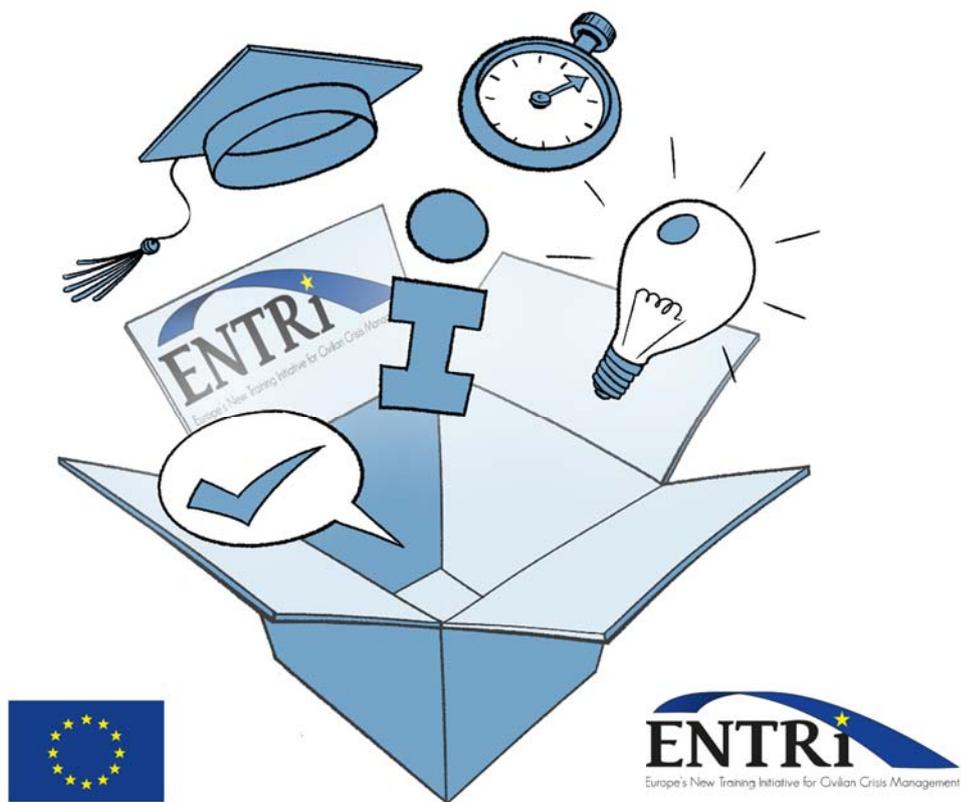


# Facilitator's Guide

## ENTRi Training of Trainers Package



### Authors:

This Training of Trainers package, based on the proposal drafted by the Centre for European Perspective, Slovenia, has been approved by the ENTRi partners in February 2018.

This document has been produced with the financial assistance of the European Commission. The views expressed herein can in no way be taken to reflect the official opinion of the European Union.

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## What is this guide?

This document is the Facilitator’s Guide, to be used when delivering the standard ENTRi Training of Trainers programme. It must be used in conjunction with the ENTRi Training of Trainers Programme Participant’s Manual, which contains a comprehensive guide to best practice in designing and delivering training programmes.

## Target group for the training of trainers

The primary target group for the ENTRi Training of Trainers programme will be:

- ★ Training personnel in civilian crisis management missions
- ★ Providers of training (institutions and individual trainers) for professionals working or aiming to work in civilian crisis management missions

It is designed to be relevant for both people undertaking a training role for the first time and those with more experience in the area of training delivery, giving both groups the chance to acquire and develop new skills and/or build upon existing knowledge and understanding.

## Delivering the training programme

In its standard format, the ENTRi Training of Trainers programme is designed to be conducted over a period of 3.5 days. However, the full programme offers a significant amount of time for participants to practice what they are learning, so if less time is available these sessions can be shortened. Irrespective of what is actually covered in a training session, it is recommended that participants be given the complete manual, as this provides a thorough explanation of good practice in training design and delivery and will be useful as a reference manual for participants when they deliver training programmes in the future.

A set of PowerPoint presentations, handouts and other reference materials is also available to support this programme.

Both this guide and the Participant’s Manual contain a list of references to further material which would be of interest and can provide more detailed explanation of many of the concepts discussed in the programme.

The list is not exhaustive but provides an insight into globally accepted principles relating to effective training methodologies, established educational theories and inclusive learning strategies, from which anyone delivering training, whether on a regular basis or only occasionally, can draw knowledge and inspiration.

## How will the programme help participants?

Completion of the ENTRI ToT course does not provide a formal teaching qualification, but people who successfully complete the entire programme will have a fundamental understanding of the roles and responsibilities of a trainer in relation to equality, diversity and meeting the needs of learners.

They should be able to plan and deliver inclusive training sessions using appropriate resources and teaching methods. They should also be able to identify the characteristics of applicable assessments, give constructive and developmental feedback and be able to implement effective evaluation processes.

The standard ENTRI Training of Trainers course is designed to give participants a thorough understanding of the principles which underlie good training practice, before going on to show how to apply these principles in practice.

There is one distinctive thing to remember about the delivery of a training of trainers programme, which sets it apart from delivering a ‘normal’ programme: You should also incorporate reflection on what you are doing. In other words, in addition to delivering a training programme, you should also be explaining why you are doing what you are doing. This means that it may be necessary to discuss some aspects of being a trainer in an order that diverges from how the content is presented in the “Participant’s Manual”. For example, after managing a session at the beginning of the workshop where you ask people to get to know each other, it is important to explain why you do this so that the participants will do this themselves when going on to deliver other training programmes. When you carry out an activity such as a brainstorming session or organise a quiz, make sure that you explain why you are doing this and what benefits this type of activity can bring. Ask participants how they might be able to use this technique in their training.

To ensure that requisite learning objectives are met and assessment standards are maintained, ENTRI Training of Trainers courses should only be delivered by qualified and competent educators whose teaching experience can be utilised and drawn upon to enhance and aid the learning process. As such, while this Facilitator’s Guide includes a detailed plan for delivering a standard Training of Trainers event, it is expected that those delivering this programme will take the needs of their particular target group and the constraints of time, etc. into consideration and modify the plan accordingly.

The core content of this Facilitator’s Guide will be continually reviewed in order to ensure that learning objectives remain relevant, that they correspond to the programme’s aim and are in accordance with EU training policy.

The Training of Trainers programme will be appraised in accordance with ENTRI-administered evaluation methods, and all participants in the programme will be encouraged to engage in post-event evaluation processes to help inform future practice, thus ensuring that the programme:

- ★ achieves its aim(s) and intended learning objectives,
- ★ is delivered in a manner which reflects the highest standards of professional practice,

- ★ meets the needs of learners,
- ★ meets the requirements of civilian crisis management missions.

Any training should be conducted in accordance with the European Convention on Human Rights (ECHR) principles, using procedures and common terminology while at all times ensuring adherence to best practices pertaining to safety, professionalism, behaviour and diversity.

## What does the programme contain?

The aim of the programme is to enhance the delivery of training within civilian crisis management missions.

The programme is based on the content of the Participant’s Manual, which is divided into nine sections.

### Section 1: Being a trainer



This section introduces the idea of ‘training’ as opposed to ‘teaching’, and looks at the design of training as a cyclical process. It discusses the professional responsibilities that a trainer has.

By the end of this section, the learner will be able to:

- ★ distinguish between pedagogical and andragogical models of teaching,
- ★ explain the significance of the teaching cycle,
- ★ define acceptable and less acceptable modes of professional behaviour as a trainer.

### Section 2: Teaching and learning theories

This section outlines how everyone learns differently and promotes the understanding that life experiences often influence how and to what extent individuals learn and retain information. It introduces a number of theories concerning learning and reflective practice

and highlights how taking into account the way people learn is essential in the planning, design and delivery of inclusive and motivating training sessions.

By the end of this module, the learner will be able to:

- ★ apply the theory of experiential learning to designing a training session,
- ★ explain why social interaction is an essential component of learning,
- ★ describe how to take the principles of adult learning into consideration when designing training sessions,
- ★ explain the uses and limitations of theories of learning styles,
- ★ explain why psychological processes of remembering and forgetting must be considered in learning design.

### Section 3: Techniques to use in a training session

This section looks at different techniques that can be used within a training session. It also explores the issues of making learning inclusive to all participants and gives a brief introduction to specific learning difficulties that may arise in a training event. Additionally, it highlights the importance of learner motivation and looks at how to improve the quality of communication.

By the end of this section the learner will be able to:

- ★ select appropriate techniques to use in a training session or event,
- ★ explain how to ensure that training is inclusive,
- ★ demonstrate how to communicate effectively with participants,
- ★ identify factors that contribute to positive learner motivation.

### Section 4: Additional activities for a training event

This section looks at a few additional activities that often need to be included within a training event. They are not aimed at helping people to learn or understand, but rather are ‘punctuation marks’ to help sessions move more smoothly.

By the end of this section, the learner will be able to:

- ★ decide how to get people to introduce themselves,
- ★ select a technique to use when it is necessary to increase energy in a group,
- ★ establish ground rules for a training session,
- ★ design a car park for unexpected subjects.

## Section 5: Planning and preparation

This section looks at how to plan and prepare for a session, thus ensuring that what a trainer does is effective and takes into account the needs of all learners.

By the end of this module, the learner will be able to:

- ★ formulate aims and learning objectives for training,
- ★ select appropriate action verbs using Bloom’s Taxonomy,
- ★ develop schemes of work and lesson plans.

## Section 6: Managing the training environment

This section looks at:

- ★ Different elements needed in an effective training environment
- ★ Health and safety considerations for a training event
- ★ How to arrange the furniture in a training room

After completing this section the learner will be able to:

- ★ develop a plan for creating an effective learning environment,
- ★ identify what you need to do to keep participants healthy and safe,
- ★ organise the physical layout of a training room so that it meets particular needs.

## Section 7: Delivering a training session

This section looks at:

- ★ Different resources that can be used in a training session
- ★ How to ask and answer questions
- ★ How to deal with ‘difficult’ participants

After completing this section the learner will be able to:

- ★ select appropriate resources to use when delivering a training session,
- ★ decide what techniques to use when asking questions,
- ★ select an appropriate strategy to use when dealing with a difficult participant.

## Section 8: Assessing learning

This section looks at different ways to assess how well people have learned their new knowledge, skills or attitudes.

By the end of this section, the learner will be able to:

- ★ relate the assessment cycle to a training event,
- ★ select assessment methods appropriate to the training situation,
- ★ deliver effective feedback.

## Section 9: Evaluating a training event

This section looks at a framework for evaluating the quality and effectiveness of training.

After completing this section, the learner will be able to:

- ★ design a tool for gathering feedback on the quality of training you have delivered,
- ★ explain the challenges involved in evaluating subsequent changes in behaviour and impact in the workplace.

## Course checklist

Use this checklist to help you make sure that you are completely ready for delivering your training session.

### Before the workshop

What?	Done?
Have you found out how many people are attending, who they are, what their general expectations may be?	<input type="checkbox"/>
Have you sent joining instructions to the participants? Including details about:	
★ dates of the training	
★ how long the days will last	
★ where the training is and how to get there	<input type="checkbox"/>
★ accommodation	
★ anything people will need to bring	
★ any important pre-reading materials or similar	
★ any other relevant information	
Have you sent the pre-course survey to all participants and reviewed the results?	<input type="checkbox"/>
Have you made sure you have all the equipment you need?	<input type="checkbox"/>
★ Stationery (pens, Post-its, Blu Tack, etc.) (remember that dry-wipe pens provided in training rooms are often worn out!)	
★ Presentations, lesson plans, handouts, etc. on a spare USB stick (in case your laptop dies on Day 1!)	<input type="checkbox"/>
★ Something like a multi-tool or Swiss Army penknife for things that go wrong	<input type="checkbox"/>
★ Bags of chocolates or sweets (to lighten the mood when necessary)	<input type="checkbox"/>
★ Your lesson plan (printed out on coloured paper so that it does not get lost in the training room)	<input type="checkbox"/>
★ Technology needs (laptop, cables, adaptors, speakers)	<input type="checkbox"/>
★ Special course requirements	<input type="checkbox"/>
Have you found out what equipment and resources will be provided at your training location?	<input type="checkbox"/>
On your way to the event, will you carry all essential equipment and information with you personally at all times?	<input type="checkbox"/>

## Handouts to be printed before the event

<b>Title of handout</b>	<b>File name</b>	<b>Numbers needed</b>	<b>Special instructions</b>
Statement card set	Statements for ranking.docx	1 for each group Assuming 20 participants and groups of four, 5 needed	Print out one sheet, preferably on card, for each group (probably 4 participants). Cut the individual statements up and clip them together as a set, one for each group.
Listening to a presentation	Communication presentation.docx	1 for each participant	
Guidelines for evaluating the presentation	Presentation evaluation.docx	Assuming 20 participants, presentations done in two groups, 180 needed	Each participant will need one hand out for each other participant they will be reviewing. The total number will depend on how the presentations are organised, in terms of dividing into groups.
Workshop evaluation	Standard form to be provided by ENTRi providing agency	1 for each participant	
Workshop quiz	Workshop quiz.docx	1 for each participant	
Journey task analysis	Journey task analysis.docx	1 for each group Assuming 20 participants and groups of four, 5 needed	Print out one sheet, preferably on card, for each group (probably 4 participants). Cut the individual statements up and clip them together as a set, one for each group.

## Stationery and special equipment requirements for the programme

Items?	Available?
Pads of 76 x 127 Post-its, at least 10	<input type="checkbox"/>
Marker pens for each person	<input type="checkbox"/>
Marker pens for you as the presenter (range of colours)	<input type="checkbox"/>
Dry-wipe pens (for a whiteboard)	<input type="checkbox"/>
Flipchart pads, at least 4	<input type="checkbox"/>
Soft foam ball or bean bag (or similar)	<input type="checkbox"/>
Pack of playing cards	<input type="checkbox"/>

## When you arrive at the venue

What?	Done?
Have you checked that you know how to get in and out of the training room(s), including in the event of an emergency?	<input type="checkbox"/>
Do you know where emergency exits and toilets are?	<input type="checkbox"/>
Do you know what the fire drill or other emergency precautions in the venue are?	<input type="checkbox"/>
Is the room arranged in the way that is appropriate for your training event?	<input type="checkbox"/>
Do you know how to control the heating and lighting in the room?	<input type="checkbox"/>
Do you know how to work the audio-visual equipment that is provided?	<input type="checkbox"/>
Do you have at least one flipchart stand in the room and a number of flipchart pads, as well as marker pens that actually work?	<input type="checkbox"/>
Is the flipchart stand positioned appropriately in the room (taking into account whether you are left-handed or right-handed)?	<input type="checkbox"/>

## Pre-course preparation for participants

There are basically two parts to this Training of Trainers package:

- ★ Theories of and techniques to use in training
- ★ Practice in presentation and facilitation

Participants will get more out of the programme if they come well prepared. You can do this by sending them instructions about what they should expect from the course and what they will be doing in the course.

## How you should prepare for participants

About two weeks before the event, send each participant an e-mail with the following information:

- ★ an explanation that the course will be a mixture of theory about learning and practice in presentation skills and facilitation,
- ★ a copy of the Participant’s Manual, explaining that printed copies will be provided at the beginning of the workshop,
- ★ an explanation that they will be expected to design a small piece of training based on their particular area of expertise, and that they should therefore think through what this might be, and if they have the time, prepare a short presentation (maximum 10 minutes duration) about this subject. They can make use of the possibility of showing a PowerPoint presentation if they wish.
- ★ a link to an online survey that will help you to build up a better picture of who your participants will be, what their level of experience is and what their interests are. This will enable you to adjust the content and timing of your programme, if this seems appropriate.

## Pre-course survey

The easiest way to send people a survey is to use an online survey tool such as SurveyMonkey (free for less than 10 questions) (<https://www.surveymonkey.com/>).

Here are some suggested questions to ask.

- ★ What is your experience in designing training?
- ★ What is your experience in delivering training?
- ★ How many hours a month do you think you currently spend delivering training?
- ★ What subjects do you normally deliver training in?
- ★ What are you particularly interested in learning about?

## Course programme

This standard programme is based on a course duration of 3.5 days. If less time is available, sessions need to be adjusted based on the specific needs of the target group. The simplest way to shorten the programme would be to reduce the number of presentations and activity facilitation exercises on Days 3 and 4.

## Day 1 – Session 1

### Learning objectives

At the end of this session the participants will be able to:

- ★ name other participants in the group and the course team,
- ★ summarise housekeeping issues for the workshop,
- ★ state the aim and key learning objectives for the workshop,
- ★ explain the importance of introductory activities in terms of meeting motivational needs.

### What you will need for the session

Before starting the session, make sure you are familiar with the layout of the room and how people can find emergency exits, toilets, etc.

You will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
09:00	<p><b>Welcome and introductions</b></p> <p>Show the slide “Who am I”</p> <p>Introduce yourself as the trainer, name, brief summary of working experience, how much you are looking forward to the next few days.</p> <p>Ask people to turn to a person sitting next to them and ask them about:</p> <ul style="list-style-type: none"> <li>★ their name</li> <li>★ where they work and come from</li> <li>★ something they are interested in doing in their personal time</li> </ul> <p>Ask the group the question, “Why did we just do this exercise?”</p> <p>Accept answers, explain that this is an example of an icebreaker.</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 2 (motivation)</li> <li>★ Section 4 (introductions)</li> <li>★ Section 6 (training environments)</li> </ul>

Point out that there are several reasons why we need to make sure that participants know each other:

- ★ safety and security, to improve motivation
- ★ to start the process of building trust
- ★ to make the process of social learning easier
- ★ so that the trainer can learn something about each person that may be useful

Show the slide “Maslow’s hierarchy of needs”

Ask the group what other experiences they have had with introductions.

If time permits, and it seems appropriate, carry out one of the other icebreakers described in the Participant’s Manual, for example, “How far have you come?”

09:45

**Housekeeping**

Explain to the group about:

- ★ fire alarms, none expected, but demonstrate where fire exits are
- ★ location of toilets
- ★ letting you know if there is a problem with noise, temperature, etc.

Explain the importance of housekeeping instructions as a way of:

- ★ ensuring that health and safety is maintained
- ★ knowing what to do in the event of an emergency (particularly relevant if training is carried out in insecure environments)
- ★ helping participants to meet safety and security motivational needs

Explain that it is important to establish the ground rules for the programme.

Explain that you will write the ground rules on a flipchart sheet that is visible.

Ask people to suggest ground rules that should be observed.

Refer to Participant’s Manual:

- ★ Section 4

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Make sure that you have rules covering basic issues such as use of mobile phones, break times, punctuality, respecting other people’s views.

Ask the group to identify which of the rules are negotiable and which are non-negotiable.

Remind participants of the motivational needs.

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**10:00 Introduce the workshop**

Explain what the workshop will cover, referring to slides:

- ★ Aim
- ★ Learning outcome
- ★ Agenda

Explain that, where possible, we will ask participants to think about their own particular training subjects, and to think about how to improve training in these.

Show participants the Participant’s Manual.

Ask them to spend a few minutes looking quickly through it, and then, as a group at their table, to discuss what they have seen. Ask each table to identify three subjects that they think are of particular interest.

Allow the tables enough time to complete the activity.

Ask one person from each table to summarise which three subjects they have identified.

Acknowledge each contribution and discuss how this will be covered.

Explain how reassuring people that their interests will be discussed contributes to self-actualisation, the highest level in the hierarchy of needs.

---

**10:30 Break**

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# Day 1 – Session 2

## Learning objectives

At the end of this session the participants will be able to:

- ★ list characteristics of good and bad training,
- ★ describe the process of experiential learning,
- ★ explain the importance of social interactions in learning processes,
- ★ state the principles of adult learning,
- ★ describe the process of remembering,
- ★ describe how quickly people forget things they have learned,
- ★ list some examples of aids to promote remembering.

## What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides
- ★ Soft ball or beanbag for throwing in a game

Start time	Activity	Resources/comments
10:45	<p><b>Being a trainer</b></p> <p>Ask the question, “What good and bad experiences you have had with training?”</p> <p>Ask people to discuss this around their table, and for each table to identify:</p> <ul style="list-style-type: none"> <li>★ one example of good training, and why it was good for them</li> <li>★ one example of poor training, and why it was bad for them</li> </ul> <p>Ask one person from each table to report back on their good and bad experiences.</p> <p>Identify factors that people have discussed.</p> <p>Explain the difference between pedagogy and andragogy, trainer-centred and learner-centred.</p> <p>Show participants the slide “The teaching cycle”.</p> <p>Explain what each stage of the cycle means and how it is a useful model to consider.</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 1</li> </ul>

Ask the question, “What does being professional mean to you?”

Discuss the responses, then ask, “What does that mean for being a professional trainer?”

11:15

**Theories about learning**

Explain that this session will be about different theories that have been proposed on how people learn and what we can do to ensure this.

Refer to Participant’s Manual:

- ★ Section 2

**Experiential learning**

Show the slide “Experiential learning”.

**Activity: Learning by doing**

Conduct the following activity. For this activity you will need:

- ★ sufficient open space for all participants to stand in a circle
- ★ a soft ball, bean bag or something else that is safe to throw

Ask the participants to stand in a large circle.

1. Explain the rules of the game. You are going to give the ball to one person, and they must throw it to another person. This second person must then throw it to someone else who has not yet received the ball. They must then throw it to another person who has not yet had the ball, and so on until everybody has caught it once. You will record the time that they take.
2. Explain that you want the group to repeat the game, but at a faster pace. Tell them that they must stay silent and not talk to each other.
3. Repeat the game and record the new time.
4. Now explain that you want the group to repeat the game again, this time completing in an even faster time, but this time they are allowed to talk to each other and discuss what to do.
5. Repeat the game and record the new time.
6. Tell the group what times were recorded. What should happen is that the groups get faster with each round, with the third round being the fastest.
7. Ask the group to reflect on what happened and each person to think about how they thought about improving their performance at throwing

the ball. Explain how this relates to the experiential learning cycle:

- ★ Concrete experience: throwing the ball
  - ★ Observation and reflection: how quickly they did it
  - ★ Abstract conceptualisation: how we could do it more quickly
  - ★ Active experimentation: trying again.
8. Now ask them to think about what was different in the third round, when they were allowed to talk to each other. Ask them to remember that they discussed the problem between themselves and reflected on possible strategies before trying again. Explain that the third game was an example of social learning.

**Alternative activity (if physical space not available):**

1. Divide the participants into groups of between four and six people.
2. Ask everybody to spend a maximum of one minute thinking about a particular skill they have. This can be something they do at work or a hobby.
3. Ask the groups to find out what individual skills there are within the group, and to select one of the skills for further consideration.
4. Ask the person whose skill has been selected to explain to the others how they do what they do, and encourage the others to ask questions about how to do it well.
5. Allow the groups about 10 minutes to have this discussion.
6. Ask each group to quickly discuss what they have been talking about, but not to go into detail.
7. Ask people now to think about how they gathered information – by asking questions, thinking about the answers, asking more questions and so on. Ask one or two groups to give examples of how this process worked.
8. Explain that this is the principle of **social learning**.

**Social learning**

Show the slide “Social experiential learning”.

Ask the participants to reflect on the activities that have been carried out so far, which involved discussions in small groups. Point out that these are opportunities for social construction of understanding.

**Principles of adult learning**

Remind participants of the previous discussion about pedagogy and andragogy.

Explain that the theory of andragogy in the West was revived by Knowles.

Show the slide “Principles of adult learning”.

Ask people if they can relate these principles to effective training events they have experienced in the past.

**Remembering and forgetting**

Ask the question, “What did you do on [date]?”, whereby the date is 28 days ago.

Explain that this is important to understand the processes of remembering and forgetting.

On the flip chart, draw:

- ★ ‘!’ to represent an incident
- ★ a box to represent short-term memory (explain limitations)
- ★ a box to represent long-term memory

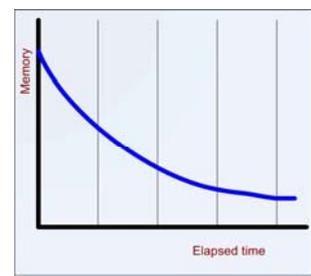
Explain that information disappears from long-term memory exponentially, 80% disappearing after 28 days unless it is refreshed.

Ask the question, “What is one thing you could give people in your training which will help them to remember something they learn when they are with you?”

Ask around the room for some examples of these. Make sure that at least one person (or you) mentions the use of checklists.

Explain that the purpose of the Participant’s Manual is to provide a way for them to refresh their memories of what is discussed in this training programme.

Example of graph to draw on flipchart:



# Day 1 – Session 3

## Learning objectives

At the end of this session the participants will be able to:

- ★ identify potential times in a training event when an energiser is useful,
- ★ describe how to run at least two energiser activities,
- ★ explain the difference between knowledge, skills and attitudes (cognitive domains),
- ★ propose learning activities that are relevant for the three cognitive domains,
- ★ select learning activities that would be appropriate for a subject in their particular area of expertise or practice.

## What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
13:30	<p><b>Energisers</b></p> <p>Ask everyone to stand up.</p> <p>Explain that you are going to teach them four movements, and that for each one there is a name of a piece of fruit. The names are:</p> <ul style="list-style-type: none"> <li>★ Apple – Bend forwards</li> <li>★ Banana – Bend backwards</li> <li>★ Grapefruit – Bend to the left</li> <li>★ Orange – Bend to the right</li> </ul> <p>Spend a few minutes practising this and making sure that people know the movements, by saying, “, banana, apple, banana, apple, banana ...”, and then repeating this for grapefruit and orange.</p> <p>When people have learned this simple pattern, mix the fruits up: “Apple, grapefruit, grapefruit, banana, orange, grapefruit, orange,” and so on.</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 4</li> </ul>

People will start laughing very quickly as they find it difficult to keep up.

Explain that this is an example of an ‘energiser’.

Discuss the use of energisers.

Ask people what other examples of energisers they know. Point out that several examples are described in the Participant’s Manual.

13:45

**Knowledge, skills and attitudes**

Show the slide “What do we learn?”

Explain that the technical term for these three is ‘domains’.

Give an example of how all three domains are important in any training activity (if possible, based on subjects of general interest in the classroom).

Ask people for how their own particular subject covers all three domains.

Ask people which is the hardest domain to change. People will probably answer ‘Attitudes’.

Explain how different methods of training are appropriate to these three domains.

**Different training activities brainstorm**

Facilitate a brainstorming session to identify different techniques that can be used in a training session.

Make sure you have a blank flipchart sheet and a marker pen.

Ask people a warm-up question such as, “What are your pet hates?” or “What is your favourite film?”

Explain that you are going to do a brainstorming session and that it is always helpful to get people in the mood for doing this by asking a ‘warm-up question’.

Ask the main question: “What are different activities we can use in a classroom to facilitate learning?”

Write down answers as people call them out.

Do not comment on any answers.

When people start to run out of ideas, say that this is a very good list and start to go through it, asking people questions such as:

- ★ What does this mean?
- ★ Who has used this technique?
- ★ What is this technique good for?

Refer to Participant’s Manual:

- ★ Section 3 (KSAs)
- ★ Section 7 (group organisation)

**Dividing into groups**

By this stage of the workshop, people will probably started to sit with the same people at the same table.

If this means there are more than three groups of people, the easiest way to rearrange them into three groups is to walk around the room giving each person a number in order, “1, 2, 3, 1, 2, 3, 1 ...” and so on, until everyone has a number. Then ask all the ‘number 1s’ to move around and sit together, and think about ‘Knowledge’, and so on.

If it seems appropriate, show the slide “Training techniques”, which is your list of possible training methods.

Explain what each method is, if necessary.

### **KSAs and training methods**

Conduct the following activity:

- ★ Divide participants into three groups, and give each group one of the titles ‘Knowledge, ‘Skills’ or ‘Attitudes’.
- ★ Ask each group to decide which methods would be useful for developing learners’ strengths in that respective domain (K, S or A). Allow the groups about 15-20 minutes to have their discussion, and then ask each group to report back. As people report back, you can ask questions such as:
  - ★ How would you make sure that people work through the experiential learning cycle?
  - ★ How would you make sure there is social learning?
  - ★ How could you integrate the principles of adult learning into that activity?
- ★ Manage a plenary discussion about what has been discussed and then point out that a blend of different methods is usually necessary for every type of subject. Point out that some individuals may feel less comfortable with particular types of activity, particularly if they have some form of learning difficulty, for example.

14:30

### **Preparing a lesson plan**

Show the slide “Training techniques”.

Ask participants to think about their own areas of expertise, and to prepare an outline lesson plan for a (approx.) 2 hour training session in that subject.

Explain that the plan should include:

- ★ a range of different techniques
- ★ an explanation of how this covers the necessary knowledge, skills and attitudes

Allow people about 10 minutes for this activity.

Refer to Participant’s Manual:

- ★ Section 5

Ask a few people to describe what they have proposed.

Explain that something from this lesson plan should form the basis of a presentation that they will deliver on Day 2.

14:45 **Break**

## Day 1 – Session 4

### Learning objectives

At the end of this session the participants will be able to:

- ★ explain the difference between aims and learning objectives,
- ★ describe how Bloom’s Taxonomy can be used to plan a training session,
- ★ deconstruct an overall objective into enabling tasks.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides
- ★ Prize for the review quiz winning team (chocolates?)
- ★ Pack of journey task cards (see section “Handouts to be printed before the event”)

Start time	Activity	Resources/comments
15:00	<p><b>Planning and preparing: Training objectives</b></p> <p>Show the slide “Planning and preparation”.</p> <p>Explain that we will first reflect on the content of training.</p> <p>Show the slide “Aims and outcomes”.</p> <p>Show the slide “Writing an outcome”.</p> <p>Explain that the verb in an objective needs to be observable.</p> <p>Explain that Bloom’s Taxonomy is a useful starting point for identifying appropriate verbs.</p> <p>Ask people to look at the table of verbs in the Participant’s Manual.</p> <p>Explain that overall objectives (for a session or programme) will usually be at higher levels in the taxonomy.</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 4</li> </ul> <p>Handout:</p> <ul style="list-style-type: none"> <li>★ Journey task analysis</li> </ul> <p>Note that this activity can be quite challenging, depending on the expertise in the group, and people often fail to understand how the process of task analysis</p>

Show the slide “Analysing tasks”.

Explain the use of task analysis to identify enabling objectives at lower levels of the taxonomy, and how this is useful for developing a structure for a session or programme.

**Activity – sorting tasks**

Conduct the following activity:

1. Ask people to work in groups at their respective tables.
2. Give each group a set of the journey task analysis cards.
3. Explain that each set of cards contains one overall objective and six enabling tasks.
4. Ask the groups to identify the overall objective and organise the enabling tasks in a logical order.
5. Give the groups about 5 minutes to complete this activity, then ask each group to share what they have decided.
6. Explain how this technique can be used to identify content for a training event, moving from simple to more complex outcomes.

**Identifying objectives**

Conduct the following activity:

1. Ask people to work in groups at their respective tables.
2. Ask each group to identify one particular subject from among the group members’ areas of expertise.
3. Ask the group to identify a high level objective for this subject.
4. Ask the group to use task analysis to identify the enabling objectives that they would need to cover in a training session for this subject.
5. Allow about 20 minutes for this activity.
6. Ask each group to briefly present what they have identified as necessary.

Show the slide “Schemes of work and lesson plans”.

Explain the use of creating schemes of work and lesson plans.

works and how to link it to Bloom’s Taxonomy.

While the session is scheduled to last for 75 minutes, it may take longer, and this will have an impact on which review activity is chosen.

16:15	<p><b>Review of the day (Option 1)</b></p> <p>Depending on how well people understand the “Writing an outcome” and “Analysing tasks” activity in the previous section, you may be able to introduce this review activity at 16:15.</p> <p>If the previous activity takes longer, you may wish to use the 16:45 review activity instead.</p> <p><b>Quiz review</b></p> <ol style="list-style-type: none"> <li>1. Divide the group up into teams of 3.</li> <li>2. Ask each team to prepare three questions that are related to the content covered today. Allow about 10 minutes to do this.</li> <li>3. Ask each team to ask the next team to answer one question. If the team gets it right, they score one point, if they answer it incorrectly the team asking the question scores a point.</li> <li>4. Work around the entire group, team to team, one question at a time.</li> <li>5. When the quiz is complete, use what has been discussed to identify any particular areas of interest.</li> </ol>	<p>Suitable prize for the winning team (chocolate?)</p>
16:45	<p><b>Review of the day (Option 2)</b></p> <p>Explain to the group the importance of having periodic reviews of what has been discussed.</p> <p>Explain that there are many different ways of managing a review session. Note that a quiz may be useful if you have more time left over than expected.</p> <p><b>3 to 7 review session</b></p> <p>Divide into groups.</p> <p>Ask for a number between 3 and 7. What someone calls out will be ‘X’.</p> <p>Ask each table to identify “X useful things from today”.</p> <p>Allow each table 5 minutes to discuss this.</p> <p>Ask each group to describe what they have identified as useful.</p>	<p>Refer to Participant’s Manual:</p> <p>★ Section 3</p>
17:00	<p><b>End of day</b></p>	

# Day 2 – Session 1

## Learning objectives

At the end of this session the participants will be able to:

- ★ explain the characteristics of a good training environment,
- ★ summarise elements of good verbal and non-verbal communication as a trainer,
- ★ distinguish between effective and less effective language to use in the training room,
- ★ propose strategies for dealing with difficult participants.

## What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides
- ★ Handout “Communication presentation.docx” for each participant

## Managing groups

Depending on the dynamics of the group, you may want to think about reorganising participants into different groups for activities in the morning. You can find guidance on different ways for doing this in the Participant’s Manual.

Start time	Activity	Resources/comments
09:00	<p><b>Review of yesterday and introduction to today</b></p> <p>Ask each table to identify one useful thing that they remember from yesterday.</p> <p>Ask each table to state what it is that they remember.</p> <p>Show the slide “Day 2 plan”.</p>	
09:15	<p><b>Creating an effective learning environment</b></p> <p>Show the slide “Effective learning environments”.</p> <p>Discuss what each of these three components includes.</p> <p>Ask the question, “What have we done in this programme to try and improve the learning environment?”</p> <p>Ask the question, “What could we do better to improve the learning environment?”</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 6</li> </ul>

Explain the importance of arranging furniture in a classroom.

Ask, “How would you describe the layout of the furniture in this room?”

Compare the room’s layout with the alternatives described in the Participant’s Manual.

**09:30 Effective communication in the training room**

Give each participant a copy of the handout “Listening to a presentation”.

Explain that you are going to talk about communication in the training room, and that you would like people to listen for the answers to the questions on the handout.

Tell them to make a note of the answers when they hear the subject explained.

Show the slide “Modes of communication”.

Discuss verbal communication: positive and negative messaging, volume, pitch, pace, pausing.

Discuss techniques for asking and answering questions (‘Pose, Pause, Pounce and Bounce’).

Discuss non-verbal communication: style of dress, mannerisms, eye contact, use of hands etc.

Ask, “What experiences do you have regarding communication issues with people from different cultures?”

Discuss responses and conclude by pointing out the need to be aware of different perceptions of effective communication.

Show the slide “Active listening”.

Discuss messages from the slide.

Review questions on the handout.

Point out that using a handout like this is a useful way of helping people to keep concentrating during a presentation or question and answer session, and provides a good way to review what has been said.

Handout:

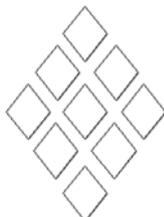
- ★ Communication presentation

**10:00 Using positive and negative language**

Explain that it is important to think about the type of words that you use in a training event, in terms of being positive or negative, being critical, giving praise, etc.

Conduct the following activity:

1. Draw a diamond shape something like this on a flipchart sheet.



2. Divide people into groups of about 4 to 6 and give each group a pack of cards on which are printed the words and phrases listed in the Resources column.
3. Ask participants to arrange these in the same diamond pattern on their table, based on their own criteria (best things to say, most constructive things, most critical, etc.).
4. Give people about 10 minutes to do this, then go around each group and ask them how they have arranged the phrases.

Pack of cards, with the following printed on them:

- ★ That’s great
- ★ Excellent
- ★ Tell me more
- ★ Could you explain that
- ★ That’s wrong
- ★ Certainly not
- ★ Absolutely fantastic
- ★ Completely wrong
- ★ I’m not sure about that

(from file “Statements for ranking.docx”)

**10:15 Dealing with difficult participants**

Note: Before starting this session it would be useful to find two people who can help you with the dealing with the Difficult Participants session. Ask to have a quiet word with them before the sessions so that nobody else hears, and explain to them that when you start showing the slide about dealing with difficult participants that the two of them should start a conversation about a completely unrelated subject. You will then show the group how to make the two people stop talking. Thank them for their help.

Show the slide “Dealing with difficult participants”.

Work through each type of difficult behaviour and ask people for their ideas about how to deal with this behaviour. Note that you may have two assistants helping you with an example of bad behaviour!

Refer to Participant’s Manual:

- ★ Section 7

**10:30 Break**

## Day 2 – Session 2

### Learning objectives

At the end of this session the participants will be able to:

- ★ explain how to use PowerPoint, flipcharts, whiteboards and handouts when delivering presentations.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides
- ★ Internet access to show a YouTube video, and speakers connected to the laptop

Start time	Activity	Resources/comments
10:45	<p><b>Preparing a training session</b></p> <p>Show the slide “Designing your training session”.</p> <p>Explain to participants that for the rest of the workshop you will focus on giving people a chance to plan and deliver a short training session based on their area of expertise.</p> <p>Explain that there will then be two practical tasks:</p> <ul style="list-style-type: none"> <li>★ deliver a short presentation based on something from their lesson plan</li> <li>★ facilitate a short activity based on their lesson plan</li> </ul>	
10:50	<p><b>Using resources in presentations</b></p> <p>Show the slide “Presentation tools”.</p> <p>Describe good practice in using PowerPoint, flipcharts, whiteboards and handouts.</p> <p>Show the video by Don MacMillan (<a href="https://www.youtube.com/watch?v=lpvgfmEU2Ck&amp;feature=player_embedded">https://www.youtube.com/watch?v=lpvgfmEU2Ck&amp;feature=player_embedded</a>)</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 7</li> </ul>

11:15	<b>Preparing a lesson plan</b>	Refer to Participant’s Manual:
	<p>Show the slide “Preparing a plan for a 2-hour lesson”</p> <p>Explain that they will have 30 minutes to prepare a lesson plan based on a task analysis of their subject. The lesson plan should be based on a 2-hour training session.</p> <p>To do this they will need to:</p> <ul style="list-style-type: none"> <li>★ identify the overall objective for the session</li> <li>★ identify enabling objectives</li> <li>★ decide on a number of sessions within the overall two-hour lesson</li> <li>★ plan activities for each session</li> <li>★ make a note in the plan of how they would assess the overall learning</li> </ul>	★ Section 5
11:45	<b>Explaining the presentation exercise</b>	Handout:
	<p>Explain that each person will have the opportunity to practice delivering a presentation.</p> <p>Explain that each person’s presentation will be evaluated by the rest of the group, and that they will be given feedback sheets detailing what they did well and what they could improve.</p> <p>Summarise the qualities of speaking well to a group (eye contact, voice, hands, etc.).</p>	<ul style="list-style-type: none"> <li>● “Guidelines for evaluating the presentation”</li> </ul>
11:50	<b>Participants prepare presentations</b>	
	<p>In this period before lunch participants will have the time to think about what they are going to deliver in their presentation and prepare for it.</p> <p>Ask each participant to design a presentation based on the lesson planning activity from Day 1 afternoon, which should take no longer than 10 minutes to deliver.</p> <p>They can use flipcharts, whiteboard or PowerPoint, if no computer is available they can write the presentation on flipchart sheets.</p>	
12:30	Lunch	

## Day 2 – Session 3

### Learning objectives

At the end of this session the participants will be able to:

- ★ deliver a presentation using effective verbal and non-verbal communication skills.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides
- ★ Copies of the handout “Guidelines for evaluating the presentation”, so that each participant has one handout for each person delivering a presentation (assuming there are two groups of 10, this means that each person should have nine evaluation sheets, so there will need to be a total of at least 180 for distribution)

### Note on managing the presentation deliveries

The exercises on delivering presentations are potentially quite time-consuming, because each person needs about 10 minutes to deliver their presentation, and then time must be allowed for the audience to write their feedback and subsequently for the next person to get prepared.

It can be advantageous to divide a group into two, as this saves time and means that people spend less time waiting for their turn to deliver a presentation. It is also less stressful for people to deliver to a smaller group, which makes it easier for people with less experience.

The timetables below are based on holding a workshop with 20 participants, in which case the presentations will be delivered in two groups of 10.

Start time	Activity	Resources/comments
13:30	<b>Participants deliver presentations</b>	It should be possible to deliver 6 presentations in the period.
15:00	<b>Break</b>	

## Day 2 – Session 4

### Learning objectives

At the end of this session the participants will be able to:

- ★ deliver a presentation using effective verbal and non-verbal communication skills.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides
- ★ Two pads of 76 x 127 Post-its for each table and a marker pen for each participant

Start time	Activity	Resources/comments
15:15	<p><b>Participants deliver presentations</b></p> <p>It should be possible to deliver 4 presentations in the allotted time period.</p> <p>When all participants have delivered their presentations, have a plenary discussion about issues raised.</p>	
16:45	<p><b>Review of the day</b></p> <p>Remind the group of the importance of periodic reviews as learning reinforcements.</p> <p>Use a different review technique, for example:</p> <p><b>Something useful, something needed</b></p> <ol style="list-style-type: none"> <li>1. Take two flipcharts, and on the top of one write, “Something useful from today”, and on the top of the other write, “Something I would like more information about”.</li> <li>2. Put these on the wall side by side.</li> <li>3. Ask people to think for a few minutes, and then write responses on their Post-its, to be attached to each flipchart.</li> <li>4. Tell people that when they are ready they should come up to the flipcharts and add their comments on each flipchart.</li> </ol>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 4</li> </ul>

**16:55 Reminder for tomorrow**

Remind participants that in the course of tomorrow’s session they will be asked to facilitate a short activity based on something from the lesson plan that they have designed. Tell them to be sure to bring along any special equipment they need for the session.

**17:00 End of day**

## Day 3 – Session 1

### Learning objectives

At the end of this session the participants will be able to:

- ★ produce a lesson plan for a training event in their area of expertise,
- ★ demonstrate the facilitation of a learning activity.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
09:00	<p><b>Review of yesterday and introduction to today</b></p> <p>Ask each table to identify one useful thing that they remember from yesterday.</p> <p>Ask each table to state what it is that they remember.</p> <p>Show the slide “Day 3 plan”.</p>	
09:15	<p><b>Assessing learning</b></p> <p>Show the slide “Ways to assess learning”.</p> <p>Discuss briefly each of the methods outlined on the slide.</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 8</li> </ul>

**09:30 Planning the training activity**

Explain that for the remainder of the workshop we will focus on giving participants the chance to facilitate a short training activity based on something in their lesson plan.

Explain that we will now give them 15 minutes to review their lesson plan and consider what they need to do.

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**09:45 Facilitating training activities**

Before starting the facilitation activities, you will need to think carefully about how many people will be able to actually facilitate a session. Each session should take a maximum of about 20 minutes, so you will need to review the starting and finishing times and work out how many people will be able to give a session.

This basic course plan allows time for 20 20-minute activities, going into Day 4, Session 1.

If not everyone has a chance to facilitate a session, you will have to decide who will be able to do so. One way of doing this is to write each person’s name on a separate piece of paper and put these into a bowl or hat. Ask someone to draw a name, and the chosen name determines whose turn it is. Repeat this for each turn.

You may prefer to do this activity once at the beginning of each session, drawing the appropriate number of names.

If you cannot allow everyone to facilitate a session, make sure that you tell the group that this is the case so that people are not disappointed.

There should be enough time to allow two people to facilitate their activities before the break.

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**10:30 Break**

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## Day 3 – Session 2

### Learning objectives

At the end of this session the participants will be able to:

- ★ demonstrate the facilitation of a learning activity.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
10:45	<p><b>Delivering training sessions</b></p> <p>The participants will continue to facilitate their training activities.</p> <p>It should be possible to have five activities before lunch.</p>	
12:30	Lunch	

## Day 3 – Session 3

### Learning objectives

At the end of this session the participants will be able to:

- ★ demonstrate the facilitation of a learning activity.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
13:30	<p><b>Delivering training sessions</b></p> <p>The participants will continue to facilitate their training activities.</p> <p>It should be possible to have four activities before the afternoon break.</p>	
15:00	Break	

## Day 3 – Session 4

### Learning objectives

At the end of this session the participants will be able to:

- ★ demonstrate the facilitation of a learning activity.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
15:15	<p><b>Delivering training sessions</b></p> <p>The participants will continue to facilitate their training activities.</p> <p>It should be possible to have five activities before the end of the afternoon session.</p>	
16:45	<p><b>Review of the day</b></p> <p>Remind the group of the importance of periodic reviews.</p> <p>Use one of the methods previously suggested (3 to 7; Something useful, something needed).</p>	
17:00	<p><b>End of day</b></p>	

# Day 4 – Session 1

## Learning objectives

At the end of this session the participants will be able to:

- ★ demonstrate the facilitation of a learning activity.

## What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
09:00	<p><b>Review of yesterday and introduction to today</b></p> <p>Ask each table to identify one useful thing that they remember from yesterday.</p> <p>Ask each table to state what it is that they remember.</p> <p>Show the slide “Day 4 plan”</p>	
09:15	<p><b>Delivering training sessions</b></p> <p>The participants will continue to facilitate their training activities.</p> <p>It should be possible to have four activities before the end of this session.</p>	
10:30	Break	

## Day 4 – Session 2

### Learning objectives

At the end of this session the participants will be able to:

- ★ explain the principles and challenges of evaluating training programmes.

### What you will need for the session

Before starting the session you will need:

- ★ Workshop PowerPoint presentation slides

Start time	Activity	Resources/comments
10:45	<p><b>Evaluating training</b></p> <p>Show the slide on Kirkpatrick’s levels of evaluation. Explain how the framework works and discuss its strengths and limitations.</p> <p>Give each participant a feedback sheet and demonstrate how this shows good practice in Level 1 evaluation.</p> <p>Give each participant a quiz sheet, ask them to answer the questions and then explain how this demonstrates Level 2 competence.</p> <p>Ask the participants to complete their feedback sheet.</p>	<p>Refer to Participant’s Manual:</p> <ul style="list-style-type: none"> <li>★ Section 9</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>★ Workshop evaluation</li> <li>★ Workshop quiz</li> </ul>
11:45	<p><b>Summary of the event</b></p> <p>Show the slide “What we have covered”.</p> <p>Make sure each participant has a Post-it that they can write on.</p> <p>Ask the participants to write on their Post-it the most useful thing they have learned during the workshop.</p> <p>Ask each participant to stick their Post-it on a flipchart when they are ready.</p> <p>Review all contributions and try to identify some common themes.</p> <p>Thank people for their contributions and participation during the event.</p>	
12:30	Close	

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