KNOWLEDGE TRANSFER

Clip 14 The 4-Step Method

The 4-step method is particularly suitable for teaching practical content. As trainer, you model the work process and as, the trainees imitate the procedure, you review and correct them. I recommend using the actual tools or instruments to demonstrate. You can use this method with individual trainees or in a small group. The aim of this method is simply to practice a structured work flow. This can include, for example, manual work, such as drilling, professional behaviour or software skills. This method is often used by manual workers, such as automotive mechanic or carpenter, and industrial workers, such as industrial mechanic or others.

This method has - as the name suggests - four steps:

Step 1: Prepare and explain

First, talk to the trainees about their existing knowledge. Then add to this: the content, scope, time required and the outline of the individual work steps. Prepare the tools you'll need for the training, and consider whether it is necessary to use any other instruments. Set the training goal together with the students and motivate them in an informal atmosphere.

Step 2: Model and explain

The second stage involves modelling and explaining. As an instructor, demonstrate the individual steps one at the time. Explain why you are doing what you are doing. Ensure that the trainees can see the steps well and repeat individual steps if necessary.

Step 3: Imitate and let explain

Now, it is the trainee's turn to imitate the process and to explain the workflow in their own words. Watch and listen to the trainees, and, if necessary, correct them. Always give praise. Occasionally intervene if necessary.

Step 4: Delve deeper through practice

In the fourth step, you pass the task on to your trainees to practice on their own. I recommend you remain available to answer any questions, check results or give feedback.

Pitfalls

- Make sure that the procedure is well-defined and easy to follow. The work flow must be established.
- This method can't be used for comprehensive cognitive learning goals. So it isn't suitable for complex commercial activities, such as goods receiving. In this case, knowledge can't be modelled and imitated.
- This method does not stimulate the independence of the trainee.