

Trainers/Teachers Beliefs

Advance Train the Trainers

*Turkmenistan,
June 2017*



Consider

Teachers should know a lot more than their learners about the topic.



Answer

Not necessarily.

Teachers should be experts in the process of learning, information is readily available.

To really understanding how you can help someone else to learn is a rare skill.

The main job of a teacher is to create the right environment and the right state the learners can do the rest.



Consider

A quite room is generally needed for effective learning.



Answer

For some people, some of the time, this may be true. However, a rich and multi-sensory environment creates lots of stimulation that can aid learning.

Certain kinds of background music have been shown to aid learning and retention.

People retain information better when they alternate from setting to setting. Different backgrounds stimulate the mind and create denser memory webs.



Consider

Learners are not ready for 'meaningful' discussion until they have acquired the basic facts.



Answer

Humans are meaning-making creatures.

In fact they cannot not make meaning.

Meaningful discussion aids learning at any point in the process.



Consider

Learners should have information given to them in bite-sized, linear chunks that build up to the whole picture.



Answer

Many people prefer to have the big picture first.
Also our brains are parallel processors and are capable of creating meaning and new connections at many different levels simultaneously.



Consider

Some subjects are, by nature, boring or difficult, there is nothing the trainer can do about this. People just have to get on with it.



Answer

The teacher and the learner can do a great deal to make any subject fascinating.

As well as creating personally meaningful goals, we can get into a state of curiosity, excitement or resourcefulness – regardless of the topic.



Consider

Learning is the consumption of information from an expert source.



Answer

Learning is the creation of value and meaning: there need not always be an 'expert' source.

In fact modern thinking suggests that we need more people who question, challenge and innovate rather than simply accept to „receive“ wisdom.



Consider

When teacher gives feedback to the student it is better that he praises for his/her smartness than for hard work.



Answer

Praise for working hard reinforces identity and industrious soul of a student. In this frame of mind student is willing to take on challenging tasks and to view mistakes as part of the learning process.

Praise for being smart conveys the impression that achievement is an inborn trait. In this frame of mind student wants to continue to appear smart and is less likely to try challenging things, afraid of making mistakes and appear stupid.



Consider

*Without thinking too long decide who you prefer:
Alan or Ben.*

***Alan** is smart, hard-working, creative, critical, stubborn and jealous.*

***Ben** is jealous, stubborn, critical, creative, hard-working and smart.*



Answer

The descriptions are exactly the same. Our brain pays more attention to the first adjectives in the list, causing us to identify two different personalities.

Think about how you grade examination papers.

Researches show that students who answered the first question perfectly are graded higher regardless of the remaining part of their exams.

Try to avoid evaluation based on first impressions.



Consider

Academic knowledge is easy to transfer in the practical life.



Answer

Especially daunting is the transfer from academia to real life – from the theoretically sound to the practically possible.

(Rolf Dobelli, 2014)