



AUTHORAID

Training of Trainers Workshop **Toolkit**

Resources to run a
training of trainers
workshop at your
institution

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Facilitation Notes

Introduction to the workshop materials—for the trainer/s

Thank you for your interest in the AuthorAID Training of Trainers Toolkit, designed for professionals who train others in research writing. At the outset, please go through and understand the materials that are part of the 'standard' three-day AuthorAID workshop, which have been designed based on active learning principles by the AuthorAID team at INASP. You will then be able to design an AuthorAID workshop that is relevant for your context and audience.

Please do the following at least one month before your AuthorAID workshop:

1. Carefully go through the facilitation notes for the standard workshop, referring to the other materials (the participant handbook, resources and PowerPoint slides) wherever indicated in the facilitation notes. We strongly recommend that you print this document along with the participant handbook as these documents are somewhat lengthy and call for intensive reading.
2. After going through the facilitation notes, think about your own AuthorAID workshop:
 - How long is your workshop going to be?
 - What is the profile of the participants who will attend your workshop? What do they already know about the topic and what would they expect to learn or do during your workshop?
 - Which sessions of the standard AuthorAID workshop would be most relevant for your workshop? Do you have a good rationale for selecting some sessions and leaving out or adding others?
 - Would you need to include sessions on any other topic¹ not included in the standard workshop? If so, who will develop the materials for these sessions and who will facilitate them at the workshop?
3. Decide who is going to be part of the workshop team, for example, the workshop administrator (the person in charge of logistics and arrangements), co-trainers and/or resource people. Share your thoughts with your team and seek their feedback.
4. Design a selection process to recruit the right participants for your workshop. Tell the workshop candidates what the workshop is about and what they will be expected to do during the workshop.

Then, at least two weeks before your AuthorAID workshop, please do the following:

1. Draft the agenda for your workshop and share it with your workshop team.
2. Select the participants for your workshop.
3. Adapt the pre-workshop information document for participants so that it fits with your workshop plan.
4. Share the workshop agenda and pre-workshop information with your workshop participants.
5. Put together the materials for your AuthorAID workshop by using or adapting the materials for the standard workshop and by developing materials you may need for any new sessions you have designed.

¹ You may find it useful to refer to the AuthorAID resource library which has a large collection of free e-resources related to research communication: www.authoraid.info/en/resources

General guidance for trainers

- This is a workshop design for 20–25 people.
- Prior to participating in the training of trainers workshop, participants are required to have successfully completed the AuthorAID research writing workshop and/or online research writing course. The focus of this particular workshop is on how to train others, rather than on the subject of research writing in itself.
- It is strongly recommended that the trainer of this workshop is supported by a second resource person e.g. from the partner institution, who can support in the facilitation of group work, write up session outputs during and outside sessions and provide translation support where required.
- The workshop design can be adapted so it is fit for purpose e.g. interweaving the sessions with sessions from the research writing workshop for example. Additional days may be added to cover topics such as the embedding of face-to-face workshops.
- The trainer/s might want to send to participants in advance of the workshop, a short YouTube clip related to active learning (see also session 1 in the participants handbook). The following link is only an example www.youtube.com/watch?v=UsDI6hDx5uI and it is recommended that the clip is accompanied by one or two reflection questions such as what are the key elements of active learning in your view and what implications does active learning have for you as a trainer of face-to-face workshops?
- The trainer/s can insert photos/images into the PowerPoint slides where they see fit.
- The timings are an approximate guide and trainers are **expected to make adjustments** during the course of the workshop.
- The trainers will need to monitor the atmosphere in the training room, and use energizers when a change of pace or in energy levels is required.
- The trainers need to print out the agenda, the facilitation notes and the participant handbook to support the preparation and delivery of the workshop.
- As good workshop practice dictates, trainers need to spend time in advance of the workshop, to study the facilitation notes, training resources and participant handbook. It is also recommended that trainers consider how best to format the facilitation notes so that they are easy to use on a day by day basis and that they match the trainer's preferred note format.

The training room

The trainer/s together with the workshop administrator, need to ensure that a suitable training room and layout is organized well in advance of the workshop. For more general guidance on how to organize a face-to-face workshop, please contact AuthorAID via the website (www.authoraid.info). It is recommended that, for the smooth and successful delivery of the workshop, the following training room and layout arrangements are made:

- Round, moveable tables are sourced, comfortably sitting up to four participants (e.g. if a total of 20 participants, five tables are required).
- Three small extra tables are provided: one to house the laptop and projector, one for the trainers' workshop materials and one as a spare.
- Light, movable chairs are sourced, enough for each participant and five as spare.
- The tables and chairs need to be placed in roughly one half of the training room, and are at least two or three leg strides apart. The remaining half of the space is left free for other workshop activities.
- Find a training room, with lots of wall space on which flipcharts and training resources can be attached.
- Identify a clear wall to act as a screen if no screen for the projector is available at the training venue.
- Remove any raised platform or stage at the head of the room, it is not required.

Abbreviations used in this document

- D1 means day one of the workshop, D2 means day two of the workshop, and so on.
- S1 means session one of the workshop, S2 means session two of the workshop, and so on. Session numbering continues from one day to another, so the second day starts from a session number that's one number higher than the last session number of day one.

Example trainer agenda: for face-to-face training of trainers workshop (of research writing workshops)

At the end of this three day training workshop, participants should be able to:

- Summarize the principles of adult learning and relate them to that of their learners and their own training practice.
- Set learning outcomes, that require various levels of thinking skills, appropriate to the research writing workshop context.
- Use assessment for learning when delivering research writing workshops.
- Use techniques and strategies that encourage active learning and higher level thinking, within the research writing workshop context.

Day one (5 hours 15 mins session time)

| Time | Length | Session heading | Session content | Session summary |
|-------------|---------|--|--|--|
| 9:00-10:30 | 90 mins | 1. Introduction and concept of a workshop | <ul style="list-style-type: none"> • Welcome and general introductions • Warm up activity • Housekeeping & introduction to workshop • Learning contract <p>Differences between a workshop and an academic course [t-chart pair work and group of four discussion]</p> <p>Difference between training, facilitating, presenting [blog reading task - paired discussion - selective plenary]</p> | The purpose of this session is to give us a sense of the 'geography' of the workshop but also to agree on how we want to work together, and what we want in the learning environment and from each other in order to feel safe, ready and free to learn. We will also examine some of the terminology associated with training and learning and the implications for you as existing or future trainers of research writing workshops. |
| 10.30-11.00 | 30 mins | Break | | |
| 11.00-12.15 | 75 mins | 2. Approaches to training | <p>What sort of trainer are they? [table reading task - paired completion of a grid - answer key]</p> <p>Less to more learner centred training approaches [plenary spectrum - plenary discussion]</p> | In this session we <i>start</i> to unpack the expectations, perceptions and beliefs that different trainers can have towards training and learning. We then go on to consider what we do, expect and believe as trainers, some of the underlying reasons why and what type of trainers we ultimately want to be. This is an opening session and themes raised here will be revisited throughout the course of the workshop. |
| 12.15-13.15 | 60 mins | Lunch | | |

| Time | Length | Session heading | Session content | Session summary |
|-------------|---------|--|--|---|
| 13.15-14.15 | 60 mins | 3. Adult learning principles | PPT slide with quote Adult learning principles [reading task - paired discussion - selective plenary] | Part of being an effective trainer involves understanding how adults learn best. Andragogy (adult learning) is premised on at least five crucial assumptions about the characteristics of adult learners that are different from those made about child learners on which traditional pedagogy is based. We will look at the five principles, pioneered by Malcolm Knowles (1973). |
| 14.15-15.15 | 60 mins | 4. The active and self-directed learner | Personal experiences of teaching and/or training good students and/or learners [paired discussion - selective plenary] What does an active and self-directed learner look like [brainstorm in group of four – gallery walk] | People learn best when they take responsibility for their own learning. They implement strategies that help them get the maximum value out of a particular learning experience, rather than simply sitting back and expecting the trainer to pour knowledge into their heads. In this session we <i>start</i> to investigate what an active learner might look like and start to consider how we as trainers can develop such learners. |
| 15.15-15.30 | 30 mins | Break | | |
| 15.30-16.00 | 30 mins | Reflection and review | Exit cards and/or group reflection (drawing on the notes made by participants to the three reflection questions) | Reflection is important and we will take this opportunity to reflect on what has worked well (or not), why and what we can take away from the day. |

Day two (5 hours session time)

| Time | Length | Session heading | Session content | Session summary |
|-------------|---------|--|---|---|
| 9:00-9:30 | 30 mins | Morning review | Recap of day one and overview of day two and refresh of learning contract | The morning sessions are an opportunity to revisit the ways we agreed to work together and what we wanted to see in this particular learning environment. We will briefly share from the day before what we learned and how, any follow-up questions and feedback on the overall training experience so far. |
| 9.30-10.30 | 60 mins | 5. Encouraging and managing active learning | Active training and learning strategies and/or techniques [scenario – checklist in a group of four or five – voting] Evaluating active learning strategies and techniques [paired reading task – paired discussion – plenary feedback] | Building on the session the day before, we will examine how we as trainers can organize learning so as to encourage more active learning and deeper thinking amongst our participants. We will establish a list of ‘quick wins’ when it comes to making good active learning happen, particularly when working with medium to large groups of learners. |
| 10.30-11.00 | 30 mins | Break | | |

| Time | Length | Session heading | Session content | Session summary |
|-------------|---------|---|--|---|
| 11.00-12.00 | 60 mins | 6. Organizing and managing group work | <p>Why use small group learning [discussion task in different sized groups – plenary discussion]</p> <p>Methods for forming groups [PPT slide – discussion task in group of three – matching exercise]</p> <p>Methods for reporting back on group work [scenario – Participatory PowerPoint]</p> | In this session we consider ways to organize participants so as to encourage their involvement and motivation. It is practical in nature, and the outputs of this session will be a useful resource to refer back to, particularly when at the design and planning stage of a research writing workshop. |
| 12.00-13.00 | 60 mins | Lunch | | |
| 13.00-13.45 | 45 mins | 7. Formulating intended learning outcomes (ILOs) | <p>Why set intended learning outcomes [Think-Pair-Share]</p> <p>Mini presentation: Setting good enough ILOs</p> <p>Example ILOs of varying quality and reasons why [examples of ILOs – individually or pair complete grid]</p> | In this session, we drill down to what we want our learners to know and be able to do. You may have come across the use of taxonomies as a way to formulate the wording of ILOs, notably the work of Bloom et al. (1956) and Anderson and Krathwohl (2001). These taxonomies are a useful guide in helping us arrive at fit-for-purpose learning outcomes. |
| 13.45-14.30 | 45 mins | 8. Assessment for learning | <p>How to use assessment for learning [jigsaw reading and discussion]</p> <p>Techniques to meaningfully assess learning [brainstorming in a group of four or five and then ‘sending out a spy’ to gather new ideas from other groups]</p> | We could spend days talking about summative assessment and its shortcomings. We will focus on formative assessment and strategies for making it manageable. Formative assessment is often referred to as ‘assessment for learning’ as opposed to ‘assessment of learning’ (summative) and can be a powerful tool. |
| 14.30-15.00 | 15 mins | Break | | |
| 15.00-16.00 | 60 mins | 9. Challenges to active learning | Common challenges to active learning [hot seating OR troika consulting OR world café format] | Some of you may have already experienced a challenge related to active learning in a training or teaching context. These aspects are important because they can influence how engaged an individual or group can be and the quality of their learning experience. We will identify together some techniques and strategies to help in establishing and maintaining active learning within the workshop context. |
| 16.00-16.30 | 30 mins | Reflection and review | Exit cards and/or group reflection (drawing on the notes made by participants to the three reflection questions) | Reflection is important and we will take this opportunity to reflect on what has worked well (or not), why and what we can take away from the day. |

Day three (5 hours and 45 minutes session time)

| Time | Length | Session heading | Session content | Session summary |
|-------------|----------|---|--|--|
| 9:00-9:15 | 15 mins | Morning review | Recap of day one and overview of day two and the refresh of learning contract | The morning sessions are an opportunity to re-visit the ways we agreed to work together and what we wanted to see in this particular learning environment. We will briefly share from the day before what we learned and how, any follow-up questions and feedback on the overall training experience so far. |
| 9.15-10.00 | 45 mins | 10A. Training practice (final preparation) | Participants in groups of three design a 15 minute session, drawing on research writing workshop content and one active learning technique of their choice. | We will have the opportunity to 'try out' and then reflect on some techniques designed to encourage learners to be more collaborative, active and independent in their learning. You will be invited to draw on training content of your choice from the research writing workshop you train on/will train on and then try these techniques out for size in a supportive and non-judgemental learning space. |
| 10.00-12.00 | 120 mins | 10B. Training practice (and feedback) | Participants in groups of three deliver 15 minute training sessions, while the other groups observe, using an observer checklist which they then use to provide feedback. | |
| 12.00-12.45 | 45 mins | Lunch | | |
| 12.45-14.00 | 75 mins | 10B. Training practice (and feedback) cont. | Participants in groups of three deliver 15 minute training sessions, while the other groups observe, using an observer checklist which they then use to provide peer feedback. | Cont. |
| 14.00-14.45 | 45 mins | 11. Research writing workshop walk-through | Mini presentation: Introduction to the research writing workshop package Sample session from research writing workshop [facilitated by trainers] Using and adapting the workshop package [paired and/or small group discussion]. | Participants will be introduced to the standard AuthorAID research writing workshop agenda for a four-day workshop along with the workshop materials |
| 14.45-15.00 | 15 mins | Break | | |
| 15.00-16.00 | 60 mins | 12. Workshop closing | <ul style="list-style-type: none">• Review of the workshop• Workshop evaluation• Workshop closing circle | The final session is about bringing effective closure to the workshop. It is a time to recap on the highlights of what happened, reinforce learning, celebrate one another's efforts and reflect on how we will turn the learning into action in our future training workshops. |

Day one

D1-S1: Introduction and concept of a workshop

Session preamble: This session contains a number of different activities, so best to keep the pace going and not overrun on timings.

| | |
|---|--|
| Session title | Introduction and concept of a workshop |
| Session ref. no. | 1 |
| Session day/ suggested time | Day One/ 9:00 – 10:30 |
| Length of session | 90 minutes |
| Session summary | The purpose of this session is to give us a sense of the ‘geography’ of the workshop but also to agree on how we want to work together, and what we want in the learning environment and from each other in order to feel safe, ready and free to learn. We will also examine some of the terminology associated with training and learning and the implications for you as existing or future trainers of research writing workshops. |
| Links to establish | N/A |
| Visual aids and equipment | Blank white sheets of A4 paper PowerPoint projector, screen and laptop |
| Resources (on the day) | PPT ToT Day 1.pptx: PowerPoint slides D1-S1 participant workshop agenda: one agenda per participant and workshop administrator/s D1-S1 reflection questions: one question per A4 paper, attached to wall in full view of participants, for the duration of the workshop (also at the back of the participant handbook) D1 training practice sign-up |
| Guidance to facilitating learning activities | Verbally present the session summary above to set the scene. It is important that these points are shared with participants from the outset of the workshop. Welcome and general introductions (3-5 mins) If the workshop is to be ‘opened’ by a senior administrator, ask this person to keep their speech under 5 minutes. Suggested warm-up activity: skilled hand exercise (8-10 mins) Hand out blank white A4 paper and pens. Ask participants to draw around their hands and to write something that they do well into each of the fingers. Split into pairs. Pairs take turns discussing things they do well and how they acquired those skills. At the end, ask participants why the trainer chose to do this exercise e.g. <i>exercise not only helps people find out more about each other, but also develops people's confidence and sets a positive start to the workshop.</i> Ask participants to stick their drawings up on a wall. Housekeeping (3-5 mins) Cover basic information participants need to know about venue, facilities, rest breaks, refreshments, security of belongings and room etc. |

**Guidance to
facilitating learning
activities (continued)**

Introduction to workshop (5-10 mins)

Explain that trainer/s will be modelling active learning throughout the workshop (make reference to the pre-workshop video clip on active learning if sent to participants), that this requires full participation and that it is the participants' responsibility to decide what and how much they learn. In essence, participants need to be active learners who take responsibility for their learning and that trainers facilitate learning rather than 'teach' in the traditional sense. It might also be useful to point out that the workshop is to confirm what participants do know, as well as areas for further investigation on their own part after the workshop. Display **PPT ToT Day 1 - slide 2** if prompts are needed for presenting this section.

Next do a quick run through **D1-S1 workshop agenda** together with the intended learning outcomes. Explain the purpose of the participant handbook and reference the glossary of the most commonly used terms which can be found in the appendices. Introduce the three reflection questions, which participants will be invited to consider at the end of each session and to make notes on at the back of their handbooks in [appendix VI](#).

Learning contract (10-15 mins)

The following activity is a way of agreeing how participants and trainers want to work together, is a way of setting boundaries and ensuring that everyone has a focus and that the group is productive. Display the slide (**PPT ToT Day 1 - slide 3**) with suggested ways of working, that have proved effective in past workshops. The trainer/s might want to reference (under 'Support the learning of others') that participants are expected to contribute to the typing up and circulating of outputs from group work during the course of the workshop.

Ask participants if they have any questions of clarification, before asking them in groups of four or five to discuss a) are there any changes/additions they want to make and if so why b) what would be the impact if participants did not respect these ways of working? Highlight that they can only have a maximum of nine points on the slide. Wrap up with a short plenary session, inviting each group to briefly feedback on question a) with the trainer/s making appropriate changes to the slide (remember that these are for the trainer(s) as well so make sure points which are important to the trainer/s are not deleted!).

Once finished ask participants to reflect on what was the purpose of doing this activity, why the trainer did it in this way and how else s/he could have done it?

**Guidance to
facilitating learning
activities (continued)**

Differences between a workshop and an academic course (10-15 mins)

Invite participants, in pairs, to discuss the following question ‘what are the key differences between a workshop and an academic course?’ and ask them to write their answers in the t-chart in their handbook.

Once finished ask pairs to swap their t-chart with another pair and discuss together in groups of four what they agree and disagree with and their reasons why. Some of the differences cited might include: *an academic course tends to have a more formal and structured assessment process compared with workshops which focus more on assessment ‘for learning’ than ‘of learning’, a workshop can often sit within continuous professional development (CPD) as opposed to an academic course, a workshop has trainers/facilitators and participants/learners while an academic course has an instructor/lecturer and students, a workshop tends to more strongly favour active learning and facilitation such as problem or question-based tasks while an academic course tends to adopt presentation, one-way approaches such as lectures, a workshop has more short-term defined intended learning outcomes while an academic course has more general learning outcomes, workshop content is more often generated by the participants themselves and is less fixed while an academic course has a fixed curriculum, a workshop tends to be in a face-to-face format while an academic course may be in an online, face-to-face or blended format etc.*

Elicit one or two examples from each group, depending on time then ask participants to refer to one explanation provided by McGill University in the handbook (see definition of a ‘workshop’).

What do you think is the difference between training, facilitating, presenting? (15-20 mins)

Invite participants in pairs to discuss the question above and write down their initial thoughts on a piece of paper, in the form of bullet points. Then next ask them to read the blog online (the link is given in the handbook) while considering the following questions a) compare and contrast what is written in the blog with your own conclusions b) what implications do you think this has for you as trainers on the research writing course? Elicit some reflections to question b) in plenary. Wrap up this activity by agreeing the terminology to be used during the workshop i.e. workshop, participants/learners and trainers (who can adopt a training, facilitative or presentation style depending on the purpose of the session).

Training practice on day three (5-10 mins)

Finally note that participants will have the opportunity to design and deliver short training sessions based on content from the research writing workshop and that they will need to form groups of three and complete the sign-up sheet (**D1 training practice sign-up**) on the wall by the end of the day. Refer them to the training practice instructions under session 10 of the handbook. Highlight that they will be expected to start preparing these sessions in advance of day three, as there will only be a short window for preparation on the day. Allow time for questions from the group.

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

D1-S2: Approaches to training

Session preamble: It is recommended that the trainer identifies a participant or resource person in advance to help with the placing of the statements in activity two.

| | |
|---|--|
| Session title | Approaches to training |
| Session ref. no. | 2 |
| Session day/ suggested time | Day One/ 11.00 – 12.15 |
| Length of session | 75 minutes |
| Session summary | In this session we <i>start</i> to unpack the expectations, perceptions and beliefs that different trainers can have towards training and learning. We then go on to consider what we do, expect and believe as trainers, some of the underlying reasons why and what type of trainers we ultimately want to be. This is an opening session and themes raised here will be revisited throughout the course of the workshop. |
| Links to establish | Adult learning principles (session 3) The active and self-directed learner (session 4) |
| Visual aids and equipment | PowerPoint projector, screen and laptop Piece of long rope or some white/brown masking tape Flipchart stand and paper |
| Resources (on the day) | PPT ToT Day 1.pptx: PowerPoint slides D2-S2 spectrum cards: two sets of statements printed on A4 sheets of paper (one statement per paper) of two different colours e.g. statements AA-HH on white and statements A-H on blue paper (or a colour that is not white). |
| Guidance to facilitating learning activities | <p>Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.</p> <p>What sort of trainer are they? (20-30 mins)</p> <p>Invite participants to read through <u>the first table of the same title in the handbook</u> which outlines the key differences between three types of trainers. Ask participants, in groups of three, to discuss <u>the questions on the following page and complete the empty grid</u> in pencil. Once finished display the slide with an example of a completed grid (PPT ToT Day 1 – slide 4) Allow some time for general questions and/or discussion in response to the slide, in plenary.</p> <p>Less to more learner centred training approaches (30-45 mins)</p> <p>Set up the activity in advance, by placing a rope on the floor in a straight horizontal line or by sticking a strip of marker tape on the floor, this is the spectrum. Next place one set of two statements on the floor (you might want to ask a participant to help with the placing), one statement on each end of the spectrum (e.g. statement A at one end and statement AA at the opposite end). The statements outline two different approaches to training (at one end of the spectrum the approach is less centred on the learner (cards A-H) and at the opposite end the approach is more centred on the learner (statements AA-HH) Invite participants to stand somewhere on the spectrum which matches their particular training approach, for each set of statements.</p> <p>An example graphic is provided directly below:</p> <div style="text-align: center;"> <p>statement F statement FF</p> </div> |

**Guidance to
facilitating learning
activities (continued)**

The trainer does not have to use all the statements, but a minimum of five sets of statements is recommended. For each set of statements placed on the floor, ask participants to explain why they have placed themselves where they have on the spectrum (encourage them to be specific) and also to share what factors might influence where a participant places her/himself on the spectrum and note their contributions clearly on a flipchart paper. Examples might include: *the training time available on the day, the knowledge, skills and confidence levels of the trainer, whether the content/curriculum is fixed or changing, the nature of the subject matter, the trainer to learner ratio in the room, the level of motivation of learners, the level of experience of learners with more collaborative and facilitative approaches, the level of resources available etc.*

Conclude the session by asking participants in plenary where they would, on the whole, like to be on the spectrum and their reasons for their choice. Note that this workshop, together with the research writing workshop, tends to adopt approaches to training and learning which are on the 'more focused on the learner' end of the spectrum. Flag that the statements can be found in the participant handbook and that there is space in the point of reflection box on the next page to note the factors listed on the flipchart and any more participants identify during the course of the workshop.

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

D1-S3: Adult learning principles

Session preamble (if necessary):

| | |
|---|---|
| Session title | Adult learning principles |
| Session ref. no. | 3 |
| Session day/ suggested time | Day One/ 13.15 – 14.15 |
| Length of session | 60 minutes |
| Session summary | Part of being an effective trainer involves understanding how adults learn best. Andragogy (adult learning) is premised on at least five crucial assumptions about the characteristics of adult learners that are different from those made about child learners on which traditional pedagogy is based. We will look at the five principles, pioneered by Malcolm Knowles (1973). |
| Links to establish | Approaches to training (session 2) |
| Visual aids and equipment | PowerPoint projector, screen and laptop Flipchart poster with the five principles listed (prepared in advance) and attached to the wall for the duration of the workshop |
| Resources (on the day) | PPT ToT Day 1.pptx : PowerPoint slides |
| Guidance to facilitating learning activities | <p>Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.</p> <p>Warm up activity (3-5 mins) Display the slide with a quote (PPT ToT Day 1 - slide 5) and elicit some initial reactions from the group in plenary.</p> <p>Adult learning principles (35-45 mins) Refer participants to the <u>adult learning principles in the handbook</u>. Ask them to individually read the adult learning principles and complete the task at the top of the page. At this stage be available to answer any questions individual participants might have. Next invite participants in pairs, to share with each other their examples and findings from part b) and c) of the task.</p> <p>In plenary, elicit one or two different participant examples for each of the five principles and invite responses to part c) of the task. Some of the responses to c) might include: <i>...There are always opportunities for pair and group work even in large sessions (row II) overlaps with Involves them in sharing what they know (principle 2); Learners know a great deal. What we need to do is build on their previous knowledge (row IX.) overlaps with Builds on what they know (principle 2) etc.</i></p> <p>There is no need to write up participant responses on flipchart paper. Wrap up the session by also referencing the workshop definition in session one of the handbook which touches on experiential and adult learning. Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.</p> |

D1-S4: The active and self-directed learner

Session preamble: Note that there are no participant handbook entries for this session. This session needs close facilitation to elicit the attitudes and specific behaviours of and the strategies adopted by an active and self-directed learner, so be ready to monitor the groups and ask questions to probe further!

| | |
|---|---|
| Session title | The active and self-directed learner |
| Session ref. no. | 4 |
| Session day/ suggested time | Day One/ 14.15 – 15.15 |
| Length of session | 60 minutes |
| Session summary | People learn best when they take responsibility for their own learning. They implement strategies that help them get the maximum value out of a particular learning experience, rather than simply sitting back and expecting the trainer to pour knowledge into their heads. In this session we start to investigate what an active and self-directed learner might look like and start to consider how we as trainers can develop such learners. |
| Links to establish | Approaches to training (session 2) Adult learning principles (session 3) Encouraging and managing active learning (session 5) |
| Visual aids and equipment | PowerPoint projector, screen and laptop Flipchart paper Blank pieces of soft card (roughly 22 cm x 10 cm) Blu or sticky tack Large coloured sticky notes or pieces of paper (of three different colours of your choosing) |
| Resources (on the day) | PPT ToT Day 1.pptx: PowerPoint slides D1-S4 wanted poster: A4 wanted poster template (1 copy per group) D1-S4 what an AL looks like: hand out after the wanted poster activity (1 copy per participant) |
| Guidance to facilitating learning activities | Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session. Warm up activity (5-10 mins) Invite participants in pairs, to each think of a good student (or learner) they have taught or trained from their past or present. Ask participants to describe what behaviours, attitudes and qualities of the student/learner they appreciated in and outside of the immediate training and/or teaching environment. In plenary invite three or four of the pairs to share some of the common themes which came out of their discussions. What does an active and self-directed learner look like? (25-30 mins) Make a link with the adult learning principles in session three. Invite the pairs to join another pair to form a group of four. Explain that participants are now going to create a portrait of what an active and self-directed learner looks like. A learner that wants to get the maximum value out of a learning experience, rather than simply sitting back and expecting the trainer to pour knowledge into their heads! |

Guidance to facilitating learning activities (continued)

In groups, ask participants to produce their own wanted poster. Hand out one wanted poster per group and ask them to stick it in the middle of a vertical blank piece of flipchart paper. Invite participants to discuss the task outlined on **PPT ToT Day 1 - slide 6** then ask them to write their contributions on the pieces of card (one point per card) and stick them on the flipchart around the wanted poster. Invite the groups to draw a portrait of this learner in the frame of the wanted poster. The trainer may want to provide a couple of examples to get the ball rolling, e.g. *they set goals for their own learning, they make mistakes and learn from them, they enjoy a challenge.*

When the groups have finished ask them to pin their flipchart posters on the walls of the training space. Invite the groups to go round and read each other's work then share in plenary anything that needs clarifying, anything they wish they had thought of in their own group and the reasons why.

In the remaining 10-15 minutes, hand out one copy per participant of **D1-S4 active and self-directed learner** which provides some additional notes around how an active and self-directed learner might behave, strategies they might use and how they are likely to approach learning.

Display the slide (**PPT ToT Day 1 - slide 7**) and invite participants to explain what they think this means in their own words, in plenary. If there is time, refer participants back to the table entitled 'From less centred on the learner to more centred on the learner' in session two of the handbook, and ask them whether any of the statements correspond to the behaviours and/or strategies of an active and self-directed learner.

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

End-of-day 1 reflection and review



If no delays, there should be about 30 minutes for this session. There is a choice of two options either:

- a) Invite participants to individually fill out exit cards. Show the slide **PPT ToT Day 1 - slide 8** with instructions and make sure big sticky notes or pieces of paper of three different colours are available to participants and edit the PPT slide accordingly. Spend some time that evening looking at the cards identifying major or interesting points and frequent themes. Address these the following morning OR
- b) Invite participants in groups of three or four to discuss the three reflection questions, at the back of their handbooks in appendix VI. Conduct a quick debrief in plenary.

Day one - Resources

D1 training practice sign up

(1) THINK-INK-PAIR-SHARE

Basic Structure: Pose a question that demands analysis, evaluation, or synthesis. Have learners take a few minutes to think through or write an appropriate response. Invite learners to turn to a partner (or in groups of three) and share their responses. Then take this a step further by next asking learners to find someone who arrived at an answer different from their own and convince their partner to change their mind. Learner responses are then shared with the entire room during a follow-up discussion.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example this technique promotes participation by encouraging a high degree of learner response, helps learners develop and/or confirm conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.
- Ask a specific question and one which can elicit different viewpoints. Be aware that open-ended questions are more likely to generate more discussion and higher level thinking.
- Listen. Instead of tuning out, circulate and listen to learner discussions. You'll get valuable information on learner understanding and keep them on task.
- Debrief after pairs/threes discuss, call on a few to share with the room.

Name (s):

(2) BRAINSTORM AND RANKING

Basic Structure: Pose a specific problem or question, which demands learners to express a number of their suggestions or ideas quickly and spontaneously, without much processed thought or reflection. Give groups of learners a pile of separate cards or change to sticky notes to write their ideas on (one idea/suggestion per card). Once the brainstorm is finished, ask them to place the statements in vertical order of their importance and relevance, with the most important at the top of the "ladder." Ask groups to then compare and defend their results. Note the criteria that the learners used to rank the suggestions or ideas as they come out through the discussion and note on a flipchart in the form of a simple graphic organizer. Allow time for learners to identify any additional criteria which can be added to the graphic.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example brainstorming can stimulate the brain into thinking about issues in a new way, it helps develop learners' problem solving skills and creative thinking skills and it can temporarily halt the critical processes that would ordinarily snuff out potentially useful ideas before they could surface. Ranking helps encourage active participation of every learner, it helps them to prioritize information, clarify thoughts and enhance their ability to focus, reason and reflect on the information generated, as learners are expected to rationalize their choices, presentation and debating skills are also facilitated.
- A good brainstorming question is neither too narrow nor too broad. If it is too narrow or precise, it may fail to inspire expansive thinking. If it is too broad or vague, it will tend to encourage lackluster solutions. Try to strike a correct balance.
- Formulate questions in a positive way – i.e. instead of asking 'Why can't we succeed in ...?' ask 'How could we successfully...?' or 'What should we do...?'.

Name (s):

(3) BRAINSTORM AND CLUSTERING

Basic Structure: Give one large group of learners a broad question or problem that is likely to result in lots of different ideas. Have learners generate responses by writing ideas on sticky notes (one idea per note) and placing them in no particular arrangement on a wall, whiteboard, or chart paper. Once lots of ideas have been generated, have learners begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example brainstorming can stimulate the brain into thinking about issues in a new way, it helps develop learners' problem solving skills and creative thinking skills and it can temporarily halt the critical processes that would ordinarily snuff out potentially useful ideas before they could surface. Clustering can develop the learner's ability to seek out links, connections or patterns between various facts, statements or ideas through discussion and analysis and consensus-seeking, it helps develop the learner's capacity to compare and contrast concepts within a particular topic.
- Make sure that ideas are clarified, NOT criticized during brainstorming.
- Avoid one word cards; they are often ambiguous, encourage short statements.
- When one grouping is overwhelmingly larger than the rest, it needs to be reanalyzed. It likely contains a number of sub-headers.
- Keep the number of headers from 5-10 in total.
- Keep the process moving.

Name (s):

(4) CHECKLISTS

Basic Structure: The trainer identifies a suitable topic, with content that lends itself to the production of a checklist e.g. to help evaluate or guide the production of something.

In groups of four-five, learners discuss and then compile a checklist either on flipchart paper or using a laptop. The checklists are positioned around the room, and the groups are invited to review the other group checklists and agree on a) one question they have about a checklist they have read b) one thing they have read which they think is not very important/relevant c) one thing they have read which they think is very important/relevant (and that their own group had not thought of) Once all the groups have skimmed the other checklists and agreed on their three responses to a), b) and c), invite the groups in plenary to share their questions and elicit answers from the relevant group. Finally as a group agree on what should and should not make the final checklist, drawing on what the groups decided in answer to b) and c). Encourage some debate in this final stage.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example learners rather than the trainer producing a checklist encourages them to take responsibility for their own learning, helps develop their evaluation skills and is also a powerful tool to use when assessing for learning. It can also prove a useful resource for learners to refer back to as and when needed.
- Stress to learners the importance of clear and concise sentences and discourage one word answers.
- The trainer may want to put a limit on the number of points to go in the checklist.

Name (s):

(5) WORLD CAFÉ

Basic Structure: The trainer identifies the topic of interest, and crafts three to five specific questions or issues for discussion. There should be one question per table – and enough questions for a minimum of three rotations among tables.

Identify one host per question/table (in advance), and brief them on the responsibilities which they will have during the World Café. Their responsibilities will include: to provide a 1-2 minute introduction to each group of learners, on what the question is about, to encourage balanced participation among the group members, to remain at the table when the others move on, and brief the arriving groups about the highlights from the earlier conversations and to provide a quick overview of key contributions from the table, during the plenary wrap-up.

Set up three to five tables, one per question. Cover the tables with white flipchart paper and provide marker pens in multiple colours. The paper is for learners to write down key points during the discussion. Group an equal number of learners per table. After the introduction by the table host, learners will begin the discussion by sharing their insights and suggestions on the question/issue laid before them, listening to each other and asking questions for clarification. Table hosts will play their facilitative roles (as per the responsibilities outlined above).

While they discuss, learners are encouraged to write ideas on the flipchart paper, so that the next group that visits the table will be able to gather impressions from it. The rule has to be that they can't write something down until they have shared it out loud first, so that the host can also take note. This helps the conversation to be faster-paced and the record more accurate as people write in their own words.

Each round should take approx. 5-10 minutes; keep track of time. When time is up, signal to learners to wrap up their discussions and move to the next table. Instruct them on the order of movement. Everyone at a table is to move to the next table, except for the host, who remains behind to welcome the new group and to share a quick summary of the earlier session. Discussion then proceeds for about 5-10 minutes. Once again, signal learners when time is up.

After three rounds of café discussions are completed, invite all groups to join in a plenary session for reflections on the topic and questions. Invite the hosts of every table to provide a 5-minute summary of key points and insights from the discussions that have taken place.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example it's a good tool to encourage learner interaction, it can foster deeper engagement with complex or challenging issues, conversations can be made more focused, relaxed and participatory, with greater opportunity for all participants to speak and contribute equally – thereby encouraging authentic sharing of experiences and knowledge.
- The key success factor of this technique are the questions. Formulate the questions or issues to be thought-provoking and encourage discussion. Keep questions simple, clear and most of all open-ended so they will inspire a lively exchange.
- Refrain from extending the number of rotations to more than three – even if some learners feel they are missing out on some of the discussions. This is because an overly lengthy World Café risks becoming tedious rather than engaging.

Name (s):

(6) PYRAMID DISCUSSION

Basic Structure: Learners start individually by thinking and making notes in response to an open ended strategic question. After a couple of minutes, the learners then form pairs where they share their ideas with each other and agree on the six most important and/or relevant answers to the question. They need to reach agreement before joining another pair. The pair joins another pair, creating a group of four. Pairs then share their ideas with the pair they just joined and again they need to reach agreement on six answers. Next groups of four join together to form groups of eight, and so on, until the trainer calls time – it could continue till the whole group is joined up in one large discussion.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example it is useful for developing a range of higher level thinking skills including agreeing and disagreeing, negotiating, summarizing, and putting forward an argument.
- The key success factor of the Pyramid Discussion is the question. Formulate the question so that learners need to discuss for example a list of factors, and then rank them in order of importance. Design it so that there is ambiguity and not a clear order of importance, so as to promote discussion and different viewpoints.

Name (s):

(7) BUZZ GROUPS

Basic Structure: At one or two interval breaks during a trainer's presentation, ask learners to form Buzz Groups of two to three people. Ask each Buzz Group to discuss what they have just heard and come up with one pertinent question (related to what they have just heard) for the trainer. Give the groups 2-3 minutes to agree on what the question should be. A representative from each Buzz Group then asks the trainer their group's question in plenary.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example: they are useful in shifting the session out of presentation mode, and they enable participants to have quick discussions to check on facts, reflect on what was presented, exchange ideas, and link ideas/concepts together.
- Once people start talking, they often don't want to stop. The trainer should be firm and should also give a 1-minute warning before the end of the buzz time.
- The trainer should move around the room to provide assistance or clarifications if necessary.
- This is an activity to generate energy and wake participants up so keep the pace going!

Name (s):

(8) TROIKA CONSULTING

Basic Structure: In quick “consultations” individuals ask for help and get advice immediately from two others.

Invite learners to reflect on the questions “What is your challenge?” and “What kind of help do you need?” and come up with one consulting question each. Form groups of three (learners with diverse backgrounds and perspectives are most helpful) and arrange small groups of three chairs, knee-to-knee seating preferred.

In each round, one learner is the “client” who will share their challenge while the others act as “consultants” Invite learners to reflect on the consulting question (the challenge and the help needed) they plan to ask when they are the clients.

Groups have first client share his or her question (1-2 minutes) Consultants ask the client clarifying questions (1-2 minutes) Client turns around with his or her back facing the consultants and together, the consultants generate ideas, suggestions, coaching advice (4-5 minutes).

The client turns around and shares what was most valuable about the experience (1-2 minutes) Then groups switch to the next person and repeat the steps.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you’ll get buy-in and better participation. **For example** this technique helps participants refine their skills in formulating problems and challenges, their listening and coaching skills and creates conditions for unimagined solutions to emerge.
- Invite learners to form groups with mixed roles/functions.
- Have the learners try to notice the pattern of support offered. The ideal is to respectfully provoke by telling the client “what do you see that you think they do not see”.
- If the first round yields coaching that is not good enough, do a second round.
- Questions that spark self-understanding or self-correction may be more powerful than advice about what to do.

Name (s):

(9) MIND MAPPING

Basic Structure: The trainer selects the main concept or idea that the rest of the map will revolve around. Learners in groups begin by creating an image or writing a word that represents that first main idea in the middle of a large piece of paper or flipchart. From that main idea, learners then create branches (as many as needed), that each represent a single word that relates to the main topic. It's helpful to use different colours and images to differentiate the branches and sub-topics.

Then, learners can create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics. Once the groups have finished their mind maps, the trainer might want to invite the other groups to view the other group mind maps and provide feedback and/or additions using sticky notes. Allow each group to then go back to the mind map they produced, review the feedback and make any amendments they wish to as a result.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example they help learners brainstorm and explore any idea, concept, or problem, they facilitate a better understanding of relationships and connections between ideas and concepts, make it easy to communicate new ideas and thought processes, help learners take notes and plan writing tasks and make it easy to organize ideas and concepts.

Name (s):

(10) JIGSAW READING

Basic Structure: Jigsaw reading is a cooperative learning technique that enables each learner of a "home" group to specialize in one aspect of a topic. Learners meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this technique, each learner in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Assign each learner to a "home group" of three to five learners. Determine a set of reading selections and assign one selection to each learner. Create "expert groups" that consist of learners across "home groups" who will read the same selection. Provide one or two key questions to guide the "expert groups" while reading their selections, e.g. How can I put these ideas into my own words? What connections do I see between this material and things we've already learned, or from my own life? How will I tell the members of my jigsaw, or home, group about this material? Learners in the expert group should read the text and make sure everyone has a strong enough understanding to share with their home groups. Encourage the learners to discuss the topic together and how they will share their learning once they return to their "home groups". It may be a good idea for learners to produce a short list of ideas they plan to take back. Once the learners reconvene into their "home groups" the "experts" each in turn report on the information learned. Ask learners to produce a summary chart or graphic organizer for each "home group" which summarizes what the experts reported back. Remind learners that "home group" members are responsible to learn all content from one another.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example this technique helps build comprehension, encourages cooperative learning among learners and helps improve listening, communication, and problem-solving skills.
- The trainer may find it useful to use numbers for home groups and letters for expert groups (learner 3-B for example, will read text B with a group of learners and then report back to group 3, where a learner has read text A, C, D, and E).
- There is a risk that learners might just want to simply read the text out loud to their "home group", stress that the "experts" need to retell what they have learnt in their own words and using their own examples.
- Circulate to ensure that groups are on task and managing their work well; ask groups to stop and think about how they are checking for everyone's understanding and ensuring that everyone's voice is heard.
- Monitor the comprehension of the group members by asking questions and rephrasing information until it is clear that all group members understand the points.

Name (s):

D1-S1 reflection questions



Each question to be printed on one A4 piece of paper in landscape.

- 1) Why did the trainer choose to run the session in this way, how else could s/he have done it?
- 2) What strategies can you adopt in order to maximize your learning related to this particular session?
- 3) What are the core conditions for effective face-to-face training workshops?

D1-S2 Spectrum cards

Each statement to be printed on one A4 piece of white paper. The toolkit folder online has Word versions of these cards that trainers can print out.

Less-focused on learner

A

I use the same notes every year and expect learners to learn what I tell them.

B

I give presentations because the numbers are too high and it is the only opportunity.

C

I expect learners to follow me and my recommendations.

D

I think the best learners sit quietly and take notes.

E

I believe my role is as primary information giver and as primary assessor.

F

I think what is in the training guide is what really matters.

G

I don't have much time and space for discussion during the course of the training.

H

My view is that learners on the whole know nothing. It is my job to get them up to speed on content.

More-focused on learner

Each statement to be printed on one A4 piece of coloured paper (not white). The toolkit folder online has Word versions of these cards that trainers can print out.

AA

I have to get across to learners that knowledge changes all the time and that I and they must stay current and relevant.

BB

I think it's impossible to train large groups all the time. There are always opportunities for pair and group work even in large sessions.

CC

My view is that learners must always question what I tell them and assimilate and accommodate new information and skills.

DD

I encourage the learners to 'flip the learning' and read the material in advance and prepare questions.

EE

I feel strongly that learners must recognize that they will do better if they collaborate and learn from each other.

FF

Of course I need some prescribed content but only as a starting point. For learning outcomes to be met however I weave new content in during the course of the training.

GG

I create and prioritize opportunities for discussion above the delivery of information during the course of the training.

HH

Learners know a great deal. What we need to do is build on their previous knowledge.

WANTED

D1-S5 Active and self-directed learner

What does an active and self-directed learner look like?

N.B. Keep this hand out as you will be using it again in a later session.

- They commonly use trainers/teachers as resource people and as guides to the learning process.
- They ask questions of clarification, examples and reasons etc. to enhance their learning.
- They follow up on training and learning sessions with reading, discussion with colleagues about what was learned, trying things out and application of new learning.
- They connect what was most recently learned with what was previously learned.
- They discuss what they know with others in order to validate and articulate what they think they know.
- They keep an enthusiastic attitude towards learning.
- They often help trainers/teachers and fellow learners, outside sessions by providing opinion, assistance and insight.
- They typically exchange views, share findings, and debate topics among themselves.
- They usually have an open mind, make fewer snap judgments, and possess good reasoning skills.
- They set goals for their own learning.
- They can repeat information in their own words or can give examples.
- They can reflect on their learning.
- They search out information and read, analyze, and evaluate the information they've found.
- They make notes rather than take notes!
- They try to sort out what is important and what is just background.
- They participate fully in group work.
- They don't skip sessions.
- They put in the time.
- They relish a challenge.
- They make mistakes and learn from them.
- They persevere with the task.
- They catch up on missed content.
- They review notes after each day's training.
- They assume personal responsibility for contributing to their own learning.
- They appreciate different ways and means of learning the content.
- They have a sense of curiosity.
- They assess statements and arguments .
- They are able to admit a lack of understanding or information.
- They are able to clearly define a set of criteria for analyzing ideas .
- They are willing to examine beliefs, assumptions, and opinions and weigh them against facts.
- They listen carefully to others and are able to give feedback.

Reflection question: *How can we as trainers develop this type of learner in our workshops?*

Day two

D2-S5: Encouraging and managing active learning

| | |
|---|---|
| Session title | Encouraging and managing active learning |
| Session ref. no. | 5 |
| Session day/ suggested time | Day Two/ 9.30 – 10.30 |
| Length of session | 60 minutes |
| Session summary | Building on the session the day before, we will examine how we as trainers can organize learning so as to encourage more active learning and deeper thinking amongst our participants. We will establish a list of ‘quick wins’ when it comes to making good active learning happen, particularly when working with medium to large groups of learners. |
| Links to establish | Adult learning principles (session 3) The active and self-directed learner (session 4) |
| Visual aids and equipment | PowerPoint projector, screen and laptop Flipchart stands and flipchart paper Small coloured stickers e.g. dots |
| Resources (on the day) | PPT ToT Day 2.pptx : PowerPoint slides D2-S5 quick training wins AL : hand out after the first scenario activity and before the second evaluation activity (one copy per participant) |
| Guidance to facilitating learning activities | <p>Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.</p> <p>Refer to the section entitled <u>Why do Active Learning?</u> in the participant handbook under session five. Briefly present the contents of this section, using the slide PPT ToT Day 2 – slide 3 as an aid.</p> <p>Warm up activity (3-5 mins)</p> <p>Ask participants in pairs or individually to refer back to the hand out D1-S4 active and self-directed learner. Ask them to come up with some ideas on how to address the question at the bottom of the page. No need to debrief in plenary as this will be covered in more depth in the next activity. The key message here is that it can be argued that we as trainers only get the learners we deserve!</p> <p>Scenario around developing active and self-directed learners (18-20 mins)</p> <p>Explain to participants that they are going to read <u>Scenario A in the handbook</u> and in groups of four or five, they need to come up with a checklist of as many training and learning strategies and/or techniques they can think of which will help develop active learners and stimulate active learning. Explain they have ten minutes to complete this task and need to write each strategy and/or technique clearly on flipchart paper. Display the slide (PPT ToT Day 2 – slide 4) which outlines the task (show first bullet point only for this part of the activity)</p> |

**Guidance to
facilitating learning
activities (continued)**

Once they have finished, show the second bullet point of the task on the slide. Give each participant three small stickers and invite them to read all the other group checklists and vote for the three, they would like to introduce straight away into their own training and/or teaching practice. Explain that they can't vote for the contributions from their own group! Wrap up by summarising the most popular choices and asking what participants liked about them. Ask for a volunteer to type up the flipcharts and to email or hand out to the rest of the participants (including the trainer).

Evaluating active learning strategies and techniques (25-30 mins)

Hand out **D2-S5 quick training wins AL** and ask participants in pairs to read half of the text each, which provides some ideas for quick win strategies and techniques. For example, partner 1 can read the first paragraph and sections a to e and partner 2 can read section f and the concluding paragraphs. Ask them to consider the questions on the slide **PPT ToT Day 2 - slide 5** while reading their part of the text and be ready to discuss them with their partner. After around 15 minutes of pair discussion, debrief their responses to the second question in plenary.

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

D2-S6: Organizing and managing group work

| | |
|---|---|
| Session title | Organizing and managing group learning |
| Session ref. no. | 6 |
| Session day/ suggested time | Day Two/ 11.00 – 12.00 |
| Length of session | 60 minutes |
| Session summary | In this session we consider ways to organize participants so as to encourage their involvement and motivation. It is practical in nature, and the outputs of this session will be a useful resource to refer back to, particularly when at the design and planning stage of a research writing workshop. |
| Links to establish | Adult learning principles (session 3) Encouraging and managing active learning (session 5) |
| Visual aids and equipment | PowerPoint projector, screen and laptop |
| Resources (on the day) | PPT ToT Day 2.pptx : PowerPoint slides |
| Guidance to facilitating learning activities | <p>Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.</p> <p>Display the slide with the aims of the session (PPT ToT Day 2 - slide 6) and talk them through briefly.</p> <p>Small group learning (15-20 mins)</p> <p>Quickly divide the group into the following groupings a) at least two individuals (working individually) b) at least two pairs c) at least two groups of four d) one group (largest group, those remaining) Ask them to agree on their three strongest answers to the following question and be ready to feedback on <i>Why use small group learning?</i> Allow them five minutes to reflect and discuss – this activity needs to be done quickly.</p> <p>Ask them to stay in their particular grouping and spend no more than five minutes eliciting feedback in plenary. Encourage groups to share only new points, rather than simply repeating what has come before. Feedback may include something along the lines of: <i>to encourage sharing, reasoning and challenging of ideas; to support learners' construction and articulation of their own understanding of problems, processes or concepts; they can be more personal and social than large-group contexts such as lectures, where there is less room for social interchange; the learner voice can be exercised more readily in small-group contexts; there may be no hiding place in small groups, in contrast to disappearing into the crowd in large-group discussions, peers can be useful learning resources for each other, etc.</i></p> <p>Next ask the different groupings <i>how did you feel about working in your particular grouping, how do you think the size impacted on the achievement of the task?</i> Allow no more than five minutes on this.</p> <p>Next refer participants to <u>the table in the handbook which explores how group size affects function</u>. Ask for questions of clarification and if there was anything participants agreed or disagreed with, and if so why?</p> |

**Guidance to
facilitating learning
activities (continued)**

Methods for forming groups (20-25 mins)

Before displaying the slide (**PPT ToT Day 2 - slide 7**) ask participants in plenary, what method the trainer used to divide participants into the different groupings and what other methods could the trainer have used? Display the slide and the trainer might want to ask participants what they think the difference is between preset and structured i.e. *Which of the two methods could be implemented before and/or during a training session? Which of the two methods are more likely to focus on the personal characteristics of participants?*

Next move on to display the next slide with the discussion task (**PPT ToT Day 2 - slide 8**) Ask participants to discuss the two questions in groups of three. Allow no more than 10 minutes for this discussion.

Refer participants to the table in the handbook entitled 'Methods of forming groups and their advantages and disadvantages' and invite them to read the task and check that they have understood what is being asked of them. If time remains, call on alternate groups to share one new point they noted down in the table and/or one interesting example they came up with in response to the second question. *The answer key is Method I = structured, Method II = self-selecting, Method III = random and Method IV = preset.* In conclusion note that what a trainer wants groups to achieve together, will strongly influence how the groups are formed and that rather than sliding into forming groups, it is important to think about the best formation to achieve the task.

Methods for reporting back on group work (10-15 mins)

Display the title slide with the question (**PPT ToT Day 2 - slide 9**). Ask participants to call out answers. Note down useful answers on a flipchart or slide, and give examples from your experience.

Direct participants to Scenario B in the handbook to read and then invite them to nominate a rapporteur to sit at the front and compile a Participatory PowerPoint slide, which can be viewed on a projector screen. Explain that the group has 10 minutes to come up with as many ways their colleague could organize groups to report back on group work. Ask the rapporteur to type up the suggestions in front of the group. Provide an example to get the ball rolling e.g. one group makes a presentation of their feedback and other groups feed into that. Once the ten minutes are up, the trainer can add any other ways of handling feedback not captured on the slide and added to the slide by the rapporteur e.g. *in the form of 'panel bullets' where rapporteurs from each group form a panel, each making one bullet point in turn, not repeating anything already said until all points are exhausted; groups report back using a graphic or visual; groups don't report back at all or they could fill out a matrix, for example, to hand in to the trainer and then the follow-up discussion revolves around larger issues or application of the concepts e.g. how would they apply their new learning/take-aways to other scenarios? or did they gain new insights by discussing this topic with others?*

Finally ask in plenary - *which of these methods would be the most challenging to execute in your opinion and why?* Encourage the group to come up with ideas to overcome the challenges identified. Ask for a volunteer to tidy up the PowerPoint and to email out to the rest of the group.

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

D2-S7: Formulating intended learning outcomes (ILOs)

| | |
|---|--|
| Session title | Formulating intended learning outcomes (ILOs) |
| Session ref. no. | 7 |
| Session day/ suggested time | Day Two/ 13.00 – 13.45 |
| Length of session | 45 minutes |
| Session summary | In this session, we drill down to what we want our learners to know and be able to do. You may have come across the use of taxonomies as a way to formulate the wording of ILOs, notably the work of Bloom et al. (1956) and Anderson and Krathwohl (2001). These taxonomies are a useful guide in helping us arrive at fit-for-purpose learning outcomes. |
| Links to establish | Assessment for learning (session 8) |
| Visual aids and equipment | PowerPoint projector, screen and laptop |
| Resources (on the day) | PPT ToT Day 2.pptx : PowerPoint slides |
| Guidance to facilitating learning activities | <p>Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.</p> <p>Why set intended learning outcomes? (10-15 mins)</p> <p>Display the slide (PPT ToT Day 2 – slide 10) and allow around 10 minutes for the task. Spend no more than 5 minutes for feedback from the group. Key points to draw out are: <i>without learning outcomes it is difficult for learners to know what they are supposed to be learning; they enable good assessment development, they encourage reflection and good workshop design and development.</i></p> <p>Mini presentation: Setting good enough ILOs (5-10 mins)</p> <p>Display slide (PPT ToT Day 2 – slide 11) and talk it through, you may want to elicit a few more examples from the group before moving on to display the next slide (PPT ToT Day 2 – slide 12)</p> <p>The trainer can then explain the following in their own words:</p> <p><i>We need to think about the learning as what we want the participant or learner to do. As we want the learners to do things, then it makes sense for the outcomes to be specified in terms of verbs. In considering the verbs to describe learning outcomes, we can refer to the work on levels and the different levels of learning. We will probably want to mix the levels of learning required having some lower level outcomes that deal with the basic facts, as well as having higher levels that require the learners to deal with new situations.</i></p> <p>Invite any questions around what participants have seen on the last two slides. Refer participants to the <u>table entitled ‘Useful verbs for outcome-level statements’ in the handbook</u> which outlines some useful verbs for outcome-level statements, including alternatives to passive verbs such as understand, know, learn, and be aware of.</p> |

**Guidance to
facilitating learning
activities (continued)**

Example ILOs of varying quality (15-20 mins)

Explain that you are going to show the slide (**PPT ToT Day 2 - slide 13**) with some examples of ILOs of varying quality. Refer participants to the grid entitled 'Examples of ILOs of varying quality and the reasons why' in the handbook and invite them to first match each learning outcome on the slide (A-D) to option 1, 2, 3 or 4 and to then complete the analysis column, explaining why they matched the ILO to that particular option. Give the participants the choice of doing this individually or in pairs. Once they have completed the grid, display a suggested answer key (**PPT ToT Day 2 - slide 14**) and invite any questions or comments on what is on the slide. Make a link to the next session on assessment for learning. As a final reflection the trainer might want to ask participants: *how does this way of formulating ILOs for workshops, differ from that of a longer term degree course, for example?*

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

D2-S8: Assessment for learning

| | |
|---|--|
| Session title | Assessment for Learning |
| Session ref. no. | 8 |
| Session day/ suggested time | Day Two/ 13.45 – 14.30 |
| Length of session | 45 minutes |
| Session summary | We could spend days talking about summative assessment and its shortcomings. We will focus on formative assessment and strategies for making it manageable. Formative assessment is often referred to as ‘assessment for learning’ as opposed to ‘assessment of learning’ (summative) and can be a powerful tool. |
| Links to establish | Formulating intended learning outcomes (ILOs) (session 7) |
| Visual aids and equipment | PowerPoint projector, screen and laptop Enough laptops so that there is one per group of four or five people |
| Resources (on the day) | PPT ToT Day 2.pptx : PowerPoint slides |
| Guidance to facilitating learning activities | <p>Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.</p> <p>Display the slide (PPT ToT Day 2 – slide 15) to help contextualize assessment. Ask participants in plenary to explain in their own words what they think is the difference between assessment for learning (or formative assessment) and assessment of learning (or summative assessment) The trainer could also share this as a useful illustration ‘<i>When the cook tastes it, it is formative; when the customer tastes it, it is summative</i>’</p> <p>How to use assessment for learning (15-20 mins)</p> <p>Invite participants to form groups of three and allocate them each a letter (A, B, C) explain that each participant will read a short paragraph related to assessment for learning (<u>refer them to the assessment for learning text in the handbook</u>) and that they will need to feedback to their group on what they have read in their own words (not simply reading off the sheet) and importantly what implications this has for their training practice. Encourage group members to challenge and question what their colleague is saying (in a respectful way of course!) In plenary invite alternate groups to either a) ask the trainer a question that came up from their discussions or to b) share with the group the most interesting point which came out of their discussions.</p> |

**Guidance to
facilitating learning
activities (continued)**

Techniques to meaningfully assess progress towards ILOs (20-25 mins)

Display again the slide with the Anderson & Krathwohl taxonomy (**PPT ToT Day 2 - slide 12**) or participants can refer to the table entitled 'Useful verbs for outcome-level statements' in session seven of the handbook. Ask them to consider the different levels of thinking i.e. from remembering to creating. In groups of four or five, ask participants to think and type onto a laptop or flipchart: *what techniques can learners and trainers use during a research writing workshop to meaningfully assess learning?* (the question is on **PPT ToT Day 2 - slide 16**) The trainer might want to provide a couple of examples to get the ball rolling, for example, using reflective questions such as *what have I learnt?* or learners preparing a glossary of acronyms.

Explain that after 10 minutes, each group can nominate one 'spy' who can move around the room, picking up new ideas/ techniques which s/he can then bring back to their home group to include on their list. Suggestions might include simple techniques like *question banks, quizzes, peer assessment (get them to frame and ask each other questions), bingo grids to debates, reflective journals, self-assessing work against checklists, one minute essays, learners explaining concepts in their own words, learners teaching each other a concept or skill to designing leaflets about an aspect of research writing, real world scenarios, designing posters as a guide, reflective writing tasks* etc.

Once the groups have finished, the trainer can wrap up by asking the following two questions: *which levels of thinking do you think are the easiest/hardest to identify assessment techniques for?* and *which of the techniques (that are new to you) would you like to try straightaway in your training and/or teaching?* (the two questions are on **PPT ToT Day 2 - slide 16**). Nominate a participant to draw all the lists together and email out to the rest of the participants (including the trainer).

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

D2-S9: Challenges to active learning

Note that there are no participant handbook entries for this session. It is recommended that a timekeeper is appointed for this session.

| | |
|---|--|
| Session title | Challenges to active learning |
| Session ref. no. | 9 |
| Session day/ suggested time | Day Two/ 15.00 – 16.00 |
| Length of session | 60 minutes |
| Session summary | Some of you may have already experienced a challenge related to active learning in a training or teaching context. These aspects are important because they can influence how engaged an individual or group can be and the quality of their learning experience. We will identify together some techniques and strategies to help in establishing and maintaining active learning within the workshop context. |
| Links to establish | The active and self-directed learner (session 4) Encouraging and managing active learning (session 5) |
| Visual aids and equipment | Flipchart stands and flipchart paper Large coloured sticky notes or pieces of paper (of three different colours) Alarm clock or mobile phone alarm (with a loud ring setting) |
| Resources (on the day) | D2-S9 barriers to AL: print one copy and cut up so that there is one challenge per strip |
| Guidance to facilitating learning activities | <p>Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.</p> <p>Depending on the general confidence and ease of the group, the following activity could be carried out in a number of ways.</p> <p>The hot seating technique could be one option, where one participant selects one of the challenges and takes on the role of the trainer experiencing that challenge. S/he sits at the front of the group, while other participants form a semi-circle and ask questions and provide advice on how to address the challenge on the card.</p> <p>Another technique that could be used is troika consulting, where participants form groups of three (those with diverse backgrounds and perspectives are most helpful) and each select a different challenge. Arrange small groups of three chairs, knee-to-knee seating preferred. In each round, one participant is the “client” who will share their challenge while the others act as “consultants” groups have the first client share his or her question (1-2 minutes) Consultants ask the client clarifying questions (1-2 minutes) the client then turns around with his or her back facing the consultants and together, the consultants generate ideas, suggestions, coaching advice. It is recommended that one of the consultants acts as a rapporteur and notes down key points in a notebook which could be used for a debrief at the end and typed up and emailed to the trainer (4-5 minutes). The client turns around and shares what was most valuable about the experience (1-2 minutes). Then groups then switch to the next person and repeat the steps.</p> |

Guidance to facilitating learning activities (continued)

A third technique could be to use the world café format. The trainer could lay the seven different challenges on the floor and ask the participants to stand by the challenge they most want to discuss. Select the top four or five challenges and place them at different parts of the room, together with flipchart paper and pens. Allocate one rapporteur per challenge (ideally they selected it) and then invite the rest of the participants to move to a challenge and discuss it with their colleagues, offering key points of advice. Try to ensure a roughly equal number of participants per challenge. The rapporteur writes the key discussion points/pieces of advice on the flipchart. Allow around ten minutes for the first discussion round and then ask participants to move to a new challenge. Ask each rapporteur to briefly summarize what was discussed in the previous round and allow around eight minutes for the second round, and then the participants move to a third round of discussion, allow six minutes and then the final round which should last around four minutes (cut the final round if appropriate). At the end of the activity, invite all groups to join plenary for reflections on the topic and questions. Invite each rapporteur to summarize what came out of the discussions around each challenge and to type up the flipcharts and circulate to participants (including the trainer). Conduct a quick debrief of the World Café method by asking participants for feedback on how it has worked for them, what they liked and what can be improved for the next time.

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

End-of-day 2 reflection and review



If there are no delays, there should be about 30 minutes for this session. There is a choice of two options:

- Invite participants to individually fill out exit cards. Show the slide **PPT ToT Day 2 - slide 17** with instructions and make sure big sticky notes or pieces of paper of three different colours are available to participants and edit the PPT slide accordingly. Spend some time that evening looking at the cards identifying major or interesting points and frequent themes. Address these the following morning OR
- Invite participants in groups of three or four to discuss the three reflection questions, at the back of their handbooks in appendix VI. Conduct a quick debrief in plenary.

Day two - Resources

D2-S5 'Quick win' ideas for making your training more active and engaging

Initial words of wisdom:

- 'Sell' the activity – WIIFT (What's in it for them?) Participants have a learning history – which probably won't involve much active learning.
- Success breeds success – go for 'quick wins'.
- We must get the horses to the water and get them to drink – quickly.

a) Orienting participants to learning

Create low-stakes activities to start off with to orient participants as part of session time:

- Start your session by posing a question on a PowerPoint slide and have tables, small groups or pairs discuss.
- Ask tables to brainstorm responses to a question, brainstorm research topics, or draw models/figures on paper or boards.
- Encourage participants early on to move their chairs (where possible) and use the knowledge of others.
- Introduce pair and group work gradually and give them set times to do a set task.

b) Giving participants input

- Aim to give them 10 minute presentations (if necessary) and move around the room.
- Get them to do something while you are speaking. For example, ask the group to put their questions together, make notes, teach each other, etc.

c) Get them to work together

- Get them to work collaboratively (in groups or pairs).
- Give them responsibilities (chair, spokesperson, rapporteur).
- Give them a purpose – why are they working in groups.

d) Give them an end product to aim for

- Poster display, list of websites, references to pass on, critique, set of principles etc.

e) Ideas

- Give the participants something to do on the handouts: grids to fill in; questions to answer; things to look up.
- Get the participants to think up questions that they would like to be asked. Ask them to compare their questions with others and then ask for some of the questions that they have prioritized.
- Ask participants to write questions on post-its and display them on a wall/board. Choose common questions first to ensure that you answer the most important.
- Give the participants a self-checklist of learning tips and ask them to fill in the list.
- Ask the participants to draw up a question bank of a specified number with the answers and possibly clues for their fellow participants.
- Ask the participants to draw up a grid of criteria for a particular assessment task.
- Get the participants to do a glossary of technical terms for another group.
- Ask a small number of participants to email you with feedback and engage in a short exchange around the feedback on sessions.
- When the participants have submitted their draft work, give them some generic feedback (common weaknesses and errors) and give them the opportunity to make changes before making their final submission.

f) Ideas cont.

- At the start of the session, ask the participants what they would like to learn and why. Get them to articulate their learning goals.
- Tell the participants that after 15 minutes of a presentation, you will stop and ask them to tell each other what the main points were. Stop after the set time and give them the opportunity to share the main learning points and ask questions.
- Start a presentation by asking the participants what they know about something. They could mind map it or write down key points.
- Try jigsaw reading. Give the students on different tables different inputs to report back on. They then have to split up and offer their information to others who have had different reading material. A more advanced version is to use different media: newspaper article, journal article, radio programme, video, etc.
- Ask the participants to pair up and give feedback on each other's work.
- Stop talking after 20 minutes - they can't take any more than that. Do something else.
- Warn participants when a buzz group is coming, this encourages active and critical listening and reflection proceeding the activity.
- Invite participants to answer their own questions first.
- Change the demands made on the audience every 10 to 15 minutes.
- Pause for a few minutes two or three times during a presentation to allow participants to consolidate notes and develop questions.
- Pause and ask participants to work in pairs to organize their notes and discuss the key points of the presentation. Each group could be asked to develop questions based on what is still unclear, which can then be addressed at the end of the session or at the beginning of the next one.
- Give a demonstration, use case studies and examples, give illustrations, show a film or videotape segment or use an audio recording.
- Ask the audience to stop taking notes before the end of the session and then ask participants to reconstruct on a blank piece of paper, as much of the session as possible – either in outline form or diagrammatically. This forces participants to review and consolidate key points and discover points for review.

- Encourage participation through:
 - questions and quizzes
 - gapped handouts and diagrams
 - data analysis and interpretation
 - brainstorming and buzz groups
 - problems and case studies

Read through the list and decide which ones you are already using and the ones you could and would like to introduce into your training. It is better to try a few and explore them in depth than to try to do most or all of them. They all 'work' but they will not work for everybody all the time. If you try something and it does not work, ask yourself why. Ask the learners why it did not work for them. Each group is different. Try it on another group. Modify it. Don't reject it out of hand. These are not tips for trainers but **embody important principles of training and learning**.

Studies have shown that the cognitive process of explaining solutions, and dealing with questions and misunderstandings will help to embed knowledge further into your memory and enhance your own understanding of the subject. This process can result in 'deep learning', which is retained by your long term memory, rather than 'surface learning', where information can gradually escape from your memory shortly after a session. Understand first why these ideas outlined in this paper might work and then take risks, experiment. None of these ideas is original but they may well be new to you and/or your learners.

D2-S9 Barriers to active learning

Print out this page (available as a standalone resource in the online toolkit) and cut out each statement separately.

- | |
|--|
| 1) If I spend time in sessions on active learning exercises, I'll never get through the workshop syllabus. |
| 2) If I don't lecture I'll lose control of the class. |
| 3) Some of my learners just don't seem to get what I'm asking them to do - they keep trying to find "the right answer" to open-ended problems. |
| 4) When I tried active learning in one of my sessions, many of the learners hated it. Some refused to cooperate and made their hostility to the approach and to me very clear. |
| 5) I'm having a particularly hard time getting my learners to work in groups. Many of them resent having to do it and a couple of them protested to my department head about it. |
| 6) Many of the groups in my workshop are not working well - some group members keep complaining to me about others not participating. |
| 7) Even though I've done everything the experts recommend, some of my learners still complain that they don't like the active learning approach I'm using and they would have learned more if they had taken a "normal" class. |

Day three

D3-S10 (A&B): Training practice

Participants may feel nervous about the training practice. Make an effort to create a relaxed atmosphere and explain that this is an opportunity to 'learn by doing' and that it's a valuable opportunity to learn from each other and build confidence. The timings are based on eight groups (of three) delivering a 15 minute session and receiving eight minutes feedback. The groupings and timings will most likely need to be changed depending on the size of the group. The trainer will be expected to amend the instructions for the training practice in the participant handbook to reflect this. Participants may get confused with which topics to select, so the trainer must highlight that their sessions need to draw on content from the research writing workshop and that they can refer to the research writing workshop agenda in appendix II of the participant handbook.

| | |
|--|---|
| Session title/s | 10A. Training practice final preparation 10B. Training practice and feedback |
| Session ref. no. | 10 |
| Session day/ suggested time | Day Three/ 9.15 – 10.00 Day Three/ 10.00 – 14.00 (including the lunch break) |
| Length of session | 45 minutes 195 minutes (excluding the 45 minute lunch break) |
| Session summary | We will have the opportunity to 'try out' and then reflect on some techniques designed to encourage learners to be more collaborative, active and independent in their learning. You will draw on training content of your choice from the research writing workshop you train on/will train on and then try these techniques out for size in a supportive and non-judgemental learning space. |
| Links to establish | Formulating intended learning outcomes (ILOs) (session 7) |
| Pre-session activities | Groups need to have already put together a rough training plan for their sessions |
| Visual aids and equipment | PowerPoint projector, screen and laptop Any other resources and equipment on request of participants (by lunchtime of day two) |
| Resources (on the day) | D3-S1 time cards (1, 2 and 5 minute warnings) D3-S1 observation checklist: print out the checklist (two-sided ideally) and with enough copies so that each participant has one checklist per group they will be observing, e.g. if there are seven groups delivering training sessions, then print out six copies of the checklist per participant. |

**Guidance to
facilitating learning
activities**

Verbally present the session summary above to set the scene. It is important that these points are shared with participants at the start of the session.

Training practice final preparation (45 mins)

Refer participants back to the instructions for the training practice in the handbook. Allow the groups 45 minutes to finish the preparation of their training sessions. Make sure the trainer/s is available for any questions or support the groups might need with regards to their preparation.

Training practice and feedback (195 mins)

Explain that when participants are not delivering a session, they will be observing the other groups' training sessions in addition to participating in the activities that are part of those sessions. Decide beforehand if participants should give written feedback, oral feedback, or both, depending on what works better in your training context or based on your experience. If feedback is to be given in writing, hand out blank observation checklists to each participant or a different feedback form that you think would work better. If feedback is to be given orally, ask participants to make notes during the training sessions to support the delivery of verbal feedback.

Invite each group to deliver their training session for 15 minutes. The trainer/s will need to be strict in terms of time management. Allow roughly eight minutes, immediately after each training session, for verbal feedback on the group's session from the rest of the participants. The trainer/s can add any additional points of feedback but only if it has not been covered already.

If any time remains, ask participants individually to read the first page of the checklist again and a) circle the skill s/he would most like to improve and b) underline the skill that is the most challenging for her/him. Encourage participants to share their choices and reasons with an elbow partner for a couple of minutes.

Remind the participants to make notes on the reflection questions at the back of the handbook in appendix VI for a couple of minutes.

D3-S11: Research writing workshop walk-through

Presumably the participants of this workshop would be interested in running research writing workshops. This session is to introduce the standard package of materials for the research writing workshop and get the participants thinking about how they can use and adapt these materials.

| | |
|---|---|
| Session title/s | Research writing workshop walk-through |
| Session ref. no. | 11 |
| Session day/ suggested time | Day Three/ 14.00 – 14.45 |
| Length of session | 45 minutes |
| Session summary | Participants will be introduced to the standard AuthorAID research writing workshop agenda for a four-day workshop along with the workshop materials. |
| Links to establish | N/A |
| Visual aids and equipment | PowerPoint projector, screen and laptop |
| Resources (on the day) | N/A |
| Guidance to facilitating learning activities | <p>Introduction to the research writing workshop package (5 mins)</p> <p>The AuthorAID standard research writing workshop package should be available on the INASP website. Show participants where this package of materials is available and how it can be downloaded.</p> <p>Going over the components of the package (10 mins)</p> <p>Describe each file that is part of the package: facilitation notes, facilitation slides, participant handbook, etc. and the links between them. You could point out how this TOT workshop also has such materials and share your experience using those to run the workshop.</p> <p>Sample of a workshop session (20 mins)</p> <p>Pick one of the shorter sessions from the research writing workshop agenda, eg, citations and references. Then run this session, or a part of it, with the participants so that they get a taste of the research writing workshop.</p> <p>Using and adapting the workshop package (10 mins)</p> <p>Encourage participants to think about how to use and adapt the workshop package. You could for example ask them to consider the questions below in pairs or small groups:</p> <p><i>What is the duration of the workshop they might run? If it's less than four days long, how would they decide which parts of the AuthorAID workshop package to use?</i></p> <p>Remind the participants to make notes on the <u>reflection questions at the back of the handbook in appendix VI</u> for a couple of minutes.</p> |

D3-S12: Workshop closing

| | |
|---|--|
| Session title/s | Workshop closing |
| Session ref. no. | 12 |
| Session day/ suggested time | Day Three/ 15.00 – 16.00 |
| Length of session | 60 minutes |
| Session summary | The final session is about bringing effective closure to the workshop. It is a time to recap on the highlights of what happened, reinforce learning, celebrate one another's efforts and reflect on how we will turn the learning into action in our future training workshops. |
| Links to establish | N/A |
| Visual aids and equipment | PowerPoint projector, screen and laptop |
| Resources (on the day) | Evaluation form (if necessary) Certificates |
| Guidance to facilitating learning activities | <p>Review of the workshop</p> <p>Workshop evaluation</p> <p>Workshop closing</p> <p>One approach is for the group to sit in a circle and in turn say a) one thing s/he can put into practice in the next two weeks and/or b) name one thing that provoked thinking for them during the workshop? This activity is called 'Closing Circle' End by expressing the hope that the workshop will be helpful and by providing additional encouragement.</p> <p>If this workshop is part of a series of workshops or will lead on to some form of mentoring arrangement or discussion group then note what is upcoming. Encourage group members to share points from this workshop with others. Also point out the AuthorAID website for one last time.</p> <p>Presentation of certificates</p> |

Day three - Resources

D3-S10 Observation checklist

Name of trainer/s:

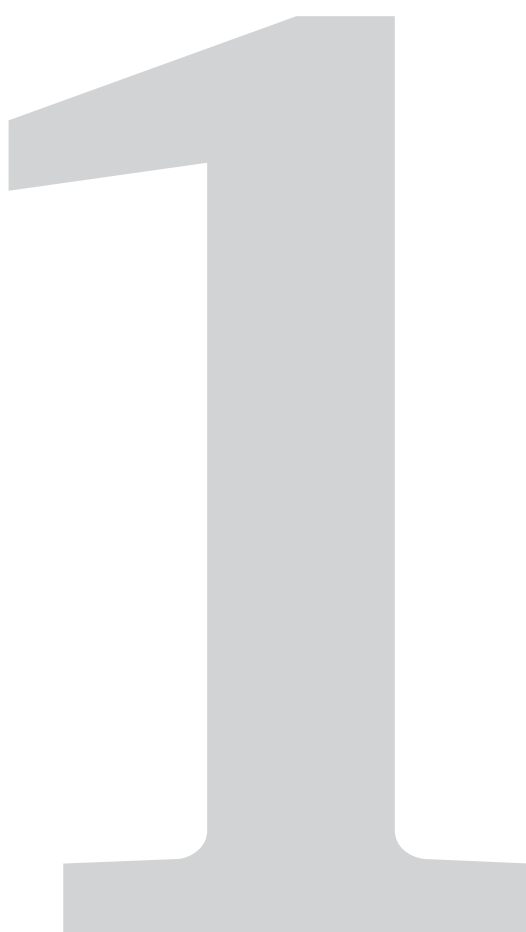
Name of observer:

Session:

Date:

Offer constructive and supportive feedback to the trainer/s.

| | YES / NO |
|---|---|
| Shared at least one suitably ambitious and comprehensive learning outcome, which was aligned to the session | If yes, specific examples to evidence this: |
| Designed learning activities that matched at least two learning preferences/styles (e.g. visual and auditory) | If yes, specific examples to evidence this: |
| Used various different strategies to elicit participants' prior knowledge and facilitate understanding | If yes, specific examples to evidence this: |
| Used activities and group arrangements in which participants shared experiences and learnt from each other | If yes, specific examples to evidence this: |
| Facilitated so male and female participants contributed equally during the session | If yes, specific examples to evidence this: |
| Provided participants with constructive feedback (e.g. detailed, fair, challenging and supportive) | If yes, specific examples to evidence this: |
| What aspects did you consider successful? Why? | |
| What would you do differently next time? Why? | |
| What have you learnt as a trainer after having observed this session? | |







Day one - Presentation

research and knowledge at the heart of development


inasp 

Training of Trainers Workshop

Insert an image of your choice




research and knowledge at the heart of development

inasp 

Introduction

- Modelling active learning - requires your full participation.
- Your responsibility to decide what and how much you learn.
- Need to be active learners who take responsibility for your learning and that trainer/s facilitate learning rather than 'teach' in the traditional sense.
- Confirm what you already know and areas for your further investigation after the workshop.

07/12/17  2

research and knowledge at the heart of development


inasp 

Learning Contract

- Arrive on time and keep to time
- Attend all sessions
- Cell phones on silent - calls made on breaks
- Respectful challenge
- Actively participate in activities
- Listen when others are speaking
- Be responsible for our own learning
- Respect confidentiality
- Support the learning of others


07/12/17  3

research and knowledge at the heart of development


inasp 

What sort of trainer is she?


| | Starting Point | Role | Material to be studied | Problems | Blame |
|----|--------------------------------|--|---|------------------------|---|
| 1. | Content and training materials | Transmit information | Body of knowledge/facts | Shrug of the shoulders | Learner/system |
| 2. | Trainer and what I do | Pass on knowledge and engage the learner | Body of knowledge and understandings/principles | Concern | Trainer |
| 3. | What the learner does | Facilitate a learning experience | Holistic learning experience including attitudes and values | Engage with them | No blame but seeks to make sense of the situation |

07/12/17  4


research and knowledge at the heart of development

inasp 

"There is nothing more practical than a good theory" (Lewin, 1952:169)


07/12/17  5

research and knowledge at the heart of development

inasp 

Task

What are the different **attitudes** and **behaviours** of an active and self-directed learner and what kind of **strategies** do they adopt within and outside the training space?

07/12/17  6

"Learning takes place through the active behaviour of the student: it is what he (sic) does that he learns, not what the teacher does" Based on Biggs (1996)

07/12/17



7

End of day review

- One thing that you have learned from today (green)
- One question that you have from today (orange)
- One suggestion as to how the training or logistics can be improved (yellow)

07/12/17



Insert an image of your choice



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07/12/17



9

Day two - Presentation

research and knowledge at the heart of development



Training of Trainers Workshop

Insert an image of your choice



research and knowledge at the heart of development



Learning Contract

- Arrive on time and keep to time
- Attend all sessions
- Cell phones on silent calls made on breaks
- Respectful challenge
- Participate in activities
- Listen when others are speaking
- Be responsible for our own learning
- Confidentiality
- Support the learning of others

07/12/17



research and knowledge at the heart of development



Why do active learning?

- Increased content knowledge, critical thinking and problem-solving abilities.
- Increased enthusiasm for and positive attitude towards learning.
- Development of critical and creative thinking, problem-solving, communication and interpersonal skills.
- Improved perceptions and attitudes towards information literacy.

07/12/17



3

research and knowledge at the heart of development



Task

- Brainstorm as many 'quick win' strategies and techniques your colleague can use to develop active learners and stimulate active learning within his training sessions.
- Each participant then place three stickers next to the three ideas you would like to introduce straight away into your training or teaching practice.

07/12/17



4

research and knowledge at the heart of development



Task

- Which of the strategies and techniques are you already using in your training and/or teaching?
- Which could and would you like to introduce into your training and why?

07/12/17



5

research and knowledge at the heart of development



Aims of this presentation

- To recognize how the size of groups may impact on the tasks and functions groups are expected to perform during your workshops.
- To identify the kind of situations different methods of forming groups are useful for.
- To pool together and evaluate some of the ways to manage reporting back on group discussions.

07/12/17



Four methods for forming groups

- **Preset**
Composition wholly or largely determined by trainer in advance based on discipline for example.
- **Structured**
Contain a deliberate mix, specifying sorts of people or individuals to be in each group.
- **Random**
Participants together largely by chance and know that this is the case.
- **Self-selecting**
Participants select which group to join.

07/12/17



Task

- For what kind of situations are each of the three methods useful for?
- Share one example when you used a particular technique to form groups and the reasons why you selected it.

07/12/17



Options for groups reporting back on group work



07/12/17



Task

- **Think** and write your answer to the question below:
Why should I set learning outcomes for my training workshops/courses?
- **Pair up** with a colleague, discuss and compare your ideas.
- **Share** your ideas with the whole group.

07/12/17



10

Formulating an intended learning outcome

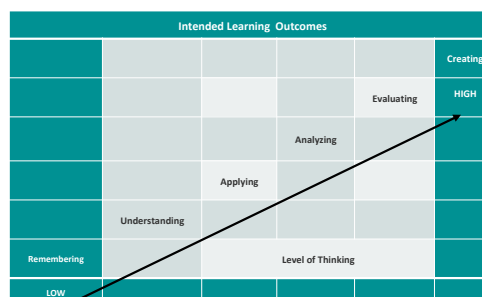
- The active **verb** at the appropriate *level* of understanding or performance intended.
- The topic **content** the verb is meant to address, the object of the verb in other words.
- The **context** of the content discipline in which the verb is to be deployed.

e.g. **describe** the key **ethical issues** in **research and publishing**

07/12/17



11



Based on Anderson and Krathwohl's Taxonomy, 2001

07/12/17



12

By the end of the workshop, learners will be able to:

- A. Understand the principles of adult learning
- B. Have a deeper appreciation for good active learning
- C. Evaluate the applicability of strategies and training techniques that promote active learning within the research writing workshop context
- D. Be given opportunities to learn effective facilitation skills

07/12/17



13

Suggested answer key:

| Option/ ILO | Analysis |
|-------------|--|
| 1-D | Describes program content, not the attributes of successful learners |
| 2-B | Does not start with an action verb or define the level of learning; subject of learning has no context and is not specific |
| 3-A | Starts with an action verb, but does not define the level of learning; subject of learning is still too vague for assessment |
| 4-C | Starts with an action verb that defines the level of learning; provides context to ensure the outcome is specific and measurable |

07/12/17



14

What do you want your participants to learn?

Intended Learning Outcomes



How are you going to help them to learn it?

Training and learning methods and opportunities



How will you know if they have learnt it?

Assessment methods

07/12/17



15

Task:

- What techniques can learners and trainers use during a RW workshop to meaningfully assess learning?
- Which levels of thinking are the easiest/hardest to identify assessment techniques for?
- Which of the techniques would you like to try straightaway in your training and/or teaching?

07/12/17



16

End of day review

- One thing that you have learned from today (green)
- One question that you have from today (orange)
- One suggestion as to how the training or logistics can be improved (yellow)

07/12/17



17

Insert an image of your choice



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07/12/17



18

Training of Trainers Workshop



Learning Contract

- Arrive on time and keep to time
- Attend all sessions
- Cell phones on silent calls made on breaks
- Respectful challenge
- Participate in activities
- Listen when others are speaking
- Be responsible for our own learning
- Confidentiality
- Support the learning of others

07/12/17



What do we mean by reflection?

- Looking *back* at what has happened; learning *forward* by taking action
- Stepping back from 'doing'
- '...see[ing] yourself...from both the inside and the outside, to question what you are doing, the way you are doing it, why you are doing it' (Pinder, 2015)

07/12/17



3

Why should we reflect?

- Reflection can increase our competence, understanding and increase our self-esteem, self-confidence, enthusiasm and ultimately, job satisfaction.
- As professionals, we have a moral responsibility to update our knowledge and skills and do our best to improve the quality of learning in our training workshops.
- We should model good practice in learning.

07/12/17



4

Why should we reflect?

- No two learning situations are the same. Our role is to maximize the learning experience by matching the strategies, materials and resources to the specific culture and context.
- Finally, we live in a rapidly changing world. Changes in terms of policy and practice are constants. Reflection and refreshment of ideas is essential.

07/12/17



5

Gibbs Reflective Model



07/12/17



6



AUTHORAID

Training of Trainers Workshop **Participant Handbook**

This handbook is for you to keep.
Please feel free to write anywhere on it.

NB. Please print on A4 paper and insert the handbook into a ring binder folder (so papers can be removed and new ones added using a hole punch)

Example participant agenda: training of trainers workshop (of research writing workshops)

At the end of this three-day training workshop, participants should be able to:

- Summarize the principles of adult learning and relate them to that of their learners and their own training practice.
- Set learning outcomes, that require various levels of thinking skills, appropriate to the research writing workshop context.
- Use assessment for learning when delivering research writing workshops.
- Use techniques and strategies that encourage active learning and higher level thinking, within the research writing workshop context.

Day one

| Time | Length | Session heading | Session content | Session summary |
|-------------|---------|--|---|--|
| 9:00-10:30 | 90 mins | 1. Introduction and concept of a workshop | <ul style="list-style-type: none"> • Welcome and general introductions • Warm up activity • Housekeeping & introduction to workshop • Learning contract <p>Differences between a workshop and an academic course</p> <p>Difference between training, facilitating, presenting</p> | The purpose of this session is to give us a sense of the 'geography' of the workshop but also to agree on how we want to work together, and what we want in the learning environment and from each other in order to feel safe, ready and free to learn. We will also examine some of the terminology associated with training and learning and the implications for you as existing or future trainers of research writing workshops. |
| 10.30-11.00 | 30 mins | Break | | |
| 11.00-12.15 | 75 mins | 2. Approaches to training | <p>What sort of trainer are they?</p> <p>Less to more learner centred training approaches</p> | In this session we start to unpack the expectations, perceptions and beliefs that different trainers can have towards training and learning. We then go on to consider what we do, expect and believe as trainers, some of the underlying reasons why and what type of trainers we ultimately want to be. This is an opening session and themes raised here will be revisited throughout the course of the workshop. |
| 12.15-13.15 | 60 mins | Lunch | | |
| 13.15-14.15 | 60 mins | 3. Adult learning principles | Adult learning principles | Part of being an effective trainer involves understanding how adults learn best. Andragogy (adult learning) is premised on at least five crucial assumptions about the characteristics of adult learners that are different from those made about child learners on which traditional pedagogy is based. We will look at the five principles, pioneered by Malcolm Knowles (1973). |

| Time | Length | Session heading | Session content | Session summary |
|-----------------|---------|--|---|--|
| 14.15 -15.15 | 60 mins | 4. The active and self-directed learner | Personal experiences of teaching and/or training good students and/or learners What does an active and self-directed learner look like | People learn best when they take responsibility for their own learning. They implement strategies that help them get the maximum value out of a particular learning experience, rather than simply sitting back and expecting the trainer to pour knowledge into their heads. In this session we start to investigate what an active learner might look like and start to consider how we as trainers can develop such learners. |
| 15.15 -15.30 | 30 mins | Break | | |
| 15.30- 16.00 | 30 mins | Reflection and review | Exit cards and/or group reflection | Reflection is important and we will take this opportunity to reflect on what has worked well (or not), why and what we can take away from the day. |

Day two

| Time | Length | Session heading | Session content | Session summary |
|-----------------|---------|--|---|---|
| 9:00 -9:30 | 30 mins | Morning review | Recap of day one and overview of day two | The morning sessions are an opportunity to revisit the ways we agreed to work together and what we wanted to see in this particular learning environment. We will briefly share from the day before what we learned and how, any follow-up questions and feedback on the overall training experience so far. |
| 9.30 -10.30 | 60 mins | 5. Encouraging and managing active learning | Active training and learning strategies and/or techniques Evaluating active learning strategies and techniques | Building on the session the day before, we will examine how we as trainers can organize learning so as to encourage more active learning and deeper thinking amongst our participants. We will establish a list of 'quick wins' when it comes to making good active learning happen, particularly when working with medium to large groups of learners. |
| 10.30- 11.00 | 30 mins | Break | | |
| 11.00 -12.00 | 60 mins | 6. Organising and managing group work | Why use small group learning Methods for forming groups Methods for reporting back on group work | In this session we consider ways to organize participants so as to encourage their involvement and motivation. It is practical in nature, and the outputs of this session will be a useful resource to refer back to, particularly when at the design and planning stage of a research writing workshop. |
| 12.00- 13.00 | 60 mins | Lunch | | |

| Time | Length | Session heading | Session content | Session summary |
|-------------|---------|---|--|---|
| 13.00-13.45 | 45 mins | 7. Formulating intended learning outcomes (ILOs) | Why set intended learning outcomes Setting good enough ILOs Examples ILOs of varying quality and reasons why | In this session, we drill down to what we want our learners to know and be able to do. You may have come across the use of taxonomies as a way to formulate the wording of ILOs, notably the work of Bloom et al. (1956) and Anderson and Krathwohl (2001). These taxonomies are a useful guide in helping us arrive at fit-for-purpose learning outcomes. |
| 13.45-14.30 | 45 mins | 8. Assessment for learning | How to use assessment for learning Techniques to meaningfully assess learning | We could spend days talking about summative assessment and its shortcomings. We will focus on formative assessment and strategies for making it manageable. Formative assessment is often referred to as 'assessment for learning' as opposed to 'assessment of learning' (summative) and can be a powerful tool. |
| 14.30-15.00 | 30 mins | Break | | |
| 15.00-16.00 | 60 mins | 9. Challenges to active learning | Common challenges to active learning | Some of you may have already experienced a challenge related to active learning in a training or teaching context. These aspects are important because they can influence how engaged an individual or group can be and the quality of their learning experience. We will identify together some techniques and strategies to help in establishing and maintaining active learning within the workshop context. |
| 16.00-16.30 | 30 mins | Reflection and review | Exit cards and/or group reflection | Reflection is important and we will take this opportunity to reflect on what has worked well (or not), why and what we can take away from the day. |

Day three

| Time | Length | Session heading | Session content | Session summary |
|-------------|----------|---|--|---|
| 9:00-9:15 | 15 mins | Morning review | Recap of day one and overview of day two Refresh learning contract | The morning sessions are an opportunity to revisit the ways we agreed to work together and what we wanted to see in this particular learning environment. We will briefly share from the day before what we learned and how, any follow-up questions and feedback on the overall training experience so far. |
| 9.15-10.00 | 45 mins | 10A. Training practice (final preparation) | Design of 15 minute training sessions, drawing on research writing workshop content and one active learning technique of choice. | We will have the opportunity to 'try out' and then reflect on some techniques designed to encourage learners to be more collaborative, active and independent in their learning. You will be invited to draw on training content of your choice from the research writing workshop you train on/will train on and then try these techniques out for size in a supportive and non-judgemental learning space. |
| 10.00-12.00 | 120 mins | 10B. Training practice (and feedback) | Delivery of 15 minute training sessions, while other groups observe, using a checklist to provide peer feedback. | |

| Time | Length | Session heading | Session content | Session summary |
|--------------|---------|--|---|---|
| 12.00-12.45 | 45 mins | Lunch | | |
| 12.45.-14.00 | 75 mins | 10B. Training practice (and feedback) cont. | Delivery of 15 minute training sessions, while other groups observe, using a checklist to provide peer feedback. | Cont. |
| 14.00-14.45 | 45 mins | 11. Research writing workshop walk-through | Introduction to the research writing workshop package Sample session from research writing workshop Using and adapting the workshop package | |
| 14.45-15.00 | 15 mins | Break | | |
| 15.00-16.00 | 60 mins | 12. Workshop closing | <ul style="list-style-type: none"> • Review of the workshop • Workshop evaluation • Workshop closing circle | The final session is about bringing effective closure to the workshop. It is a time to recap on the highlights of what happened, reinforce learning, celebrate one another's efforts and reflect on how we will turn the learning into action in our future training workshops. |

Session 1:

Introduction and concept of a workshop

Pre-workshop reflection task



- What are the key elements of active learning in your view?
- What implications does active learning have for you as a trainer of face to face workshops?

This short film discusses what active learning is and provides examples of how active learning can be used in both face to face and online classes www.youtube.com/watch?v=UsDI6hDx5uI

Points of reflection:



WHEN IS A LEARNING CONTRACT AT ITS MOST EFFECTIVE?

When the agreed ways of working:

- are simple and direct
- are limited in number
- are posted on the wall in order for the group to refer back to them to make sure they are being followed
- are enforceable
- can be shared with “new” people in less than 60 seconds

- ...anything else?

HOW CAN YOU DEVELOP PSYCHOLOGICAL SAFETY WITHIN THE WORKSHOPS YOU TRAIN OR WILL BE TRAINING ON?

‘After years of intensive analysis, Google discovers the key to good teamwork is being nice’

The concept of “psychological safety” is a model of teamwork in which members have a shared belief that it is safe to take risks and share a range of ideas without the fear of being humiliated:

qz.com/625870/after-years-of-intensive-analysis-google-discovers-the-key-to-good-teamwork-is-being-nice/?utm_source=facebook&utm_campaign=HBR&utm_medium=social

What are the key differences between a workshop and an academic course?

| Workshop | Academic course |
|----------|-----------------|
| | |

Blog: What is the Difference Between Training, Facilitating, and Presenting

Before the session print out the blog: blog.langevin.com/blog/2012/07/19/whats-the-difference-between-training-facilitating-and-presenting/

Definition of a ‘workshop’

A workshop has been defined as “a usually brief, intensive educational program for a relatively small group of people in a given field that emphasizes participation in problem solving efforts”. Traditionally, this educational method provides learners with an opportunity to exchange information, practice skills and receive feedback, and when properly designed, is a time- and cost-efficient method of actively involving participants in the learning process. Workshops are popular because of their inherent flexibility and promotion of principles of experiential and adult learning. They can also be adapted to diverse settings in order to facilitate knowledge acquisition, attitudinal change or skill development.

www.mcgill.ca/medicinesfacdev/files/medicinesfacdev/DesigningWorkshopsWorkbook.pdf

Session 2:

Approaches to training

What sort of trainer are they?

| Trainer 1 | Trainer 2 | Trainer 3 |
|--|---|--|
| <p>I train large groups and I have fixed content to cover. I aim to cover all the points in the time available. The activities and materials are there for me to use.</p> <p>I often work in difficult environments and we just have to make the best of it.</p> <p>I give learners lots of notes and they go away and learn it so that they can pass on their knowledge.</p> <p>Obviously some do better than others but that is down to their work rate and intelligence. Some learners get it while others don't really that's life!</p> <p>Some of the learners are not up to it and it is a waste of my time and resources.</p> | <p>I train large groups and the challenge is to present the material in a comprehensible and interesting way. I have to be selective in my choice of material and activities.</p> <p>I often work in difficult environments and try my best to provide a positive climate for learning both in terms of the physical environment but also the emotional and psychological environment.</p> <p>I encourage learners to make sense of the material and I use different media to get the key learning points across.</p> <p>Some learners have very different levels of uptake. I do my best to identify what the barriers to learning are and how the learners might improve.</p> <p>Learners are given as many chances as I can give them to encourage learning and we believe that most or all of them can succeed.</p> | <p>I train large groups and my starting point is the learner: what prior knowledge, experience and skills do they already have. How can they get the best out of their engagement with the learning?</p> <p>I often work in difficult environments and I work with learners to come up with ways to make the learning environment in its widest sense 'fit for learning'.</p> <p>I need to present the learning in a meaningful way and ensure that learning has taken place.</p> <p>Some learners have very different levels of uptake. What is important is to avoid wide discrepancies by encouraging the learners to monitor their own learning and support and question each other as they go along.</p> <p>If uptake is so varied, I must look at the way in which we are working. Is the work pitched at the right level? Am I giving them enough time and opportunity to take in the new information and skills?</p> |

What sort of trainer are they?

Look at the table and work out what the key differences are between the different trainers:

- Who is the trainer centring their training on?
- How does the trainer understand their role?
- How does the trainer perceive what is covered in the training?
- How does the trainer deal with problems and failures?
- If anyone is to blame for the failure, who is it in each case?

| | Starting point | Role | Material to be studied | Problems | Blame |
|---|----------------|------|------------------------|----------|-------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

N.B. Learning takes place through the active behaviour of the student: it is what he (sic) does that he learns, not what the teacher does'. Tyler, R.W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press, p.63.

From less centred on the learner to...more centred on the learner spectrum

| | | |
|-------|--|--|
| I. | I use the same notes every year and expect learners to learn what I tell them. | I have to get across to learners that knowledge changes all the time and that I and they must stay current and relevant |
| II. | I give presentations because the numbers are too high and it is the only opportunity. | I think it's impossible to train large groups all the time. There are always opportunities for pair and group work even in large sessions. |
| III. | I expect learners to follow me and my recommendations. | My view is that learners must always question what I tell them and assimilate and accommodate new information and skills. |
| IV. | I think the best learners sit quietly and take notes. | I encourage the learners to 'flip the learning' and read the material in advance and prepare questions. |
| V. | I believe my role is as primary information giver and as primary assessor. | I feel strongly that learners must recognize that they will do better if they collaborate and learn from each other. |
| VI. | I think what is in the training guide is what really matters. | Of course I need some prescribed content but only as a starting point. For learning outcomes to be met however I weave new content in during the course of the training. |
| VII. | I don't have much time and space for discussion during the course of the training. | I create and prioritize opportunities for discussion above the delivery of information during the course of the training. |
| VIII. | I'm paid to deliver content so I stick to the script. | I'm not paid to deliver content, I train or more specifically facilitate learning, it's about more than just the content. |
| IX. | My view is that learners on the whole know nothing. It is my job to get them up to speed on content. | Learners know a great deal. What we need to do is build on their previous knowledge. |
| X. | I believe a trainer should go in, do the presentations plus a spot of discussion and then wrap up. | I'm not happy just giving presentations I need to find different ways to engage learners and stimulate their learning. |

Point of reflection:



What factors can determine where you place yourself on this spectrum (from less centred on the learner...to more centred on the learner)?



Session 3:

Adult learning principles

TASK:

- a) Highlight the keywords.
- b) Think of specific examples, drawing from your own experience of training or teaching, to illustrate at least two different statements.
- c) Refer back to the table entitled 'From less centred on the learner to more centred on the learner' in session two of the handbook. Identify the statements which, in your view, overlap with one or more of the adult learning principles.

Five principles of adult learning

1. **Personal benefit.** Adult learners must be able to see the personal benefit of what they learn, and how it satisfies needs they have. They are motivated to learn if the learning:
 - Solves or avoids a problem for them.
 - Provides an opportunity or increased status.
 - Leads to professional or personal growth.
2. **Experience.** Adult learners come to each learning event with a unique background of knowledge and experience. They are motivated to learn if the learning:
 - Involves them in sharing what they know.
 - Builds on what they know.
 - Validates their expertise.
3. **Self-direction.** Adult learners are self-directed and must have some control over what they are learning. They are motivated to learn if they can:
 - Take charge of their learning and make decisions about the content and process.
 - Contribute to the learning of their co-learners.
 - Have some degree of independence in the learning process.
4. **Application and action.** Adult learners are busy, practical, and learn by doing. They learn best when:
 - There is immediate application for the learning.
 - They participate actively in the learning process.
 - They can practice new skills or test new knowledge before leaving a learning session.
5. **Learning preferences/styles.** Adult learners approach learning in a variety of ways, from hands-on to using their eyes, ears, and/or logic to anchor new skills and knowledge. They learn best when:
 - The learning taps into a mix of learning styles that fit their preferences.
 - Multiple means are used to represent the material being learned.

(Adapted from Lela Vandenberg "Facilitating adult learning" available at: od.msue.msu.edu/uploads/files/PD/Facilitating_Adult_Learning.pdf)

Session 4:

Encouraging and managing active learning

Why do active learning?

Reviews of the literature ([Prince, 2004](#); [Michael, 2006](#)) show extensive empirical support for active learning. Several research studies demonstrate the positive impact active learning can have upon student learning outcomes:

- Increased content knowledge [and deeper learning], critical thinking and problem-solving abilities, and positive attitudes towards learning in comparison to traditional lecture-based delivery ([Anderson et al., 2005](#)).
- Increased enthusiasm for learning in both students and instructors ([Thaman et al., 2013](#)).
- Development of graduate capabilities such as critical and creative thinking, problem-solving, adaptability, communication and interpersonal skills ([Kember & Leung, 2005](#)).
- Improving students perceptions and attitudes towards information literacy ([Deltor et al., 2012](#)).
- Check out the latest research on active learning featured in [Active Learning in Higher Education](#).

Despite the wide range of positive benefits listed above, [Michael \(2006\)](#) articulates an important point: “active learning doesn’t just happen; it occurs in the classroom when the teacher creates a learning environment that makes it more likely to occur”.

queensu.ca/activelearningspaces/active-learning/why-do-active-learning

Scenario A

A colleague, very new to training on research writing workshops, has come to you for some ‘quick win’ ideas on how to develop more active and self-directed learners within their training sessions. The average number of participants in the sessions ranges from 20-40 adults. Their normal routine is to deliver lectures supported by PowerPoint slides, with the odd question thrown in. They have noticed that many of the learners appear disinterested, unmotivated and even frustrated at times. They recently heard from a close colleague that the learners trained so far have not really retained, nor even tried to apply what was covered in the research writing workshops that they ran.

Session 5:

Organizing and managing group work

How group size affects function

| Size | Task function | Affective functions |
|------------------------|---|---|
| Individuals | Personal reflection: <ul style="list-style-type: none"> generating personal data | Personal focus increases 'safety': <ul style="list-style-type: none"> personal focus means positive start brings a sense of ownership |
| Pairs/threes | Instant buzzes, turning to neighbours: <ul style="list-style-type: none"> sharing interpretations good for basic communications skills practice (e.g. listening, questioning, clarifying) good size for co-operative working | Builds a sense of safety: <ul style="list-style-type: none"> builds sense of confidence by active involvement (self-belief) lays foundation for sharing and co-operating in bigger group reticent members can still take part |
| Fours or at most fives | Group work: <ul style="list-style-type: none"> criticizing ideas usually sufficient number to allocate roles and responsibilities, therefore wider range of work can be tackled | Increased safety for quiet members: <ul style="list-style-type: none"> at lower end of range still difficult for them to 'hide', but risk increases with size strong can still enthuse the less confident size still small enough to avoid splintering |
| > than 10 | Task focus becomes difficult: <ul style="list-style-type: none"> size hinders discussion but activities possible, e.g. using purposeful sub-groups where only a few have relevant experience of topic or for sharing by peers where participants would rather keep quiet | Difficulties in maintaining supportive climate: <ul style="list-style-type: none"> 'hiding' becomes common 'dominance' temptation and leadership struggles a risk divisive possibilities with spontaneous splintering into sub-groups |

Methods of forming groups and their advantages and disadvantages

TASK:

- Decide which of the four methods for forming groups matches which set of statements and complete the first column.
- Write any additional points, which came out of your discussions in the second column.

| | |
|-------------|--|
| Method I: | <ul style="list-style-type: none"> Useful for learning points of view, knowledge, experience and skills of participants from other backgrounds. Knowledge that participants who are new, junior, young etc. have been deliberately mixed can add to their voice and other's listening (if stated at start). |
| Method II: | <ul style="list-style-type: none"> Good for commitment, motivation and exercising choice. Participants may stick with friends and colleagues. |
| Method III: | <ul style="list-style-type: none"> Good as mixers early on - quick, simple and fun. Physical activity, wakes people up. Leads well into group discussions and other activities. Good for graveyard hour in the afternoon. |
| Method IV: | <ul style="list-style-type: none"> Useful where composition and chemistry are critical to a task, difficult group members and/or together over an extended period. Appropriate mix of disciplines, genders, experience, local knowledge and language etc. Can lead to resentment and requests to change groups. |

Scenario B

The same colleague, who you helped previously, with recommendations for quick and easy active learning strategies and techniques, is now in a much better place mentally. They are more confident and starting to see more positive learning outcomes amongst the learners on the research writing workshops they are running. In fact the learners are so engaged during sessions and during the group tasks in particular, that the trainer is now struggling to gather feedback from all the groups, at the end. They often end up running out of time and worry that some learners are starting to feel ignored or that their ideas are not being taken seriously. The trainer also doesn't want to develop a reputation amongst training colleagues of always running late.

Session 6:

Formulating intended learning outcomes (ILOs)

Useful verbs for outcome-level statements

The cognitive domain involves knowledge and the development of low to higher level thinking skills. There are six major categories, which are listed in order below, starting from the simplest skill to the most complex. The categories can be thought of as degrees of difficulties. That is, the first ones must normally be mastered before the next ones can take place.

| Anderson & Krathwohl's Taxonomy: cognitive domain | Description | Useful verbs for outcome-level statements |
|---|--|--|
| Remembering | Recalling previous learned information. | Example: Describe the key ethical issues in research and publishing. Key words: define, describe, identify, label, list, match, name, outline, recall, recognize |
| Understanding | Comprehending the meaning, translation and interpretation of instructions and problems. State a problem in one's own words. | Example: Explain in one's own words what kind of mind set one should have before embarking on research communication. Key words: conclude, classify, defend, distinguish, explain, give an example, infer, interpret, paraphrase, predict, summarize |
| Applying | Using a concept in a new situation or unprompted use of an abstraction. Applying what was learned in the training space into novel situations in the work place. | Example: Prepare a research article following the IMRAD format. Key words: apply, carry out, demonstrate, modify, predict, prepare, provide, relate, respond, show, solve, use |
| Analysing | Separating material or concepts into component parts so that its organizational structure may be understood. Distinguishing between facts and inferences. | Example: Differentiate between ethical and unethical behaviour in research communication. Key words: analyse, break down, compare, contrast, deconstruct, differentiate, discriminate, distinguish, examine, identify, illustrate, infer, organize, outline, relate, select |
| Evaluating | Making judgments about the value of ideas or materials. | Example: Evaluate whether a journal is suitable for publishing your research. Key words: appraise, argue, check, criticize, critique, defend, evaluate, interpret, judge, justify, monitor, reflect, summarize, support |
| Creating | Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure. | Example: Write a working title and abstract for a research paper. Key words: assemble, compile, compose, create, devise, design, generate, plan, produce, revise, tell, write |

Formulating an intended learning outcome

- the *action verb* at the appropriate *level* of understanding or performance intended.
- the topic **content** the verb is meant to address, the object of the verb in other words.
- the **context** of the content discipline in which the verb is to be deployed.

e.g. By the end of the workshop, participants will be able to describe the key ethical issues in research and publishing.

A short checklist to help set the right learning outcomes

1. Complete the phrase, “By the end of this workshop (or session), participants/learners will be able to...”.
2. Start with an action verb that specifies the level of learning expected.
3. Avoid terms that are too vague for assessment such as *know, understand, learn, appreciate, and be aware of*.
4. State the subject of the knowledge, skills, or values/attitudes to be demonstrated.
5. Is specific enough to be observable, measurable, and capable of being assessed.
6. Has a breadth and depth that will not limit flexibility and adaptability in the workshop plan.
7. Is concise, direct, clearly stated and understandable by multiple audiences.

Examples of ILOs of varying quality and the reasons why

TASK:

- First match each learning outcome on the slide (A-D) to option 1, 2, 3 or 4 below.
- Then complete the analysis column, explaining why you have matched the learning outcome to that particular option.

| | Learning Outcome | Analysis |
|-----------------------------|------------------|----------|
| Option 1: Not an outcome | | |
| Option 2: Vague | | |
| Option 3: Less vague | | |
| Option 4: Specific | | |

Session 7:

Assessment for learning

Assessment for learning (formative assessment)

When the cook tastes it, it is formative, when the customer tastes it, it is summative.

A. How do trainers determine what type of formative assessment strategy to use?

- Trainers need to determine what aspect of participant learning they want to assess. They then need to consider the learning preferences of their participants.
- Formative assessment strategies can be given to participants individually, as pairs, in small groups, or as a group.
- Trainers should not rely on one type of assessment strategy. A variety of individual and group formative assessment strategies should be used.
- Individual strategies allow trainers to get a clear picture of each participant and their understanding of the concept or skill being measured.
- Group strategies provide trainers with general information about participant learning that can be used to plan the training.

B. How can trainers use the formative assessment information?

- Trainers use the assessment information to assess how their current training strategies are working with their participants.
- If there are participants who are struggling, trainers may need to work individually with a participant, present information in other ways, or adapt their current training strategy.
- Participants, who have appeared to master the outcome or goal being formatively assessed, may need to be further assessed or have learning opportunities planned that challenge them and are designed at their level of understanding.
- Trainers are also able to identify misunderstandings that participants may have and adapt their training accordingly.

C. How can participants use the formative assessment information?

- Participants need to determine what aspect of their learning they want to assess and how best to do it considering their own learning preferences.
- Participants can use assessment information to determine what they need to do to achieve the goals or outcomes of the session.
- Participants may need to adapt or to change their learning to master learning outcomes.
- If participants are not achieving at an expected rate, they can look at the strategies they are using for learning and decide whether they need to change their current learning strategies or adopt new ways of learning.
- The information provided by formative assessment strategies can also be used to help participants reflect on current learning goals or set new goals.

What should we be striving for when it comes to assessment for learning?

Design assessment for learning tasks that:

- promote deep and worthwhile learning.
- are relevant and meaningful for learners.
- relate to the real world.
- involve learners.
- involve collaborative modes of learning.

Examples of assessment for learning strategies

The strategic use of questioning

E.g. reflective questions:

- What have you learned?
- What did you find easy about learning to ...?
- How would you do things differently next time?
- What did you find difficult while you were learning to ...?
- What helped you whengot difficult?

Effective trainer and peer feedback

If it:

- tells the learners what they have achieved and where they need to improve
- provides specific suggestions about how that improvement might be achieved
- is detailed, comprehensive, meaningful to the participant, fair, challenging and supportive

Learner self-assessment

- Encourages learners to take responsibility for their own learning
- It incorporates self-monitoring (e.g. using check-lists) and self-assessment (e.g. rubrics)

Session 8:

Training practice

Training practice instructions

- Form groups of three.
- Each group needs to design and deliver a 15 minute training session (you will be asked to stop if you over run!) drawing on a block of content of your choice **from the research writing workshop**. Refer to the research writing workshop agenda in appendix II of the participant handbook for ideas.
- In your groups select one of the 10 active learning techniques (described in boxes overleaf) that you would like to use to deliver your training session on day three. These techniques may need to be adapted so that the training session can be completed in the 15 minute time frame.
- Groups can only select one active learning technique and can use a maximum of two PowerPoint slides as part of the session if they so wish. **N.B each group must choose a different activity to prepare and deliver - no two groups can select the same activity.**
- Write the names of your group members next to your chosen activity on the sign-up sheet in the training room **by the end of day one.**
- Each group is also expected to formulate at least one intended learning outcome for their training session.
- Each group is responsible for deciding what visual aids, resources and/or equipment are needed for their training sessions and to notify the workshop administrator and/or trainer/s by lunchtime on day two if they have any requirements.
- Each member of the group is expected to actively participate in the training session. Do not leave all the work to one person!
- It is recommended that each group briefly sets the scene by introducing the role they and the participants in their training session will be playing.
- Each group when not running a training session will be expected to observe the other group training sessions and provide feedback using an observation checklist (an example copy of which can be found overleaf). It is recommended that groups also **refer to the checklist** when designing their own training sessions.
- The trainer/s of this training of trainers workshop will act as observers only.
- And finally...there is only a short window for the preparation of training sessions on the day, so groups are expected to start preparing their sessions **in advance** and use the morning session on the day to ask for any guidance from the trainer/s and to finish off their training sessions.

(1) THINK-INK-PAIR-SHARE

Basic Structure: Pose a question that demands analysis, evaluation, or synthesis. Have learners take a few minutes to think through or write an appropriate response. Invite learners to turn to a partner (or in groups of three) and share their responses. Then take this a step further by next asking learners to find someone who arrived at an answer different from their own and convince their partner to change their mind. Learner responses are then shared with the entire room during a follow-up discussion.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example this technique promotes participation by encouraging a high degree of learner response, helps learners develop and/or confirm conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.
- Ask a specific question and one which can elicit different viewpoints. Be aware that open-ended questions are more likely to generate more discussion and higher level thinking.
- Listen. Instead of tuning out, circulate and listen to learner discussions. You'll get valuable information on learner understanding and keep them on task.
- Debrief after pairs/threes discuss, call on a few to share with the room.

(2) BRAINSTORM AND RANKING

Basic Structure: Pose a specific problem or question, which demands learners to express a number of their suggestions or ideas quickly and spontaneously, without much processed thought or reflection. Give groups of learners a pile of separate cards or sticky notes to write their ideas on (one idea/suggestion per card). Once the brainstorm is finished, ask them to place the statements in vertical order of their importance and relevance, with the most important at the top of the "ladder." Ask groups to then compare and defend their results. Note the criteria that the learners used to rank the suggestions or ideas as they come out through the discussion and note on a flipchart in the form of a simple graphic organizer. Allow time for learners to identify any additional criteria which can be added to the graphic.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example brainstorming can stimulate the brain into thinking about issues in a new way, it helps develop learners' problem solving skills and creative thinking skills and it can temporarily halt the critical processes that would ordinarily snuff out potentially useful ideas before they could surface. Ranking helps encourage active participation of every learner, it helps them to prioritize information, clarify thoughts and enhance their ability to focus, reason and reflect on the information generated, as learners are expected to rationalize their choices, presentation and debating skills are also facilitated.
- A good brainstorming question is neither too narrow nor too broad. If it is too narrow or precise, it may fail to inspire expansive thinking. If it is too broad or vague, it will tend to encourage lackluster solutions. Try to strike a correct balance.
- Formulate questions in a positive way – i.e. instead of asking 'Why can't we succeed in ...' ask 'How could we successfully...' or 'What should we do...'.

(3) BRAINSTORM AND CLUSTERING

Basic Structure: Give one large group of learners a broad question or problem that is likely to result in lots of different ideas. Have learners generate responses by writing ideas on sticky notes (one idea per note) and placing them in no particular arrangement on a wall, whiteboard, or chart paper. Once lots of ideas have been generated, have learners begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example brainstorming can stimulate the brain into thinking about issues in a new way, it helps develop learners' problem solving skills and creative thinking skills and it can temporarily halt the critical processes that would ordinarily snuff out potentially useful ideas before they could surface. Clustering can develop the learner's ability to seek out links, connections or patterns between various facts, statements or ideas through discussion and analysis and consensus-seeking, it helps develop the learner's capacity to compare and contrast concepts within a particular topic.
- Make sure that ideas are clarified, NOT criticized during brainstorming.
- Avoid one word cards; they are often ambiguous, encourage short statements.
- When one grouping is overwhelmingly larger than the rest, it needs to be reanalyzed. It likely contains a number of sub-headers.
- Keep the number of headers from 5-10 in total and keep the process moving!

(4) CHECKLISTS

Basic Structure: The trainer identifies a suitable topic, with content that lends itself to the production of a checklist e.g. to help evaluate or guide the production of something.

In groups of four-five, learners discuss and then compile a checklist either on flipchart paper or using a laptop. The checklists are positioned around the room, and the groups are invited to review the other group checklists and agree on a) one question they have about a checklist they have read b) one thing they have read which they think is not very important/relevant c) one thing they have read which they think is very important/relevant (and that their own group had not thought of) Once all the groups have skimmed the other checklists and agreed on their three responses to a), b) and c), invite the groups in plenary to share their questions and elicit answers from the relevant group. Finally as a group agree on what should and should not make the final checklist, drawing on what the groups decided in answer to b) and c). Encourage some debate in this final stage.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example learners rather than the trainer producing a checklist encourages them to take responsibility for their own learning, helps develop their evaluation skills and is also a powerful tool to use when assessing for learning. It can also prove a useful resource for learners to refer back to as and when needed.
- Stress to learners the importance of clear and concise sentences and discourage one word answers.
- The trainer may want to put a limit on the number of points to go in the checklist.

(5) WORLD CAFÉ

Basic Structure: The trainer identifies the topic of interest, and crafts 3 – 5 specific questions or issues for discussion. There should be one question per table – and enough questions for a minimum of three rotations among tables.

Identify one host per question/table (in advance), and brief them on the responsibilities which they will have during the World Café. Their responsibilities will include: to provide a 1-2 minute introduction to each group of learners, on what the question is about, to encourage balanced participation among the group members, to remain at the table when the others move on, and brief the arriving groups about the highlights from the earlier conversations and to provide a quick overview of key contributions from the table, during the plenary wrap-up.

Set up three to five tables, one per question. Cover the tables with white flipchart paper and provide marker pens in multiple colours. The paper is for learners to write down key points during the discussion. Group an equal number of learners per table. After the introduction by the table host, learners will begin the discussion by sharing their insights and suggestions on the question/issue laid before them, listening to each other and asking questions for clarification. Table hosts will play their facilitative roles (as per the responsibilities outlined above).

While they discuss, learners are encouraged to write ideas on the flipchart paper, so that the next group that visits the table will be able to gather impressions from it. The rule has to be that they can't write something down until they have shared it out loud first, so that the host can also take note. This helps the conversation to be faster-paced and the record more accurate as people write in their own words.

Each round should take approx. 5-10 minutes; keep track of time. When time is up, signal to learners to wrap up their discussions and move to the next table. Instruct them on the order of movement. Everyone at a table is to move to the next table, except for the host, who remains behind to welcome the new group and to share a quick summary of the earlier session. Discussion then proceeds for about 5-10 minutes. Once again, signal learners when time is up.

After three rounds of café discussions are completed, invite all groups to join in a plenary session for reflections on the topic and questions. Invite the hosts of every table to provide a 5-minute summary of key points and insights from the discussions that have taken place.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example it's a good tool to encourage learner interaction, it can foster deeper engagement with complex or challenging issues, conversations can be made more focused, relaxed and participatory, with greater opportunity for all participants to speak and contribute equally – thereby encouraging authentic sharing of experiences and knowledge.
- The key success factor of this technique are the questions. Formulate the questions or issues to be thought-provoking and encourage discussion. Keep questions simple, clear and most of all open-ended so they will inspire a lively exchange.
- Refrain from extending the number of rotations to more than three – even if some learners feel they are missing out on some of the discussions. This is because an overly lengthy World Café risks becoming tedious rather than engaging.

(6) PYRAMID DISCUSSION

Basic Structure: Learners start individually by thinking and making notes in response to an open ended strategic question. After a couple of minutes, the learners then form pairs where they share their ideas with each other and agree on the six most important and/or relevant answers to the question. They need to reach agreement before joining another pair. The pair joins another pair, creating a group of four. Pairs then share their ideas with the pair they just joined and again they need to reach agreement on six answers. Next groups of four join together to form groups of eight, and so on, until the trainer calls time – it could continue till the whole group is joined up in one large discussion.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example it is useful for developing a range of higher level thinking skills including agreeing and disagreeing, negotiating, summarizing, and putting forward an argument.
- The key success factor of the Pyramid Discussion is the question. Formulate the question so that learners need to discuss for example a list of factors, and then rank them in order of importance. Design it so that there is ambiguity and not a clear order of importance, so as to promote discussion and different viewpoints.

(7) BUZZ GROUPS

Basic Structure: At one or two interval breaks during a trainer's presentation, ask learners to form Buzz Groups of two to three people. Ask each Buzz Group to discuss what they have just heard and come up with one pertinent question (related to what they have just heard) for the trainer. Give the groups 2-3 minutes to agree on what the question should be. A representative from each Buzz Group then asks the trainer their group's question in plenary.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example: they are useful in shifting the session out of presentation mode, and they enable participants to have quick discussions to check on facts, reflect on what was presented, exchange ideas, and link ideas/concepts together.
- Once people start talking, they often don't want to stop. The trainer should be firm and should also give a 1-minute warning before the end of the buzz time.
- The trainer should move around the room to provide assistance or clarifications if necessary.
- This is an activity to generate energy and wake participants up so keep the pace going!

(8) TROIKA CONSULTING

Basic Structure: In quick “consultations” individuals ask for help and get advice immediately from two others. Invite learners to reflect on the questions “What is your challenge?” and “What kind of help do you need?” and come up with one consulting question each. Form groups of three (learners with diverse backgrounds and perspectives are most helpful) and arrange small groups of 3 chairs, knee-to-knee seating preferred. In each round, one learner is the “client” who will share their challenge while the others act as “consultants” Invite learners to reflect on the consulting question (the challenge and the help needed) they plan to ask when they are the clients.

Groups have first client share his or her question (1-2 minutes) Consultants ask the client clarifying questions (1-2 minutes) Client turns around with his or her back facing the consultants and together, the consultants generate ideas, suggestions, coaching advice (4-5 minutes). The client turns around and shares what was most valuable about the experience (1-2 minutes) Then the groups switch to the next person and repeat the steps.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you’ll get buy-in and better participation. **For example** this technique helps participants refine their skills in formulating problems and challenges, their listening and coaching skills and creates conditions for unimagined solutions to emerge.
- Invite learners to form groups with mixed roles/functions
- Have the learners try to notice the pattern of support offered. The ideal is to respectfully provoke by telling the client “what do you see that you think they do not see”.
- If the first round yields coaching that is not good enough, do a second round.
- Questions that spark self-understanding or self-correction may be more powerful than advice about what to do.

(9) MIND MAPPING

Basic Structure: The trainer selects the main concept or idea that the rest of the map will revolve around. Learners in groups begin by creating an image or writing a word that represents that first main idea in the middle of a large piece of paper or flipchart. From that main idea, learners then create branches (as many as needed), that each represent a single word that relates to the main topic. It’s helpful to use different colours and images to differentiate the branches and sub-topics.

Then, learners can create sub-branches that stem from the main branches to further expand on ideas and concepts. These sub-branches will also contain words that elaborate on the topic of the branch it stems from. This helps develop and elaborate on the overall theme of the mind map. Including images and sketches can also be helpful in brainstorming and creating the sub-branch topics. Once the groups have finished their mind maps, the trainer might want to invite the other groups to view the other group mind maps and provide feedback and/or additions using sticky notes. Allow each group to then go back to the mind map they produced, review the feedback and make any amendments they wish to as a result.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you’ll get buy-in and better participation. For example they help learners brainstorm and explore any idea, concept, or problem, they facilitate a better understanding of relationships and connections between ideas and concepts, make it easy to communicate new ideas and thought processes, help learners take notes and plan writing tasks and make it easy to organize ideas and concepts.

(10) JIGSAW READING

Basic Structure: Jigsaw reading is a cooperative learning technique that enables each learner of a "home" group to specialize in one aspect of a topic. Learners meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this technique, each learner in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

Assign each learner to a "home group" of Three to five learners. Determine a set of reading selections and assign one selection to each learner. Create "expert groups" that consist of learners across "home groups" who will read the same selection. Provide one or two key questions to guide the "expert groups" while reading their selections, e.g. how can I put these ideas into my own words? what connections do I see between this material and things we've already learned, or from my own life? how will I tell the members of my jigsaw, or home, group about this material? Learners in the expert group should read the text and make sure everyone has a strong enough understanding to share with their home groups. Encourage the learners to discuss the topic together and how they will share their learning once they return to their "home groups". It may be a good idea for learners to produce a short list of ideas they plan to take back. Once the learners reconvene into their "home groups" the "experts" each in turn report on the information learned. Ask learners to produce a summary chart or graphic organizer for each "home group" which summarizes what the experts reported back. Remind learners that "home group" members are responsible to learn all content from one another.

Tips for the trainer:

- Explain why you are doing it. Tell the learners about the benefits of the active learning technique; you'll get buy-in and better participation. For example this technique helps build comprehension, encourages cooperative learning among learners and helps improve listening, communication, and problem-solving skills.
- The trainer may find it useful to use numbers for home groups and letters for expert groups (learner 3-B for example, will read text B with a group of learners and then report back to group 3, where a learner has read text A, C, D, and E).
- There is a risk that learners might just want to simply read the text out loud to their "home group", stress that the "experts" need to retell what they have learnt in their own words and using their own examples.
- Circulate to ensure that groups are on task and managing their work well; ask groups to stop and think about how they are checking for everyone's understanding and ensuring that everyone's voice is heard.
- Monitor the comprehension of the group members by asking questions and rephrasing information until it is clear that all group members understand the points.

Example observation checklist

A. Offer constructive and supportive feedback to the trainer/s.

| Criteria | YES / NO |
|---|---|
| Shared at least one suitably ambitious and comprehensive learning outcome, which was aligned to the session | If yes, specific examples to evidence this: |
| Designed learning activities that matched at least two learning preferences/styles (e.g. visual and auditory) | If yes, specific examples to evidence this: |
| Used various different strategies to elicit participants' prior knowledge and facilitate understanding | If yes, specific examples to evidence this: |
| Used activities and group arrangements in which participants shared experiences and learnt from each other | If yes, specific examples to evidence this: |
| Facilitated so male and female participants contributed equally during the session | Specific examples to evidence this: |
| Provided participants with constructive feedback (e.g. detailed, fair, challenging and supportive) | Specific examples to evidence this: |

B. Other questions to discuss with the trainer/s observed.

| | |
|---|--|
| What aspects did you consider successful? Why? | |
| What would you do differently next time? Why? | |
| What have you learnt as a trainer after having observed this session? | |

Appendices

Appendix I: Glossary of most commonly used terms

| Term | A definition (one of many out there!) |
|---|--|
| Active learning | <p>Active learning concerns itself with “creating an environment where students can take charge of their learning, see relevance in it and engage in it, instead of having information just delivered to them” (Walsh & Inala, 2010)</p> <p>Active learning is...“anything that involves students in doing things and thinking about the things they are doing” (Bonwell & Eison, 1991)</p> <p>It involves providing opportunities for learners to meaningfully talk and listen, read, write and reflect on the ideas being studied.</p> |
| Andragogy | Andragogy is the art and science of adult learning, thus andragogy refers to any form of adult learning (Kearsley, 2010) |
| Assessment for learning | Assessment <i>for</i> learning (formative assessment): Information about what a learner knows, understands and is able to do is used by both the trainer and the learner to determine where learners are in their learning and how to achieve learning goals. |
| Assessment of learning | Assessment <i>of</i> learning (summative assessment) can be simply described as evaluating, subsequent to learning (Harris and Bell 1989) or judging and describing what has been achieved. |
| Cognitive skills | Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. Working together, they take incoming information and move it into the bank of knowledge you use every day in life. The brain’s cognitive skills include long- and short-term memory, auditory processing, visual processing, processing speed and logic & reasoning. |
| Deep learning | Deep learning involves the critical analysis of new ideas, linking them to already known concepts and principles, and leads to understanding and long-term retention of concepts so that they can be used for problem solving in unfamiliar contexts. Deep learning promotes understanding and application for life. |
| Intended learning outcome | An intended learning outcome should describe what learners should know or be able to do at the end of the course that they couldn’t do before. |
| Learner-centred education 'Learner' and 'Reflective': Term: Plenary Definition: Plenary can also be described as full-group i.e. bringing participants back to the full-group. | Learner-centred education is a pedagogical approach which gives learners, and demands from them, a relatively high level of active control over the content and process of learning. What is learnt, and how, are therefore shaped by learners’ needs, capacities and interests. (Schweisfurth, 2014) |
| Reflective practice | Reflective practice is, in its simplest form, thinking about or reflecting on what you do. It is closely linked to the concept of learning from experience, in that you think about what you did, and what happened, and decide from that what you would do differently next time. |
| Self-directed learning | Self-directed learning is a form of study in which learners have the primary responsibility for planning, carrying out and evaluating their own learning experiences (Merriam and Caffarella, 1991) As a product, the aim ‘is to make the subject a continuing “inner-directed”, self-operating learner’ (Robbie Kidd, 1985) |
| Surface learning | Surface learning is the tacit acceptance of information and memorization as isolated and unlinked facts. It leads to superficial retention of material for examinations and does not promote understanding or long-term retention of knowledge and information. |
| Taxonomy | Taxonomy is simply a word for a classification. |

Appendix II: AuthorAID Research Writing Workshop agenda

Intended learning outcomes

By participating fully in this four-day workshop, learners will be able to

1. Describe the key ethical issues in research and publishing
2. Balance different factors to select an appropriate target journal for their work
3. Define the focus and contribution of their paper
4. Write a working abstract for their research paper
5. Develop the body of their research paper including the key elements
6. Develop a strategy to achieve publication success

Day one

| | | |
|---------------|---|-----------|
| D1-S1: | Introductions and learning agreement | (45 mins) |
| D1-S2: | Establishing the right mind set to be a research author | (45 mins) |
| | 20 min break | |
| D1-S3: | Research and publishing ethics | (60 mins) |
| | 60 min lunch break | |
| D1-S4: | Defining the focus and contribution of your paper | (90 mins) |
| | 30 min break | |
| D1-S5: | Identifying appropriate target journals | (60 mins) |
| | End of day reflection | (30 mins) |

Day two

| | | |
|---------------|---|------------|
| | Morning review | (30 mins) |
| D2-S1: | Manuscript guidelines given by journals | (60 mins) |
| | 20 min break | |
| D2-S2: | Structure of a typical scientific journal article | (45 mins) |
| | 60 min lunch break | |
| D2-S3: | Writing a working abstract of your paper | (120 mins) |
| | 30 min break | |
| | End of day reflection | (30 mins) |

Day three

| | |
|--|-----------|
| Morning review | (30 mins) |
| D3-S1: Citations and references | (30 mins) |
| 20 min break | |
| D3-S2: The methods section of a research paper | (60 mins) |
| 60 min lunch break | |
| D3-S3: The introduction section of a research paper | (60 mins) |
| 30 min break | |
| D3-S4: The results and discussion section of a research paper | (60 mins) |
| End of day reflection | (30 mins) |

Day four

| | |
|---|-----------------|
| Morning review | (30 mins) |
| D4-S1: Figures and tables | (45 mins) |
| 20 min break | |
| D4-S2: Developing a publication strategy | (90 mins) |
| 60 min lunch break | |
| D4-S3: Q&A session | (45 mins) |
| Closing the workshop | (30 to 60 mins) |

For more information, see the AuthorAID Research Writing Toolkit

Appendix III: Why should you reflect on your own training practice?

It follows that once our 'stage act' has become routine, it is all too easy to take things for granted and slip into a pattern. Why should we as trainers reflect and change?

1. Reflection can increase our competence and understanding and increase our self-esteem, self-confidence, enthusiasm and, ultimately, job satisfaction.
2. As professionals, we have a moral responsibility to update our knowledge and skills and do our best to improve the quality of learning in the classroom.
3. We should model good practice in learning.
4. No two learning situations are the same. Our role is to maximize the learning experience by matching the strategies, materials and resources to the specific context.
5. Finally, we live in a rapidly changing world. Changes in terms of policy and practice are constants. Reflection and refreshment of ideas is essential.

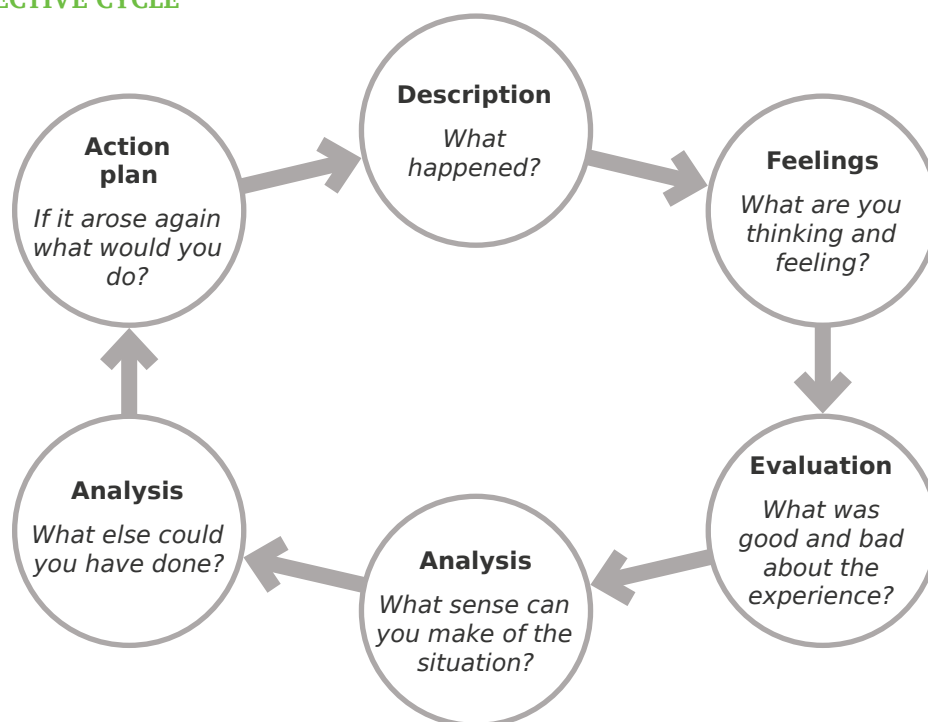
Gibbs' Reflective Model

There are many models of reflective practice, just one model is introduced here very briefly. Many people find that they learn best from experience. However, if they don't reflect on their experience, and if they don't consciously think about how they could do better next time, it's hard for them to learn anything at all.

This is where Gibbs' Reflective Cycle is useful. You can use it for yourself (and your learners) and it can help people make sense of situations in the learning process, so that they can understand what they did well and what they could do better in the future.

Professor Graham Gibbs published his reflective model in his 1988 book "Learning by Doing." It's particularly useful for helping people learn from situations that they experience regularly, especially when these don't go so well. There are six stages in the model: Description, Feelings, Evaluation, Analysis, Conclusions and Action. See the graphic below.

GIBBS' REFLECTIVE CYCLE



Gibbs, 1988.

(From Wikimedia Commons: commons.wikimedia.org/wiki/File:Steph_Gib_Model.jpg)

Appendix IV: Example of an electronic self-reflective checklist

N.B. Trainers are **not expected to select all of the questions** in this checklist as that would be far too much! It is recommended that trainers select around five to six questions which are relevant and/or of interest to reflect upon at any one given time. Think about the areas you would like to improve upon.

| | | | |
|---|-------------------|---------------------------------|-------------------------|
| Main facts about the particular session | | | |
| Date: | Topic of session: | | |
| Place: | Time: | | |
| Number of participants: | | | |
| Overall, how did I feel this session went: | | | |
| One of my very best | Fine | OK | Could have been better! |
| Other: | | Not at all happy about his one! | |
| Example questions to capture my reflections (<i>choose at least five questions to focus on at any one time</i>) | | | |
| My responses, reflections and planning ideas. | | | |
| What did I like most about the way the session went? Why is this? | | | |
| What worked least well at this particular session? Why was this? What can I do in future sessions to minimize the chance that similar things will happen again? | | | |
| How well do I now think that I started this particular session? Have I learned anything about how best to start this kind of session? How may I now fine-tune the beginning of a similar session? | | | |
| How effectively did I explain the ILOs to participants? Which of these outcomes seemed to be most important to them? With hindsight, can I adjust the ILOs to be more relevant to future participants at similar sessions? | | | |
| How much did the participants know already about this topic, on average? Was this more than I expected or less than I expected? How would I adjust the content of a future session to fine-tune it better to what the participants are likely to know already? How can I find out what they already know? | | | |

| | |
|---|--|
| What was the best/worst thing about the training room at this particular session? Why did this really help/not help the session? What can I do next time for future sessions? | |
| To what extent did I manage to get participants <i>learning by doing</i> during this session? How could I have built in more participant activity? | |
| What was my own best moment at this particular session? Why do I feel good about this particular aspect? What can I do to lead to more such moments at future sessions? | |
| What did the most 'difficult' participant do at this particular session? What can I do to address such behaviours at future sessions, if they occur again? | |
| How much feedback did the participants get on their learning during this session? How much of this feedback was from each other rather than just from me? | |
| Did I manage to include opportunities for participants to deepen their learning by explaining things to each other during the session? Could I do more of this next time? | |
| How well do I think I closed the session? Did I end it with a whimper or a bang?! Was I rushed towards the end of the session, trying to get through everything on my agenda? What would I do next time round, with hindsight, to make sure that a future similar session ended really positively? | |
| How well did participants feel that they had achieved the intended learning outcomes at the end of the session? How would it be useful, with hindsight, to adjust the intended learning outcomes for a similar session next time around? | |

Appendix V: Short viewings and readings

Points of Reflection:

- What do you think of what you have read and/or watched?
- What are the implications for your own research writing training practice?

Teaching Teaching and Understanding Understanding:

Don't worry there is not a typo in the title! It is a series of three short-films about teaching at university and higher-level educational institutions. It is based on the "Constructive Alignment" theory developed by Prof. John Biggs. The films deliver a foundation for understanding what a teacher needs to do in order to make sure all types of students actually learn what the teacher intends:

www.youtube.com/watch?v=6Ngc9ihb35g, http://www.youtube.com/watch?v=SfloUd3eO_M,
www.youtube.com/watch?v=w6rx-GBBwVg

Life After Death by PowerPoint:

This is a light hearted look at the design of PowerPoint presentations by comedian Don McMillan and has proven a popular resource for educators around the globe see his skit here:

www.youtube.com/watch?v=KbSPPFYxx3o

Navigating the Bumpy Road to Student-Centered Instruction:

In their helpful article (www.ncsu.edu/felder-public/Papers/Resist.html) Richard M. Felder and Rebecca Brent explore the change from a lecture-based classroom to a more student-centred learning environment.

Learning styles and the Importance of Critical Self-reflection:

The belief in learning styles is so widespread, it is considered to be common sense. This presentation challenges this belief via research findings, explaining how/why the belief in learning styles is problematic, and examining the reasons why the belief persists despite the lack of evidence

www.youtube.com/watch?v=855Now8h5Rs

Lectures Aren't Just Boring, They're Ineffective, Too, Study Finds:

A 2014 study found that undergraduate students in classes with traditional stand-and-deliver lectures are 1.5 times more likely to fail than students in classes that use more stimulating, so-called active learning methods www.sciencemag.org/news/2014/05/lectures-arent-just-boring-theyre-ineffective-too-study-finds

Education Research Denialism in University STEM Faculty:

This short blog touches on how science and engineering faculty often don't believe in education research and stick to their own teaching methods: <https://smallpondscience.com/2016/04/04/education-research-denialism-in-university-stem-faculty>

A Researcher Discovers Teaching:

This is a link to a short article on how a researcher discovered teaching from the Science magazine: science.sciencemag.org/content/352/6282/262?utm_campaign=email-sci-toc&et rid=34811806&et cid=400756.

Phil Race - Assessment, Learning and Teaching in Higher Education:

Phil Race is an independent educational developer and writer, with a particular interest in how people learn best. He works with teaching staff to help them optimize the learning experience of their students, and with students to help them get the most from their teachers. His website is an interesting and useful one to explore, particularly the resources which you can download for free. See [Making Small-Group Teaching Work](http://phil-race.co.uk/teaching-work), for example in his downloads section phil-race.co.uk/downloads

Appendix VI: Reflection questions



Reflect on the following three questions and make brief notes at the end of each session. You will be invited to share some of your reflections with the rest of the group during the course of the workshop.

1) Why did the trainer choose to run the session in this way, how else could s/he have done it?

2) What specific strategies can you adopt in order to maximize your learning related to this particular session?

3) What are the core conditions for effective face-to-face training workshops?



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