



Train the Trainer

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Monika Kawohl

Rohrbacher Str. 26

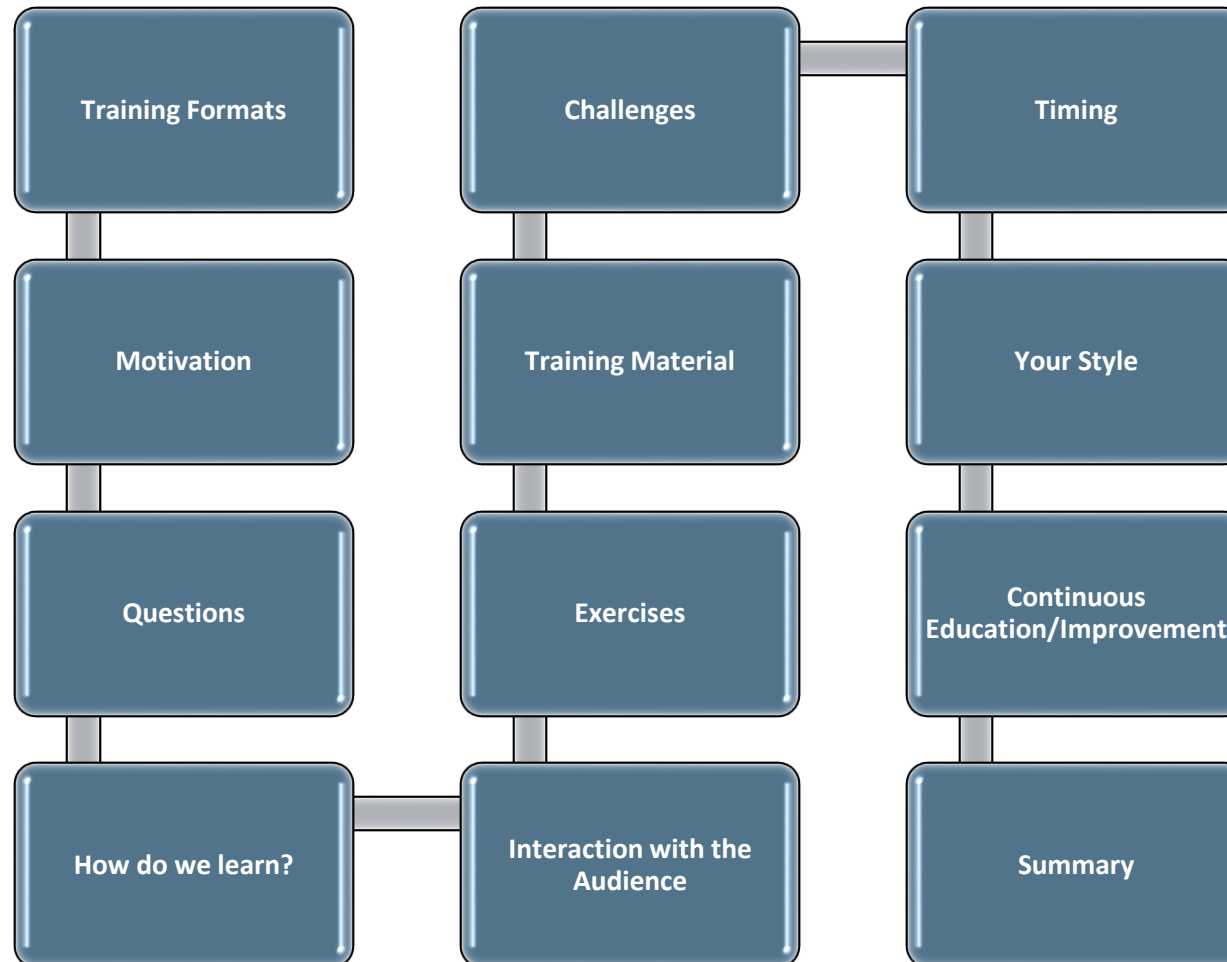
69115 Heidelberg

+49-6221-6051-0

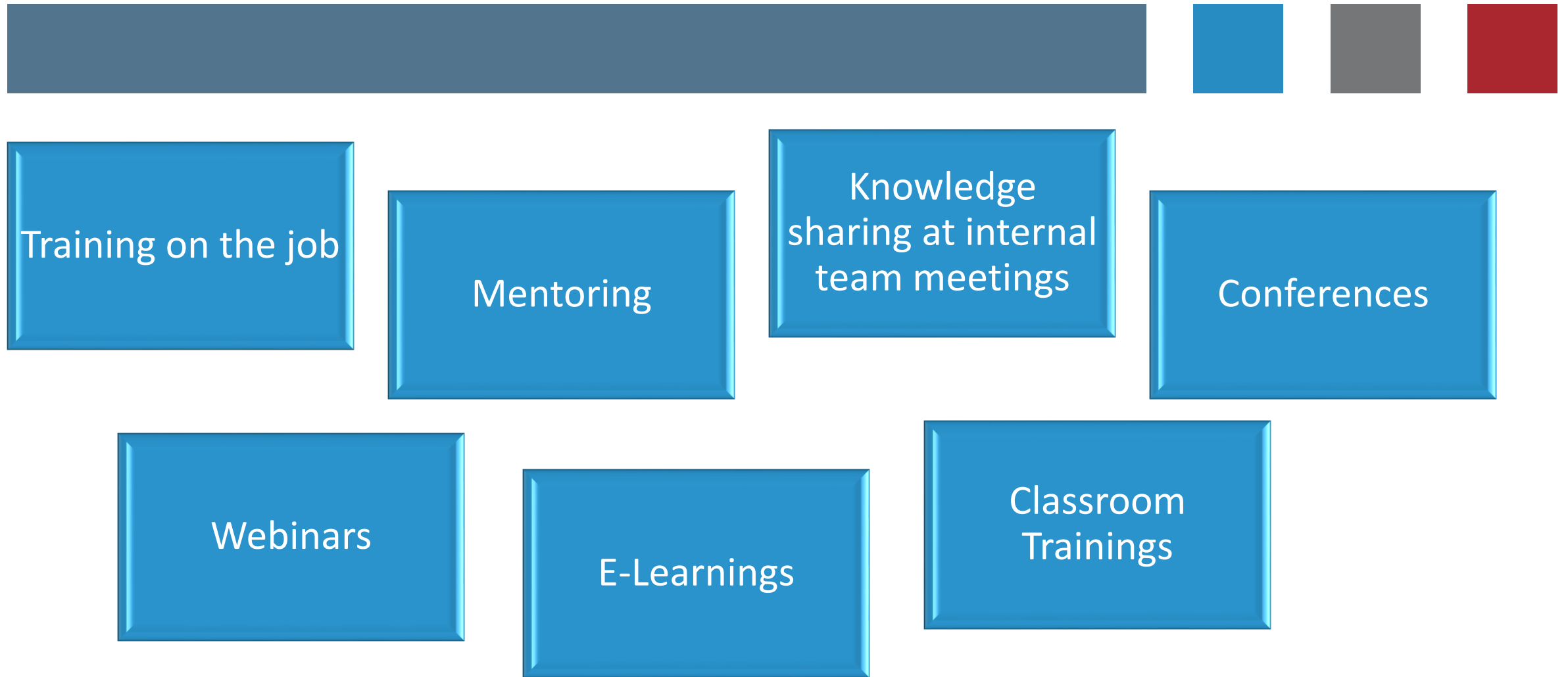
info@analytical-software.de



Overview



Training Formats

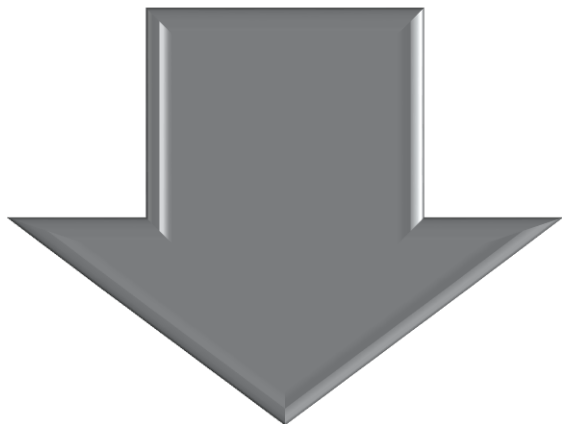


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- Observations from trainings received
 - Curiosity - Is this something I could do myself?
 - Something to put on your CV
 - Interaction with trainees
 - Continuous Education
 - A rewarding experience, most of the time

➤ *If a colleague asks you a question you can easily answer, how do you feel about it?*



Embrace
Questions



Fear
Questions

How do we learn?



WE REMEMBER

10% of what we read

20% of what we hear

30% of what we see

50% of what we see and hear

70% of what we discuss with others

80% of what we personally experience

95% of what we teach others

- Edgar Dale

Warning

People remember 10%, 20%... Oh Really? – Work-Learning Research

https://www.worklearning.com/2006/05/01/people_remember/ ▼ [Diese Seite übersetzen](#)

01.05.2006 - People do NOT remember 10% of what they read, 20% of what they see, 30% of what they hear, etc. ... leading applied research psychologists on learning, reported to me that the bogus percentages have been widely discredited, yet they keep rearing their ugly head in one form or another every few years.

Cone of Experience [edit]

In 1946, Dale introduced the Cone of Experience concept in a textbook on audiovisual methods in teaching. He revised it for a second printing in 1954 and again in 1969.^[7]

Dale's "Cone of Experience," which he intended to provide an [intuitive](#) model of the concreteness of various kinds of [audiovisual](#) media, has been widely misrepresented. Often referred to as the "Cone of Learning," it purports to inform viewers of how much people remember based on how they encounter information.

However, Dale included no numbers and did not base his cone on scientific research, and he also warned readers not to take the cone too seriously.^[8] The numbers originated from 1967, when a [Mobil oil company](#) employee, D.G. Treichler, published a non-scholarly article in Film and Audio-Visual Communications.^{[9][10]}

Source: https://en.wikipedia.org/wiki/Edgar_Dale

Source:

http://www.uh.edu/~dsocs3/wisdom/wisdom/we_remember.pdf

➤ Side Note: Make sure to reference properly!

- Trigger engagement

- Introduction round
- Encourage interaction
 - Allow for questions anytime
 - Ask questions
 - Ask for opinions/experiences
 - “Show me some hands”

- Dependent on attendees

- Level of experience, cultural differences

➤ Include exercises, activities

- 
- Test knowledge
 - Allow for work in groups
 - Allow for sufficient time
 - Trainees may need different amount of time depending on prior experience
 - Discuss Results
 - Design exercises that mirror the application of the training topic

- Example for interactive exercise
 - Find errors

Example Group Activity

Spot ADaM define.xml issues for a given dataset extract

USUBJID	PPROTFL	AVISIT	AVISITN	PARAMCD	PARAM	AVAL
1001	Y	Baseline	0	BMI	BMI (kg/m**2)	18.51
1001	Y	Month 3	3	BMI	BMI (kg/m**2)	18.35
1001	Y	Month 6	6	BMI	BMI (kg/m**2)	18.11
1002	N	Baseline	0	BMI	BMI (kg/m**2)	17.85
1002	N	Month 3	3	BMI	BMI (kg/m**2)	17.84
1002	N	Month 6	6	BMI	BMI (kg/m**2)	17.85

Vital Signs (ADVS)

[adv.s.xpt](#)

Variable	Label	Type	Length/ Display Format	Controlled Terms or Format	Source/Derivation/Comment
USUBJID	Unique Subject Identifier	Char	4		Predecessor: VS.USUBJID
PPROTFL	Per Protocol Population Flag	Char	1		Derived: PPROTFL="N" if the subject was treated and no major protocol violation exist in a DV for the subject. Otherwise PPROTFL="Y"
AVISIT	Analysis Visit	Char	8	Baseline, Month 3, Month 6	Predecessor: LB.VISITNUM
AVISITN	Analysis Visit	Num	2	1="Baseline", 2="Month 3", 3="Month 6"	Predecessor: LB.VISIT
PARAMCD	Parameter Code	Char	8	BMI = "BMI (kg/m**2)"	Assigned
PARAM	Parameter	Char	200	BMI (kg/m**2)	Assigned
AVAL	Analysis Value	Num			Predecessor:

Assumptions:

The Dataset is called ADVS. It contains only one parameter BMI, which was collected on the CRF.

The source for these data is the SDTM Vital Signs domain VS.

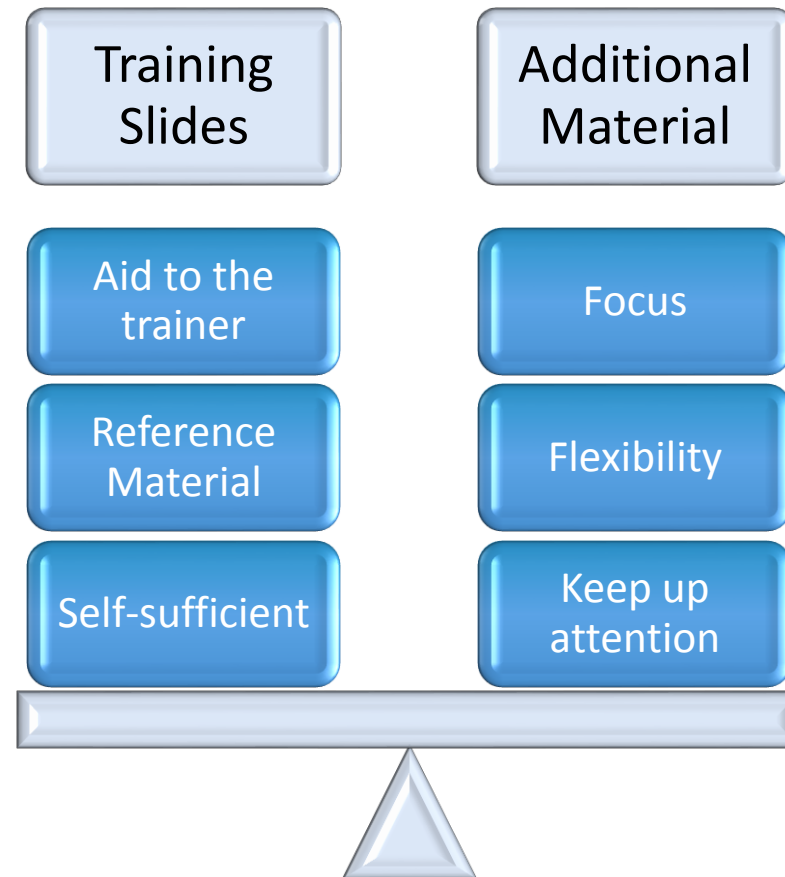
The analysis visits correspond to the collected visits.

Example Group Activity Solution

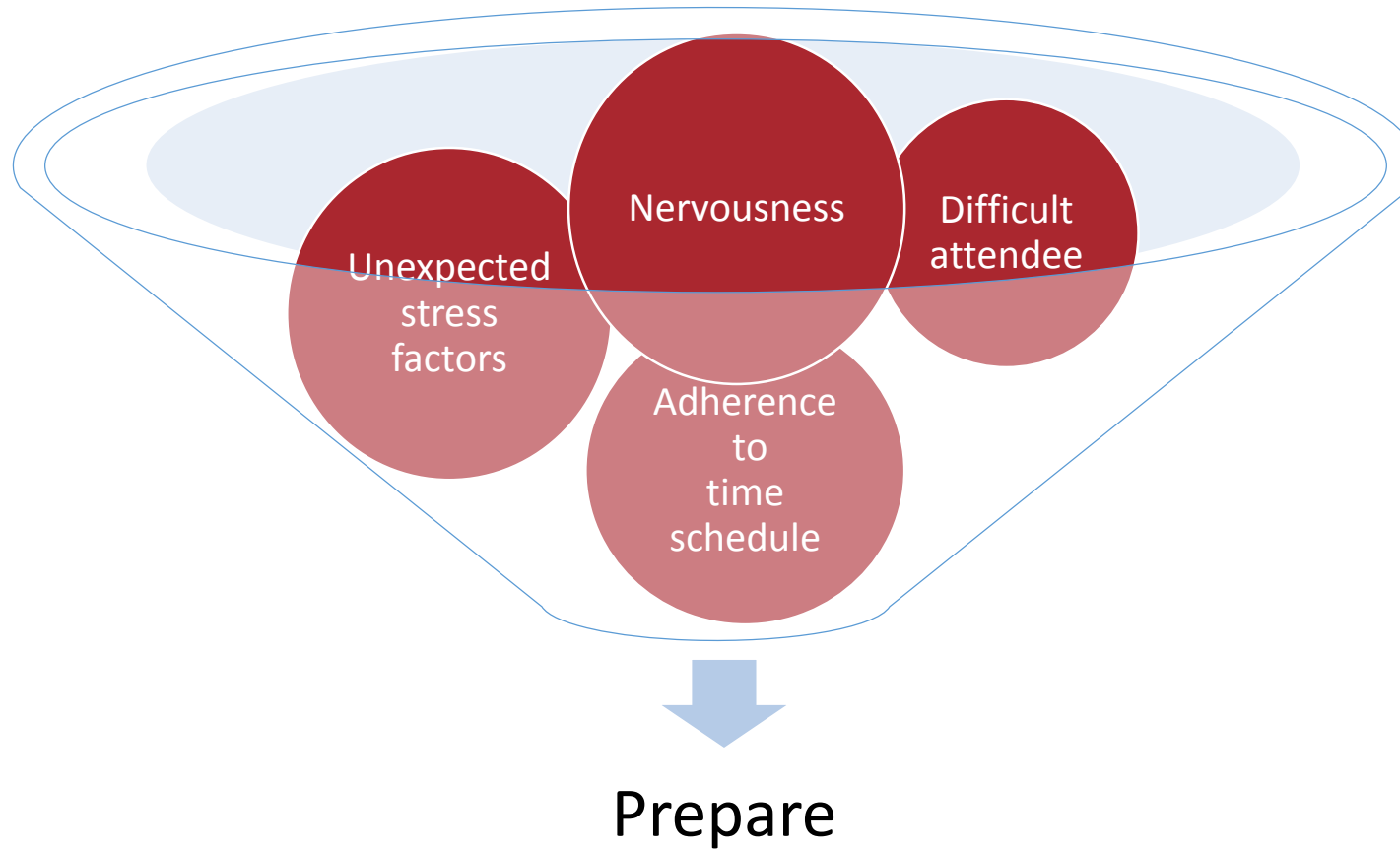
Corrected Metadata

Vital Signs Analysis Dataset (ADVS)					advvs.xpt
Variable	Label	Type	Length/ Display Format	Controlled Terms or Format	Source/Derivation/Comment
USUBJID	Unique Subject Identifier	text	4		Predecessor: VS.USUBJID
PPROTFL	Per Protocol Population Flag	text	1	N="No", Y="Yes"	Predecessor: ADSL.PPROTFL
AVISIT	Analysis Visit	text	8	Baseline, Month 3, Month 6	Predecessor: VS.VISIT
AVISITN	Analysis Visit (N)	integer	2	0="Baseline", 3="Month 3", 6="Month 6"	Predecessor: VS.VISITNUM
PARAMCD	Parameter Code	text	8	BMI = "BMI (kg/m**2)"	Assigned
PARAM	Parameter	text	200	BMI (kg/m**2)	Assigned
AVAL	Analysis Value	float	5.2		Predecessor: VS.VSSTRESN where VSTESTCD="BMI"

What/how much to put on the training slides?



Challenges





"Hey, they can get an
extra hour of my
knowledge for free!"

Just Don't!

Your Style

- Q: Is there the one perfect way to provide trainings?
- A: I don't think so.

- "Variety is the spice of life." (William Cowper)

- Choose the format, that works for you!
 - Slides, other materials, presentation techniques

- But don't forget the content!

The “Train-the-Trainer” experience continues
with every class taught...

Reflect after
each training

Learn from
feedback

Learn from
seeing other
trainers in
action

Keep up to
date with the
training
content and
related areas

Try something
new

Adjust to your
audience

➤ Provides an excuse to deep dive into the topic you are teaching

Summary





Contact Information



HMS Analytical Software GmbH
Rohrbacher Str. 26
69115 Heidelberg
www.analytical-software.de
info@analytical-software.de
+49-6221-6051-0

Monika Kawohl

monika.kawohl@analytical-software.de

+49-6221-6051-198

+49-1761-6051-198

