



TRAIN THE TRAINER: EVIDENCE-BASED PRACTICES

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COVID saw a rapid shift into virtual training, and along with it the need to train trainers, teachers, subject matter experts (SMEs), and others in use of the virtual classroom. While there was a great deal of focus on basics of how to use technology, particularly tools like Zoom, the instruction was often provided by technology specialists and tended to focus on making the technology work smoothly rather than making the training more effective.

In reviewing qualitative data from our own COVID-era research and from researchers like Forstrønen et al. 2020, those SMEs who were shifted to, or conscripted for, teaching duties—both virtual and face-to-face (F2F)—said they felt their preparation to deliver instruction was wanting. Among the areas in which they needed to improve: developing a basic understanding of adult learning principles, more skill at running activities like simulations and small group activities, managing challenging situations, enhancing their presentation skills, developing skills at asking questions, facilitating discussion, giving feedback, and using materials like video as instructional assets. They also indicated a desire to watch other trainers work and to have opportunities for safe practice with feedback and encouraging behavior change.

This report focuses primarily on supporting subject matter experts or sometime-presenters charged with delivering training for which there is presumably a desired behavior change. While some content is relevant to anyone in a training role, this is not intended to address the needs of those who are in full-time designated jobs of trainer or those who might also be extensively involved in training design. It is hoped that this information will additionally help readers “sell” to management the idea of providing more extended training to those who may not be involved in training activity as a full-time pursuit.

To download the full report, [click here](#).