

R.I.D.E.M.

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Relevance

- ❖ The training should be important to the trainee.
- ❖ The knowledge and skills to be taught should be applicable in the real world for the trainee.
- ❖ Training should improve skills or knowledge directly related to the trainee's own personal goals or real-life problems they face

Involvement

- ❖ Adults learn best by hands-on, by doing, by experimenting (experiential learning).
- ❖ By “doing” the trainee has the chance to apply what is being presented and evaluate how it fits their needs. The brain processes the information instead of just receiving it.
- ❖ Adults must be actively involved in the learning experience. For maximum results, involve trainees in diagnosing their learning needs, in planning the activities, and in evaluating their learning.

Discovery

- ❖ Learning has more meaning for adults when they are supported to learn in their own way, at their own pace, finding their own sources.
- ❖ Discovery involves adding new tools to their toolbox, learning new principles, or viewing principles differently.
- ❖ Self-directed learning often leads to self-discovery of how the information being presented is relevant to their situation.

Experience

- ❖ Everyone comes to the training with some level of experience.
- ❖ Experience serves as a resource or foundation for learning.
- ❖ Acknowledge and tap into that experience.
- ❖ Gaining their participation and cooperation validates the training for the lesser experienced and encourages the experienced trainee to learn more in order to maintain their standing.
- ❖ Learning is enhanced if it is directly applied to their existing knowledge and experiences.

Modeling

- ❖ Demonstrating to the adult the proper technique we want them to model through a “best practices” modeling.
- ❖ Learners use demonstrations to form a picture in their mind of what they observed and to then use this visual as a guidepost to model.