16%
Hazardous Energy Control – Procedures Shall Be Developed	586	8%
Respirators – Medical Evaluations	581	8%
Hazardous Communication – Maintain Copies of SDS's	495	7%
Machine Guarding – Point of Operations	475	6%
Respirators – Employer Establishing a Written Respirator Program	450	6%
Powered Industrial Trucks – Competency Training	416	5%
Medical & First Aid – Suitable Quick Drenching or Flushing Facility	380	5%

Number of Serious Violations – FY 2018

Overall 1910 MFC

Most Popular Hershey Products

1. Reese's Peanut Butter Cups
2. Hershey Bar
3. Hershey Kiss
4. Kit Kat
5. York Peppermint Pattie
6. Whatchamacallit
7. Mr. Goodbar
8. PayDay
9. Heath bar
10. Mounds

Writing Training Objectives

- What is my purpose for this training?
- What do I want my students to be able to do once training is complete?
  - Remember and repeat back what I said?
  - Summarize or Explain in own words?
  - Apply and demonstrate understanding?
  - Analyze, interpret information based off what I said?

Bloom's Taxonomy - Cognitive

Higher Order	6. Creation	Behaviour: Display creative thinking, develop new concepts or approaches
		Verbs: Develop, Create, Plan, Design, Revise, Formulate, Propose, Establish, Assemble, Modify, Arrange, Synthesise, Generate, Devise, Compose
	5. Evaluation	Behaviour: Assess effectiveness of whole concepts in relation to other variables
		Verbs: Assess, Review, Justify, Report On, Defend, Present A Case For, Argue, Appraise, Investigate, Support, Predict, Judge, Rate
	4. Analysing	Behaviour: Interpret elements, structure relationships between individual components
		Verbs: Analyse, Structure, Catalogue, Compare, Break Down, Quantify, Test, Examine, Experiment, Relate, Measure, Plot, Contrast, Extrapolate, Infer
	3. Applying	Behaviour: Use or apply knowledge, in practice or real life situations
		Verbs: Use, Apply, Manage, Execute, Produce, Implement, Construct, Prepare, Respond, React, Change, Compute, Solve, Operate, Show
	2. Understanding	Behaviour: To comprehend meaning, explain data in own words
		Verbs: Explain, Illustrate, Paraphrase, Classify, Summarise, Translate, Report, Interpret, Critique, Reiterate, Reference, Locate, Indicate
Lower Order	1. Remembering	Behaviour: To recall, recognise, or identify concepts
		Verbs: Identify, Highlight, Arrange, Define, Describe, Label, List, Relate, Memorise, Select, Reproduce, State, Match, Outline

Designed by Ivan Tel-Ramington, September 2015

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Differences Between Children and Adults as Learners

Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and experience.
Have little or no experience upon which to draw – are relatively "clean slates."	Have much past experience upon which to draw – may have fixed viewpoints.
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Significant ability to serve as a knowledgeable resource to the trainer and fellow learners.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.

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We Tend to Remember

- 10% Of What We Read
- 20% Of What We Hear
- 30% Of What We See
- 50% Of What We See & Hear
- 70% Of What We Say
- 90% Of What We Say and Do

Why do Interactive Activities?

- Because learning is enhanced when participants are actively involved
- People learn by doing
  - particularly true when the learning tasks involve behavioral topics, such as developing safety awareness.

How to Decide WHEN to Incorporate Interactive Learning Activities and WHAT activity to choose?

- Consider the following before selecting an activity
  - Desired outcome of participants (their needs and wants & your needs and wants as the facilitator)
  - Number of participants
  - Size and layout of training room
  - How much time do you have for activity

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How to Decide WHEN to Incorporate Interactive Learning Activities and WHAT activity to choose?

▶ Ask yourself the following questions...
  ❖ Do I want the participants to share ideas and learn from each other?
  ❖ Do I want the participants to internalize something on their own?
  ❖ Do I want to test their knowledge?

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Interactive activities best support learning when they meet the following criteria:

▶ There is a learning goal
▶ There are clear expectations concerning the rules and behaviors for each activity
▶ There is an element of competition between participants, even when no scoring is involved
▶ There is a high degree of interaction between participants
▶ The game has a definite end or closure
▶ There is a definite outcome (in most cases)
▶ The activity itself is motivating and fun

Samples of interactive methods

▶ Games
▶ Group exercises
▶ Demonstrations
▶ Role - Playing
▶ Peer to peer
▶ Ice-breakers

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Games

► Kahoots

  ► https://create.kahoot.it/

Games

► Jeopardy labs

  ► https://jeopardylabs.com/

  ► https://jeopardylabs.com/120405

Remember....

Telling is not teaching... Listening is not Learning... AND

Power point is a visual aid not a teaching technique!

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Summary

- People learn in a variety of ways – visual, auditory and kinesthetic.
- Understand what it means to be interactive in your trainings.
- Your desired outcome for your participants will drive the type of interactive learning activity you choose.
- Be sure to create meaning with your activity as it relates to your content.
- Continue to think how you can better engage your participants in your trainings.

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Thank you!

Any Questions?

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