

**WORKSHOP SESSION SUMMARY**  
**POST-CONFERENCE PROCEEDINGS**  
**2018 National Trainers' Exchange**

**1. Session Title and Presenter's Contact Information:**

“Effective Communication Tips and Techniques for the Trainer in the Age of Google and Strategies to Deal with Students – Who Know-It-All and Need To Prove It.”

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**2. Workshop Summary:**

A trainer's ability to effectively deliver knowledge and information to students is not what separates good and bad trainers, rather it is the student's perspective of that ability, as evidenced by favorable evaluations that makes a trainer – a good trainer. Applying key effective communication concepts as part of various teaching techniques helps students connect and learn. Highly rated trainers connect and relate with their students, or at least make them feel connected and part of classroom discussions. In the age of Google and other internet search engines, students have immediate access to a world of information and as a trainer everything you say can – and will – be factually checked in minutes, or even seconds. The need for accuracy of facts, classroom calculations, compliance standard references, and even experiential stories is paramount. All it takes is one seemingly false or imprecise statement and a trainer's credibility can be quickly lost. Despite a trainers best intentions to connect with students, some students have a need to prove their worth by trying to answer every question or explain their perspective during classroom discussions. Such students can be difficult to deal with for both the trainer and for the other students with differing perspectives. This interactive workshop will incorporate effective communication tips and techniques; provide specific examples of how to integrate Google searches and cellphone applications into existing training; and describe various methods a trainer can use to appropriately and professionally deal with problematic know-it-all or 'been there, done that' students.

**3. Methods:**

The workshop included a PowerPoint presentation that combined lecture and active student participation in a listening activity, multiple participant exchanges to explain the communication feedback loop concept, and solicitation and discussion of experiences participants have had with their own students. The PowerPoint presentation was used to elicit participant discussion of the objectives relating to effective communication and active discussion of the ways to deal with know-it-all students. Demonstration of a noise generator

phone application and Google search examples were incorporated within the session. The session concluded with answering participant questions and sharing of experiences relating to effective or ineffective communication and know-it-all students.

#### **4. Main Points/ Key Points Raised from Participants:**

Key Lessons:

- Communicating effectively takes a lot of effort and is not as easy as we might think.
- Using feedback, both verbal and non-verbal, is the only true way we can confirm the message sent matches the message received.
- Combining effective communication principles with traditional training is a fundamental approach to improve the student's perception of the value and effectiveness of the training.
- The meaning of the message sent is in the mind of the receiver.
- Use technology to your advantage within the classroom – be it a Google search, a cellphone application, or the newest thingamajig – don't be afraid of new technology.
- Instructors develop their own methods to deal with problematic know-it-all students, but sharing those collective experiences and methods gives trainers, especially new trainers, a variety of techniques to use when the need arises.
- All students are humans, even the problematic ones, find a way to reach and teach all your students.

Responses from participants:

- Many participants mentioned they learned a lot about communication they did not know and expressed appreciation for the session topics and presentation.
- Mixed emotions were expressed about the use of technology within the classroom and varied based on the ability to control student's access to the internet.
- Participants expressed they had used or would use some of the techniques, presented during the session, to deal with problematic know-it-all students.
- Many participants expressed an intent to incorporate some aspect of the session within their future instruction.

#### **5. References:**

Virginia P. Richmond, James C Mccroskey, Timothy Mottet. Handbook of Instructional Communication: Rhetorical and Relational Perspectives, Routledge: Oct 14, 2015.

#### **6. Workshop Handouts/ Resources:**

Handouts were not used as part of this session.