



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	<p>Personal experiences of teaching and/or training good students and/or learners</p> <p>What does an active and self-directed learner look like</p>	<p>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.</p>
15.15 -15.30	30 mins	Break		
15.30- 16.00	30 mins	Reflection and review	Exit cards and/or group reflection	<p>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.</p>

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	<p>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.</p>
9.30 -10.30	60 mins	5. Encouraging and managing active learning	<p>Active training and learning strategies and/or techniques</p> <p>Evaluating active learning strategies and techniques</p>	<p>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.</p>
10.30- 11.00	30 mins	Break		
11.00 -12.00	60 mins	6. Organising and managing group work	<p>Why use small group learning</p> <p>Methods for forming groups</p> <p>Methods for reporting back on group work</p>	<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.</p>
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)	<p>Why set intended learning outcomes</p> <p>Setting good enough ILOs</p> <p>Examples ILOs of varying quality and reasons why</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</p> <p>Techniques to meaningfully assess learning</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	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	<p>Recap of day one and overview of day two</p> <p>Refresh learning contract</p>	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=UsDI6hDx5ul

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:

- a) Decide which of the four methods for forming groups matches which set of statements and complete the first column.
- b) 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:

- a) First match each learning outcome on the slide (A-D) to option 1, 2, 3 or 4 below.
- b) 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?	