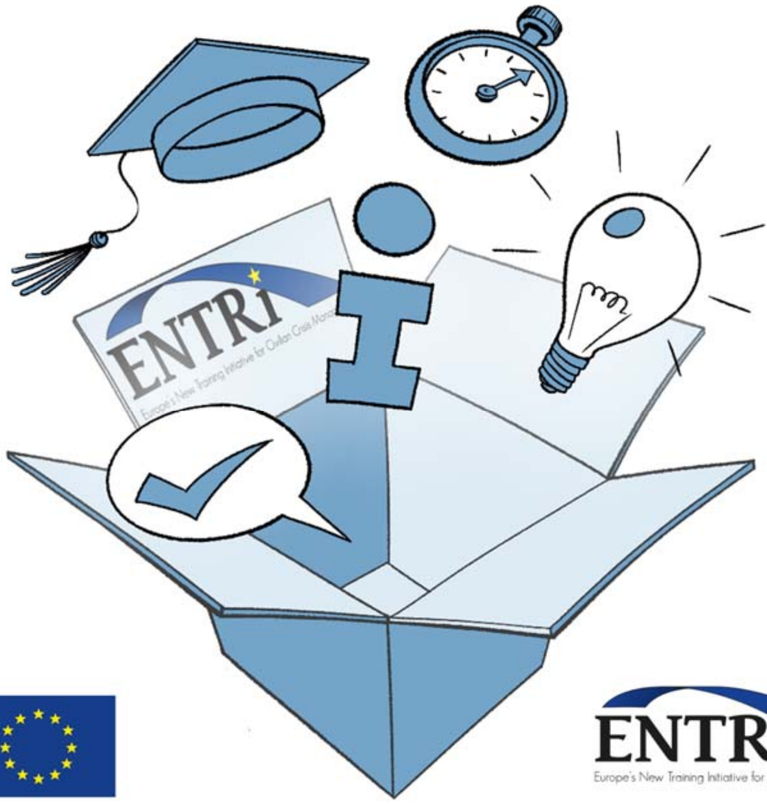
Participant's Manual

ENTRi Training of Trainers Programme



ENTRi
Europe's New Training Initiative for Civilian Crisis Management

Authors:

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

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Contents of this manual

Introduction

Successful civilian crisis management and stabilisation missions rely on the availability of well-prepared individuals, who in turn depend on high quality training activities designed for such purpose.

In accordance with action initiated in early 2011, the main focus of ENTRi continues to be the preparation and training of civilians from EU Member States and third countries who are either going to work or are already working in crisis management missions worldwide.

Now in its third phase (ENTRi III), the consortium is concentrating efforts on professionalising course development, overall quality and the training of trainers across European training institutions and individual missions' own capacity-enhancement units.

Recognising that the design and delivery of well structured, effective educational programmes that meet organisational and individual needs are wholly reliant upon the abilities of the trainers entrusted with imparting the requisite knowledge, understanding and skills to their learners, this manual aims to be a guide to best practice in designing and delivering training.

It contains core information that will help to strengthen and/or refresh the knowledge and skills of personnel and subject-matter experts delivering training events in civilian crisis management missions worldwide.

The endeavour towards harmonisation of training activities (through certification of training courses and common course concept development/updates) is based upon and responds to policy-making organisations, relevant studies and reports. As such, this manual is designed to also be used as reference material within the standard ENTRi Training of Trainers programme.

The ENTRi Training of Trainers programme recognises that training is critical to the achievement of successful operational outcomes. Through a combination of experience and knowledge, in conjunction with the comprehensive subject content, the programme encourages the adoption of good practice and promotes the continuous professional development of training staff and subject matter experts.

In doing so, the programme makes a positive contribution towards the production of confident, professional and well-prepared staff who add real value to civilian crisis management missions worldwide.

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, you 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.

Introduction

Probably the world's first famous trainer was Socrates. People went to him to learn, and asked him questions about the world around them. Socrates' response was always to ask them another question, which forced them to think about why they were asking the question. The person would ask another question and so on and thereby, through a process of dialogue, would develop a greater understanding.

However, when the Christian church established monastic schools in the Middle Ages, learning became a didactic process, with a learned person passing on information to rows of people who would sit submissively in front of them. This has become the model we most commonly associate with 'teaching' and 'learning'.

This is often referred to as the **'pedagogical'** model, wherein the trainer assumes total responsibility and decides what and how is going to be taught, with the learners having little or no input in the session. The pedagogical approach tends to be 'trainer-centred', with the learner being told what they need to know and when, thus relegating the learner to a largely passive role in which they are for the most part only required to listen.

Paradoxically, as adults mature and begin to make their own decisions in life, being 'told' what to do often creates resistance, and becomes a potential 'learning block'. As adults gather experience, develop knowledge and look to apply their understanding in the context of real life, it is often preferable and more productive for the learners to maintain some degree of independence and freedom of thought, allowing them to steer their own learning in self-directed tasks. Known as the **'andragogical'** model, this approach is more 'learner-centred' with the trainer becoming a facilitator who, recognising prior knowledge, learning and experiences within the class, encourages and helps students to learn for themselves, utilising methods and techniques that actively engage, motivate and involve all the learners throughout the respective session.

In the andragogical approach, learners are far more likely to work in groups, sometimes not even in the same room, and are often engaged in multiple activities, utilising modern technologies that reflect the differing learning needs of each participant.

In essence, 'andragogy' recognises that learners are individuals and that not everyone learns at the same pace or in the same way.

The subject matter and audience being taught will often determine whether a mostly pedagogical or andragogical approach is the most appropriate. Presentations, explanations, lectures and questioning sessions, for example, tend to adopt a more pedagogical approach that limits the opportunity for discussion or two-way communication. Conversely, practice sessions, case studies, research, group and project work lend themselves more to the andragogical model, while coaching, discussion, blended learning and experiential learning encompass elements of both.

In summary, adopting a mix of both models throughout the training session/programme is likely to be more effective in meeting organisational and individual learners' needs. Adult students all have their own individual expectations, and it is the responsibility and challenge of the trainer to design and deliver inclusive and innovative sessions that meet those expectations and motivate their students to learn, and additionally to promote their desire to continue learning!

The teaching cycle

At first glance, the main role of a trainer may appear to simply deliver the subject matter in a stimulating, informative and structured manner that includes and involves all the learners. However, effective teaching involves much more than just the delivery approach or the methodology adopted. For example, learning outcomes and individual needs must be established; sessions need to be planned and materials need to be prepared; resources need to be organised; and where necessary, supporting personnel, venues and external facilities need to be booked.

Other professions and/or team members involved in the session delivery must have clear knowledge and understanding of the part they will play in the programme.

Individual learning requires assessment in order to confirm that outcomes are being met. The types and methods of assessment to be adopted require prior development and preparation to ensure fairness, validity and reliability. The individual session/overall programme needs to be evaluated to ensure organisation needs are being met and quality assurance is maintained and so that improvements/amendments can be made for future sessions.

This entire process is often referred to as 'the teaching cycle'. The key thing to remember is that while the cycle can start at any stage, all the stages must be addressed in order for effective teaching and learning to take place.

Figure 1: The teaching cycle

The following tables provide some examples of the roles and responsibilities that a trainer may be expected to perform within each stage of the teaching cycle.

Identifying needs

Roles	Responsibilities
Establish organisational requirements Establish course rationale Participate in recruitment processes Arrange entry assessments Ascertain current student knowledge and skills Identify specific individual, self or organisational needs Identify any or potential barriers/challenges to learning Ascertain work boundaries	Attend recruitment and promotional events Dress appropriately Follow organisational policies/procedures Give appropriate advice/guidance/information Maintain confidentiality Refer learners to other agencies/support where necessary Write programme aim and learning outcomes/objectives

Planning and design

Roles	Responsibilities
Prepare course programme Prepare teaching and learning resources/activities	Agree on individual learning/development plans Carry out risk assessments Create a safe and accessible learning environment Prepare course concept/individual session plans Prepare/ensure availability of materials and resources Prepare a 'back-up' plan Obtain relevant course qualification/delivery and assessment criteria

Delivery and facilitation

Roles	Responsibilities
Communicate appropriately and effectively Conform to professional standards and codes of conduct Establish ground rules Follow organisational/awarding body policy/requirements Maintain a duty of care towards learners	Act and speak appropriately – follow professional values and ethics throughout Act professionally and with integrity Ensure own qualifications/skill levels are appropriate for the sessions being taught Carry out administrative requirements/complete attendance records and follow up absences Deal with/challenge inappropriate behaviour

Teach in an inclusive and engaging way	Engage/encourage learning and help/support learners as appropriate
Apply a varied teaching/learning and motivating methodology	Recognise/apply differentiation in teaching/learning materials and approaches
Use icebreakers and energisers effectively	Maintain a balanced viewpoint
	Use appropriate equipment and resources - incorporating innovation and new technology where appropriate
	Adhere to health and Safety, diversity, equality requirements and legislation
	Ensure appropriate first-aid provision at all times
	Keep records of what has been taught

Assessment

Roles	Responsibilities
Assess progress	Assess work within agreed timeframes
Follow organisational/awarding body requirements/policy and procedures	Check for plagiarism
	Provide feedback to learners
	Ensure assessment methods are fair, valid and reliable
	Ensure learners are aware of assessment and appeals processes
	Maintain individual achievement records
	Maintain confidentiality
	Prepare and utilise a variety of formative/summative assessment methods

Evaluation

Roles	Responsibilities
Evaluate planning/delivery and methodology of teaching session/programme	Evaluate each teaching/learning session
Improve/amend programme as necessary	Encourage ongoing feedback/evaluation from students and peers
	Liaise with others, e.g. external verifiers
	Maintain own subject currency and professional development (CPD)
	Participate in organisational quality assurance processes

Professional relationships and boundaries

Trainers are required to work within professional boundaries. It is important that a trainer does not overstep these boundaries by becoming too personal or overly familiar with learners.

It should be remembered that professional relationships are not the same as friendships. Whilst it is important to build trust and maintain a good 'friendly' rapport with learners, it is essential that trainers remember their position, remain fair and behave ethically with all learners at all times, thereby avoiding the impression that any one individual is being shown any favouritism or unfair treatment over another.

Although it is commonplace to offer some learning support to learners outside of normal class times, it is essential that learners know the acceptable timeframes during which you may be contacted.

It is inadvisable to give learners personal telephone numbers, join learners' social networks or to make yourself available for calls or texts, for example, outside of the agreed timeframe. Similarly, consideration needs to be given during residential training programmes as to whether training/teaching staff should stay in the same accommodation as the learners. It is important to retain some distance from learners in order to avoid the impression that you are interested in becoming more of a friend than a trainer. As such, careful consideration should also be given to socialising during break times and outside of normal class time.

Trainers should always remain aware of the limitations of their role, always maintain confidentiality and behave consistently, in accordance with organisational and/or professional policy and codes of practice.

It should be remembered that as a trainer you cannot possibly know everything or be all things to all people. It is sometimes necessary to recognise that a learner requires specialised assistance or support beyond your own skillset or remit. At this point you must recognise your boundaries and the learner should be referred to the appropriate specialist.

In summary, boundaries are about being professional and knowing where your role and remit as the trainer starts and ultimately stops.

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.

Subjects covered include:

- Principles of adult learning
- Experiential learning
- Social learning

- Learning styles
- Remembering and forgetting
- By the end of this section, you 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.

What do we want people to learn?

Before looking at some important ideas about how people learn, we should first think about **what** we are expecting people to learn.

In general terms, we can divide this into three categories:

- Knowledge - the mental understanding of a subject
- Skills - the physical ability to do something
- Attitudes - our emotional feeling about something

These are often referred to as 'KSAs'. Later we will introduce the technical terms which cognitive scientists use when talking about these as 'domains' of learning: cognitive (knowledge), psychomotor (skills) and affective (attitudes).

In training we usually try to influence all three domains. If we were delivering a course on managing stress in the workplace, for example, we would want to cover the following:

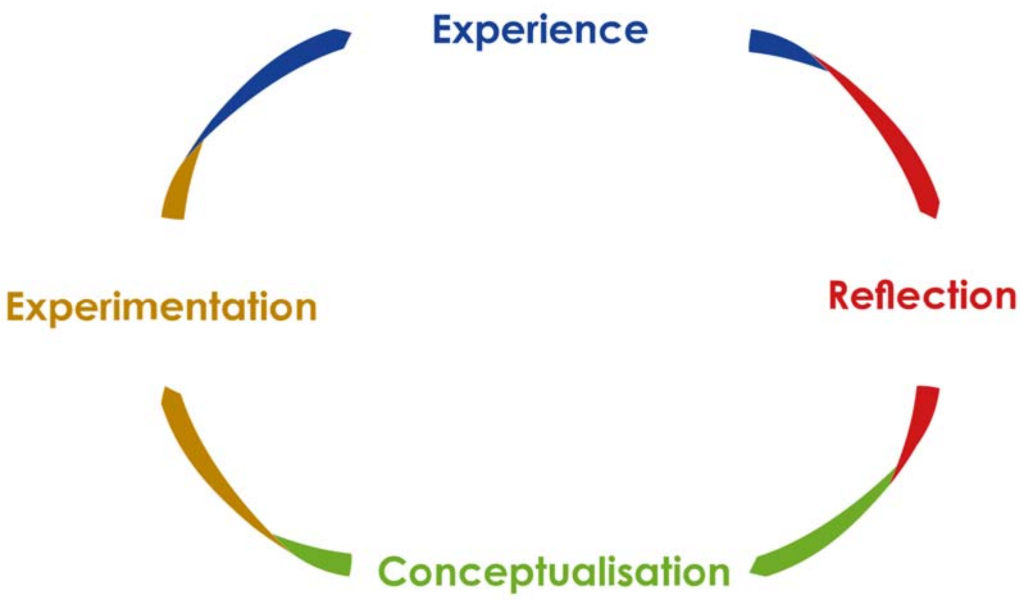
- What causes stress and what happens in our bodies when we feel stress (knowledge)
- Techniques for managing stress (skills)
- Why it is important to keep stress under control (attitudes)

One of the aims of this course is to explain different training techniques that can be used to help strengthen each of these domains.

Experiential learning

In 1984, David A. Kolb, an American philosopher published a book entitled 'Experiential Learning: Experience As The Source Of Learning And Development', in which he presented his theory that 'adults' learn best through discovery and experience.

Kolb's Experiential Learning Theory (ELT) is a four-stage learning or 'training' cycle which suggests that if people take the time to reflect following an experience, they are then able to adapt or alter their behaviour to better prepare themselves for the next time a similar experience presents itself. Central to the entire process is the need for experience.



Concrete experience is the point at which the learner undertakes and experiences the event or task, in essence any activity, which can be either physical, mental, or a combination of both. Simply put, this is the 'doing' stage.

Observation and reflection is the point following the initial event or task when the learner takes a moment to review their experience. It should also be recognised that an individual's personal beliefs, values and attitude can all have a bearing on how they reflect at this point. This is the stage during which the learner 'thinks' about what they have done.

Abstract conceptualisation is the point when the event or task is interpreted and the learner looks to makes sense of what they have just experienced. During this phase, information is assimilated, alternative methods considered and ideas formulated as to how lessons learned can be applied should a similar situation arise in the future. This is the stage during which the learner 'plans' what they would do differently next time.

Active experimentation is the point in the process when the new learning and revised methods are tested against the task, when reasonable predictions can be made as to how the outcome may be affected and what further actions may be required as a consequence. This is the 're-doing' stage of the model.

Experiential learning is a continuous process that underpins the basis of much adult learning. The model shows that while it is cyclic in nature, learning can begin at any stage, and the number of cycles made in any learning situation is limitless. Task repetition will assist with and reinforce the learning, whether in a practical or a theoretical setting.

The theory promotes the need for learners to undertake mental and physical activities in order to be exposed to realistic experience and have the opportunity to make mistakes within the confines of a safe environment.

The key is to allow time for learners to reflect and consider their actions so that they can formulate new plans and prepare for next time.

Without a period of reflection, there is the increased risk of practices becoming outdated and/or development opportunities being missed.

It is worth remembering that the practice of reflection also forms a fundamental and vital element of a trainer's own development. Without reflection there is no review process and little chance of honestly ascertaining whether the session worked, whether learning took place or whether participants underwent a positive experience.

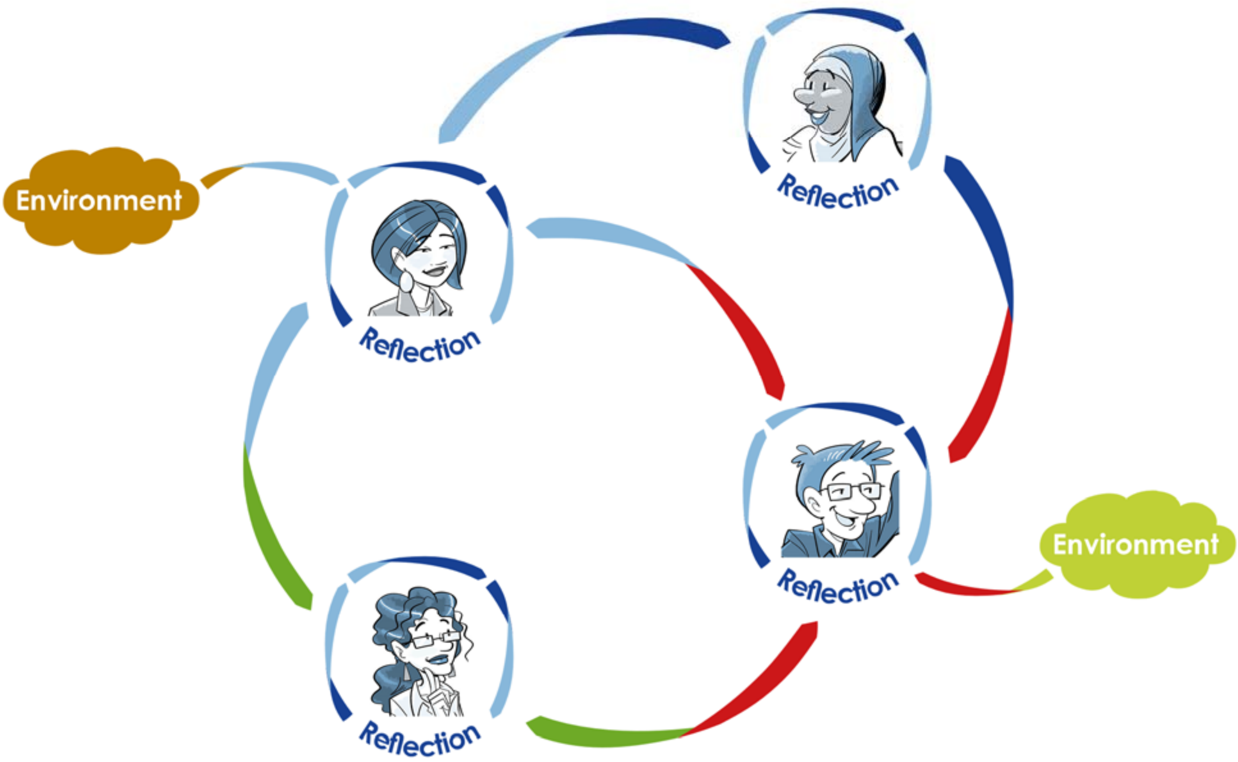
In essence, without reflection, both trainer and learner alike will miss the value of learning from their performance. Good practice is unlikely to be developed further, and errors are destined to be repeated – potentially, again and again.

Social learning

Although Kolb's experiential learning theory is widely accepted as a good explanation of how individuals learn, it is limited by its focus on the individual learner. One problem with it is that, if we think about reflection, we can only reflect so much during a process of learning, and at some point learning stops.

In reality, people reflect by taking in extra information from the outside world, often by discussing what they are trying to learn with other people. This idea of learning being socially constructed was put forward by the Russian psychologist Lev Vygotsky in the 1930s, based on research into how children learn. So if we combine the two ideas of experiential and social learning, we can see how learning becomes a **social** process of discussion, comparison and clarification of understanding: Everyone's learning becomes a source of everyone else's learning.

This is a key reason why, in training events, we often divide people into small groups and present them with a question to consider together. By discussing the question and possible answers, each person has the chance to reflect on the question in a variety of ways, so that they can come to a clearer understanding of a possible answer.



Adult learning

Working in the 1970s, the American educationalist Malcolm Knowles developed the idea of **andragogy**, which is the theory and practice of adult learning.

Knowles proposed seven principles for adult-oriented, andragogical learning:

- Learning should be conducted in an informal, mutually respectful, consensual, collaborative and supportive climate.
- Planning of learning activities should be participative.
- The diagnosis of learning needs should be a joint process.
- Setting goals for learning should be negotiated mutually.
- Learning plans should be based on the readiness of the learner, and thus not be dependent on a course syllabus or a defined 'logical sequence'.
- Activities should be based on enquiry, independent study and experiment.
- Evaluation should be a joint activity based on evidence collected by the learner.

It is an essential prerequisite to follow these principles when designing training sessions for adults.

Learning styles

Kolb's original ideas were developed further, both by Kolb himself and by Peter Honey and Alan Mumford, who suggested that when we are presented with a need to learn something we place greater emphasis on certain parts of the learning cycle.

Honey and Mumford (1992) proposed that when someone places a greater emphasis on one particular part of the learning cycle, they can be thought of in the categories of Activist, Pragmatist, Theorist or Reflector.

Activists: Enthusiastic learners who prefer new experiences, challenges and enjoy problem solving with lots of stimulating activity. Often quick to volunteer, activists enjoy taking the lead and thrive on crisis resolution.

Pragmatists: Look for new ideas, favour logical reasoning and rationales for completing a task and look for clear linkage between what is being learned and its usefulness in a practical setting. Pragmatists prefer a hands-on approach and enjoy the chance to try out new techniques.

Theorists: Studious learners who require time to read, think through and assimilate information and understand concepts before applying them in practice. Preferring systems and processes, theorists learn best from activities that have clearly delineated rules and procedures.

Reflectors: Like to observe, think deeply about what is being taught and the different ways that it may be applied in practice before reaching a conclusion. Often preferring tried and tested practices over new ideas, reflectors embrace the opportunity for feedback and enjoy report compilations.

There are questionnaires available which, when completed, can suggest that an individual prefers one or more of these 'learning styles'. Although this is a popular theory, there is a considerable amount of research evidence to show that it is too simple of an idea (e.g. Reynolds, 1997). In reality, it seems, we actually choose a learning style based on the demands of the moment. For example:

- If we know that what we are doing will be assessed on a theoretical basis (by a written answer, for example), we tend to adopt a Theorist style.
- If we have to do something quickly and under pressure, we tend to become more Activist.

Also, people's preferences for learning style change over time, and how we behave today is not necessarily how we will behave next week.

Another approach to learning styles is known as **VARK**, which considers the practical ways in which people can learn. There are four modalities to this approach:

Visual: Learning by looking and watching rather than doing, memorising by looking at pictures and enjoying diagrams, graphics displays, handouts and video clips

Auditory: Learning from listening and talking to others

Reading: Learning from written work, making lists, taking notes and reading directly from textbooks

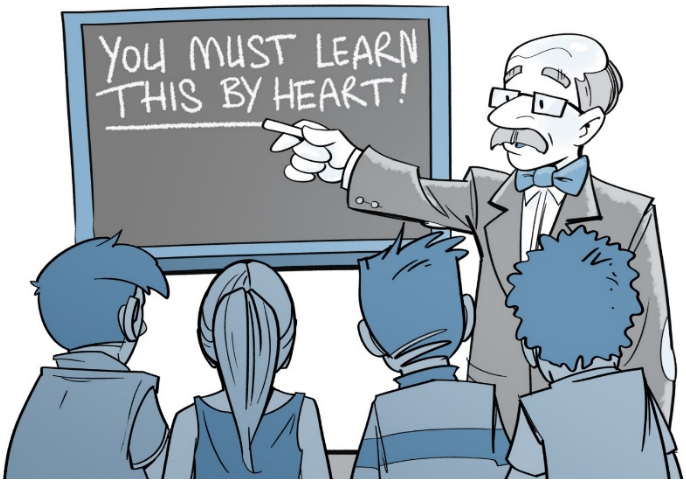
Kinaesthetic: Learning from doing rather than reading

Again, there is little rigorous research evidence to show that people have consistent and replicable preferences for one style over another, although it is probably true that each of these modalities has its value in a learning environment. The retention of learning is enhanced if the learner processes information using more than one sense or mode within the experiential learning cycle, so planning and delivering training sessions that include visual and auditory components in combination with varying interactive activities will increase the probability of information being retained for longer.

Remembering and forgetting

> "Without the capacity to remember and to learn it is difficult to imagine what life would be like, whether it would be called living at all. Without memory, we would be servants of the moment, with nothing but our innate reflexes to help us deal with the world. There could be no language, no art, no science, and no culture. Civilisation itself is the distillation of human memory".
>
> (Blakemore, 1988)

Learning is one thing, remembering what you have learned is another!



Research suggests that there are three stages to remembering:

- A sensory stage when we see, hear, feel or smell something
- Short-term memory, where information we have just received via our senses is processed and filtered
- Long-term memory

The first two stages receive and filter information based upon repetition, meaning, relevance and importance.

Given the constant flow of sensory inputs to the short-term memory, its capacity is limited, and susceptible to interference and disruption. Some research suggests that we remember around '7 plus or minus 2' items of information in our short-term memory (Miller, 1956).

After 15-30 seconds, if the input is not rehearsed or repeated, it is discarded (Atkinson and Shiffrin, 1968). If the stimulus is regarded as important, information about it is then moved to long-term memory, which has a far greater capacity and where storage is far more permanent. The chances of new information being stored in long-term memory are enhanced if the new information can be linked to existing memories.

Other learning strategies beyond just 'repetition' also influence our ability to recall information. Further research (Craik and Lockhart, 1972) has shown that the use of varied and complex sensory inputs (e.g. utilising as many of the audio/visual/touch/smell senses as possible) and the method and depth of processing are keys to how experience is stored in our long-term memory. The deeper the input, the more distinctive it becomes, thereby increasing the likelihood of it being recognised by other associated inputs; this in turn leads to longer retention of information. Conversely, shallow inputs result in weak, short-term retention. We generally remember more if we hear something than if we merely read it, and we remember still more if we see something than if we hear something.

Doing something is even more powerful as a tool for remembering. For example, showing a word and asking students to just describe its physical features (e.g. is it written in upper or lower case?) could be considered a 'shallow' input, whereas showing, sounding and asking students to write and define the word's 'meaning' could be considered a 'deep' input and is more likely to result in longer-term memory retention.

Designing learning activities that require effort on the part of the student are far more likely to result in more of the processed information being stored in the long-term memory, thus making it more readily available for retrieval.

If information can be retrieved, it is more likely that it can be applied to a new situation. If it can be applied to a new situation it is evident that learning has taken place.

Forgetting

Forgetting is the opposite of remembering, of course. Although storage in long-term memory is by definition longer term, if memories are not utilised they can quickly disappear.

Research carried out by the German psychologist Hermann Ebbinghaus in the 19th century showed that we forget information at an exponential rate: If we do not access something we have learned, we will have forgotten 80% of it after four weeks. There is a similar phenomenon at work when it comes to forgetting practical skills: This is sometimes called 'skill fade' (Arthur et al, 1998).

This is why the maxim 'practice, practice, practice' is so important, and also why training can only be of limited value in helping people to master a skill. If people attend a training workshop and subsequently do not have the opportunity to practice what they have learned, they will very quickly forget most of the content of the training.

Motivating learners

Motivation to learn is often described as either being:

- intrinsic, from within, e.g. the learner has a desire to learn for their own fulfilment, or
- extrinsic, from without, e.g. the learner is motivated by an external factor such as a promotion opportunity or pay increase.

In addition to the primary motivating factor, further influencers will affect the desire to learn; for example:

- Is the subject matter something the learner has an interest in?
- Can they see the relevance of what is being taught to their own circumstances?

- Are they attending the training of their own accord or have they been told to attend?

Whatever the motivation or circumstance by which an audience finds itself in your class, it is guaranteed that the experience you as the trainer provide for them will also affect the outcome, either strengthening or weakening each learner's overall desire to learn.

To this end, your awareness of the varying needs, expectations and driving factors behind your learners, coupled with your ability to promote a professional, comfortable, safe and inclusive environment that presents the relevance and benefits of the subject matter in a manner and at a level suitable to the audience will give all your students the chance to participate in an encouraging, engaging and positive learning experience.

Maslow's Hierarchy of Needs

Abraham Maslow was a motivational psychologist who in the 1950s created a 'Hierarchy of Needs', which proposed that human motivation relies on a series of five needs that must be met in a step-by-step progression, in order for a person to be able to move upwards and attain their full potential, or as Maslow labelled, their 'self-actualisation'.

A popular concept used in business, medical and social care, Maslow's Hierarchy presents a useful model that we can use in training to link individual needs to learning and motivational processes.

In essence, within a learning context, the model works on the premise that learning should come about once a person's basic physical and psychological needs are met within an environment that promotes growth.

As a learner satisfies their needs at each level, they should, provided they have the desire to do so, be able to progress to the next level.

Some learners do not have the wish to progress further and may thus feel content to remain at the level, or 'self-actualisation', they have reached. For others, the desire to go further will motivate them to strive onwards until they also reach a point where their needs are satisfied.

For teaching personnel, recognising and meeting these requirements should be an essential and integral part of the design, planning and preparation process for every learning session, presentation or training programme.

The table below shows Maslow's (1987) Hierarchy of Needs expressed in educational terms *(Adapted from "Preparing to Teach: Theories of Learning" by Ann Gravells)*

Level 1: Physical – is the learning environment comfortable

- Is there sufficient space?
- Am I too hot/cold?
- Are there adequate breaks?
- Am I tired/hungry/thirsty?
- Is/Are there too much noise/interruptions/distractions?

Level 2: Safety and security – is the learning environment safe?

- Am I in danger? Are safety procedures being followed?
- Are confidentially and privacy protected?
- Do I feel fairly treated? Am I worried about anything?

Level 3: Recognition: Is the learning environment Inclusive?

- Do I belong here? Do people care about me?
- Am I respected? Am I being treated differently?

Level 4: Self-esteem: Is the learning useful?

- Are my ideas/contributions welcomed and valued?
- Am I encouraged to contribute?
- Am I treated with dignity? As an individual?

Level 5: Self-actualisation: Are my learning needs fulfilled?

- Are my needs being met? Do I want to progress to a different level?
- Am I feeling positive and looking forward?
- Are my ideas and aspirations encouraged?
- Am I achieving my goals? Have I achieved what I want to achieve?

Trainers must remain aware that for some attendees, external factors such as home life distractions or a lack of basic needs away from the classroom may already present an impediment to learning and affect their motivation. It is essential, therefore, that we recognise these potentially significant external influencers. And although they may often be beyond our direct control, it is essential that we nonetheless provide support and encouragement and strive to offer every person the opportunity to fully participate and make progress within the learning process. Maslow's Hierarchy is one of the reasons for establishing ground rules at the beginning of an event.

Summary

The following points will help you to motivate your learners:

- Always try to establish an environment that promotes safety, comfort, respect, diversity and inclusion.

- Ask open questions, remain encouraging and provide ongoing constructive feedback.
- Remain aware of energy levels and attention spans. Include regular breaks and opportunities for learners to refresh.
- Make tasks interesting, avoid monotone, one-dimensional delivery methods, include relevant practical, problem-solving activities.
- Adopt varied teaching approaches to meet differing learning styles.
- Treat learners as individuals, showing respect and valuing their contributions.

Section 3: Techniques to use in a training session

In this section we will look 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 you 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,
- decide what techniques to use when asking questions.

Lectures and presentations

These are good ways of delivering a lot of information over a short period of time to a large audience that may have little prior knowledge or experience of the subject matter.

However, learners are largely passive throughout, and as a consequence attention levels are prone to dip due to the lack of activity. Information is predominately processed in a visual and acoustic format and trainers generally have to work harder to maintain interest levels.

It is important to remember that most people can only concentrate for a maximum of 15-20 minutes, after which point attention tends to wander. If, therefore, you do need to deliver some form of lecture, remember to keep it as short as possible, or to break it up into 15-minute sections, with a different activity between each section to help people refocus. For example, you might want to use a buzz group technique or some other simple group activity.

If you are going to deliver a lecture or presentation and you are worried that people may lose concentration, one useful technique is to prepare a worksheet for people to follow as you are going through the presentation. On the worksheet, write down some questions about the topic of the lecture, and give people space to write an answer to the question.

Explain that you want them to listen carefully to what you are saying and write the answers to the questions as you discuss the topic.

Once you have completed your lecture, you can ask people what the answers to the questions are. As well as helping to make sure that people continue to listen to you, this can provide a useful way to review the subject of the lecture.

Demonstrations

The demonstration is an 'attention-grabber' and is a good way of tying theory and practice together. A useful pneumonic for demonstrations is **EDIP.**

Explain – Trainer outlines the skill/key learning points while learners listen.

Demonstrate – Trainer demonstrates the skill while learners observe.

Imitate – Trainer describes the stages and learners copy.

Practice – Learners perform the skill, trainer observes and comments.

Remember, before conducting any demonstration, make sure you can actually perform the skill yourself! If necessary, practice beforehand and be aware that technical failures can ruin an otherwise good session.

Always observe health and safety requirements, wear and use protective equipment if required and be sure to always set the very best example to the learners. Remember: They will ultimately try to copy everything you do.

Make sure everyone has the opportunity to participate, and encourage everyone to have a go. Do not assume that just because someone has imitated you they have learned the skill - individuals must have time to practice, ask questions and work through processes.

Demonstrations are very student-centred, and are an excellent way of raising energy levels, encouraging groups to explore issues and providing a good way of assessing knowledge and skills.

Practice

Depending on the subject matter, it may be possible to actually carry out the subject of the activity in the actual training room. Of course this should only be done if it is safe to do so.

For example, if you are conducting a training course on how to plan a project or identify stakeholders, you can actually do this in the training room.

The big advantage of such practical training is that it can be very real, and people can take away useful outputs from the training room.

Trainer-led discussions

A trainer-lead discussion can capitalise on the wealth of experiences within the class to promote and endorse, challenge and consider new ideas and concepts.

The amount of experience in any group is an invaluable source of knowledge for everyone in the class, and trainers should be skilled at managing such sessions in order to adeptly keep the discussion on track and maximise the learning potential for all.

Simulations

This technique allows learners to try out new skills and ideas in a safe environment. These sessions can be very active, providing opportunity for immediate feedback, and are generally well received by most learners. However, they need to be prepared well, must allow everyone the opportunity to participate and as such can be time consuming.

Depending on the nature of the subject and the time you have available, you can make a simulation more realistic by adding new information as time goes by: This is often called a 'paper feed'.

This is a useful technique that enables learners to work together on a multi-layered project that develops over time, expanding with each feed of information. This is particularly useful for engaging participants in a number of learning experiences that demand different knowledge and skills at different times. As such, this is a good way of presenting multi-tiered, relevant and realistic problems, whether notional or taken from real-life, into a safe learning environment.

Additionally, using examples of real incidents can have the added benefit of providing a means of comparison, upon conclusion of the exercise, between the class responses to those learned from the real incident.

Be aware that effective paper feed exercises do require a considerable amount of preparation time and should ideally be implemented as trial runs and evaluation with other training staff prior to use in the teaching programme.

Role plays

As with simulation, these sessions can be time consuming and require thorough planning and preparation in order to be effective. That said, they allow learners to play out a role in front of their peers and can provide a deeper experiential session that is often rooted in a real life incident.

Role-play scenarios can create an immensely powerful and emotional learning experience for all participants.

However, some people can find them embarrassing or threatening, so learners should be given the opportunity to not participate if they so wish.

Trainers need to be mindful of the subject matter and how this may effect some learners with particular personal experiences, and they should remain aware of individual and group emotional states throughout the session. Trainers must also be alert to learners becoming too involved and be prepared to intervene if required.

This is particularly important at the end of the exercise or session, when all participants should be thoroughly debriefed before stepping away from the scenario or dispersing.

Brainstorming

This is a good way to get the whole group involved and input ideas into the session, with the trainer writing all relevant information on the board/flipchart for everyone to see. Encourage everyone to put forward suggests and to be as free and innovative as they can. Oftentimes the idea that at first seems to be the most unlikely turns out to be the most successful.

Make people feel comfortable. Arrange seating appropriately.

Make the rules of the brainstorming session clear to everyone.

Never cold start a serious brainstorming session. Always have a warm-up session to get people loosened up. Topics for this section could be such things as:

- Useless ideas
- Pet hates

Ask people a question such as, "What are your pet hates?"

Write people's ideas on a flipchart as they call them out.

Once people have warmed up, ask them the real question.

Write contributions on the flipchart as they are called out.

Rules of brainstorming

Do not criticise any ideas until evaluation starts.

The wilder the idea, the better.

Quantity is important.

Adapt and build on other people's ideas.

Continue accepting ideas until the slump comes, when people run out of ideas. When this happens, you can often get things going again by suggesting a 'wildest idea competition'.

People will often come up with new ideas in the hours after the brainstorming session. It may therefore be a good idea to give them a means of adding more ideas the next day. You can do this by giving each of the participants a list of the ideas already generated, and asking them to add any new ideas to the list and to send it back to you.

Once you have finally finished brainstorming, the evaluation of ideas needs to be done carefully.

Focus or buzz groups

The whole class is presented with a task and is then divided into smaller groups with a specific brief to work on a particular element or phase of the overall task.

Upon conclusion the groups will be asked to present their work to the rest of the class. This is a good technique for promoting teamwork, stimulating communication and giving the learners responsibility for their own time management, research and presentation methodology.

Be sure to give groups clear instructions and terms of reference for their respective tasks, and remember to monitor progress and time management, albeit in an informal way.

This can also be a great way to generate energy within the room. Expect noise levels to rise and some competitive behaviour to emerge.

Such group sessions can be short (sometimes called a buzz group) or long. For example, if you want to break up a long presentation, you can stop your delivery and ask people to work in small groups to answer a particular question such as what is the most important thing so far or how difficult this might be to do in practice.

Groups that work together over a longer period of time, perhaps even for the whole training programme, are often called **syndicates**. This provides an opportunity for the groups to form, develop and ultimately perform. This is a common technique used throughout longer programmes of learning, whereby syndicates are allowed to disperse and have time to conduct deeper research and project tasks.

Be aware that syndicates should not be formed too early in the programme. Allow sufficient time for any personality issues or other dynamics to emerge, and then decide who should go into what syndicate.

There are many different variations on running group activities, and it is useful to remember what they are so that you can offer a variety throughout a training programme.

World cafe

Each group works on a specific question for a period of time, and then everybody except one person gets up and moves around the room, taking their new places where another group has been working. The person left behind explains to the new group members what the question was and what was discussed. They spend more time discussing the question, and contributing new ideas.

This is repeated several times until it seems appropriate to finish the activity.

Dyads and triads

This is a useful technique for small group, short duration practical activities, e.g. interviewing or communication/questioning exercises. One student observes their colleagues working through the exercise in pairs (dyads) or threes (triads). After each exercise, the observer provides feedback to their group members who then rotate the roles with a different student taking the observer function for the next exercise.

Gallery walk

Each group records key points from its discussion on a sheet of flipchart paper; at the end of group time, everyone stands up and walks around the room to look at the flipcharts of the other groups.

The trainer then asks people to highlight anything interesting that they saw, any key points, any significant differences and so on. A benefit of this method is that it makes people stand up and walk around, and so acts as something of an energiser.

Conducting a debate

A debate is useful to provide a structured way for a group to discuss an opinion (the **motion**).

To provoke discussion, the motion is usually something potentially controversial. Traditionally, the motion is worded as "This house believes that...".

What do you do?
A small number of people present arguments for and against the motion. Their objective is to persuade people in the audience that their position is correct.

There is then a vote as to whether the group agrees or disagrees with the motion.

1. Present the motion to the group.
2. Ask for four volunteers, two to argue for and two to argue against the motion.
3. Allow each pair about five minutes to prepare their arguments. Explain that they:
   - will have just five minutes each to present their case to the group,
   - must decide how they will present their arguments and who should do this,
   - should think about what their opponents may say and plan how they will argue against this.
4. Invite the first person from the team arguing in support of the motion to speak. They should present the main arguments for or against the motion. Make sure that they do not speak for longer than their allotted five minutes.
5. Invite the first person from the team arguing against the motion to speak. They will challenge the arguments presented by the other team's first speaker, and will summarise their own position. Keep them within their five minutes.
6. Allow the audience to ask questions. Try to make sure that this takes no longer than about 15 or 20 minutes.
7. Invite the second person arguing in support of the motion to speak. They should challenge any arguments presented against the motion and summarise their own position. Keep them within five minutes.
8. Invite the second person arguing against the motion to speak. Keep them within their five minutes.
9. Vote by asking people to raise their hands to see whether they agree or disagree with the motion.
10. Bring the debate to a close by announcing "By a vote of [x] to [y], this house agrees (or disagrees) with the motion that (state the motion)".
11. Finish off the activity by asking everyone what they feel they have learned from the debating process.

Inter-team quiz

Having a quiz between small groups is often a good way of lightening the mood. Give each group perhaps 10 minutes to think of two or three questions about the subject under discussion, and then give them the chance to ask another group one of the questions.

Move around the room, giving each group the chance to ask questions. If it seems appropriate, you can have a scoring scheme, with a small prize (chocolate often works) awarded to the winners.

Communication

Learning is a process that relies essentially on good communication. While good communication is an aid to effective learning, bad communication conversely will wholly hinder the process.

To this end, the more effort a trainer puts into achieving a good level of communication, the more likely that successful learning will result. However, in order to do so we must first recognise what actually constitutes 'effective communication'.

It is important that we remain aware of what we say, how we say it and how our message may be received.

Communication clearly involves language, but it also relates to the type of language we use and how we apply our language skills.

Delivery style, for example, can be adjusted to suit the audience and the context of the subject being taught. But remember that your choice of words, pitch, tone, volume as well as accompanying non-verbal communication such as facial expressions and body posturing will all convey a message to your learners.

Verbal behaviour

The power of speech, our voice and awareness of how we use them are essential factors.

Raising **volume** and projecting your voice can emphasise key points, hold attention and can exert a degree of control over an audience.

Varying **pitch** and **tone** can add variation, promote interest, emphasise key areas and add meaning to your speech. Monotone delivery typically has a demotivating effect and leads

an audience to switch off.

Slowing your **pace** of speaking slightly will also aid your learner's ability to hear and understand what you are saying. Talking too fast, by contrast, may lead to mishearing, thereby increasing the likelihood of key areas and meaning being lost.

Stopping or **pausing** for effect is a very powerful technique. It enables your learners to absorb the message your are trying to communicate while providing opportunity for you to gather your own thoughts, assess your audience reaction and arrange the next points to be delivered in your mind.

Non-verbal behaviour

Facial expressions, body movements and gestures all convey a message.

Be mindful of how to use them in a positive way. Head nodding, perhaps accompanied by smiling, can signal approval, agreement and/or understanding.

Mannerisms can be engaging but can also become a distraction, as will fiddling with objects such as pens, keys or loose coins in your pockets.

Always think about what you are doing with your hands. Some of the things that we habitually do with our hands can be a problem when delivering training:

- Waving hands around can be distracting, and people will start to watch your performance rather than listen.
- Folding your arms is a defensive position and can make you look uncomfortable.
- Men will often put their hands in their pockets, which can look too casual, especially if they then start jangling keys or coins!

The safest thing to do with your hands, for both males and females, is to put them the upside-down prayer position, palms together, fingers pointing down.

Remain aware of your appearance and how you look when teaching a class. Dress in a manner that is appropriate for your audience, social norms and cultural expectations. They will almost certainly notice things that may not be obvious to yourself.

How close you are to your learners will also have an impact on the way they react and respond to you. Standing in close proximity behind a sitting student can be perceived as intimidating, and the angle you stand or present before an individual or group can portray either intimacy or an air of distance.

Eye contact to gain and hold attention, invite an individual into a conversation or encourage a response is a useful and powerful technique. However, staring at someone can be menacing, whereas looking away when a learner talks to you shows discourtesy and a lack of interest in the individual's contribution.

Peer observation or recording yourself while teaching or presenting will often reveal things that others see but that we may have previously been unaware of.

A final thought: Remain aware of the effect non-verbal communication and mannerisms may have on your learners but remember also to be yourself and recognise your own individuality as much as you do that of your learners.

Cultural differences

Different cultures have different expectations regarding communication. You may not think about this if you are used to working with people who are all from your own culture, but if you are delivering training to people from different countries, they may have different expectations about what is acceptable behaviour and what is less acceptable.

For example, you may have to adjust your behaviour about some of the following things:

- Maintaining eye contact with people: In some countries people maintain eye contact while talking, while in others they tend to lower their eyes. Expectations about eye contact may be different for interactions between different sexes.
- Personal space: The physical space which people have between themselves when talking can vary in different cultures. You may find that people want to stand much closer to you than you are used to or comfortable with.
- Greetings rituals: People from different countries can behave in many different ways when they first meet each other, ranging from just saying hello to handshakes to kissing. When you first meet your participants, watch them closely to see how they behave, and do some research to see what might be expected of you. Remember that there may be differences between customs for meeting men and meeting women.
- Facial expressions: In some cultures people's faces are very expressive, while in others people show very little emotion.
- Time keeping: In some cultures returning to a training session at an agreed time is optional rather than compulsory; this may be especially true in societies where there is less of a clear distinction between work time and family time.

Summary

The whole purpose of communication is to convey meaning. Our teaching will be far more effective if we articulate clearly, stimulate our learners' senses and design sessions that are relevant, cohesive and based on approaches that cater to differing learning styles.

Communication is the key to boosting motivation, managing behaviour and controlling disruption. It should remain appropriate and be in the context of the subject matter being presented, but should at all times reflect equality, diversity and inclusiveness. The most effective learning takes place in an environment where the learners are active participants and communication is fostered as a two-way process.

Questioning techniques

Asking questions is a powerful tool that helps you as trainer to interact with your audience. It stimulates mental activity and audience participation, promotes discussion in an open and inclusive environment and provides feedback regarding knowledge and understanding at individual and/or group levels.

However, successful questioning requires practice. It is a skill that needs to be developed, with the recognition that it is a two-way process and the understanding that in order for the process to be valuable and effective, certain rules need to be followed.

Remember, by posing a question you are inviting your audience to communicate with you: It is therefore of little benefit if you subsequently close down the interaction by failing to allow enough time for responses, show appreciation for the contributions or provide answers to queries raised.

When you pose a question, you cannot have any idea as to the answers you may actually receive. You must have the confidence and skill to deal with responses in an appropriate, encouraging and effective manner. You need to know your subject matter and be well prepared; however, even with the best planning there may still be student questions that you are unable to answer at that particular moment. The query still requires resolution and it is your responsibility to find it.

If further research is required then inform your audience or student that you will find out the answer and let them know in due course.

Open or closed?

A 'closed' question is one that is framed in such a way that the recipient is given little opportunity to answer beyond a simple 'Yes' or 'No' response. For example, "Did you go out last night?"

While there are times when this type of question maybe appropriate, there is little depth to the answer. Ideally, we as trainers should look to provide opportunities for our learners to show their knowledge, present their views, generate new ideas and expand their understanding.

We therefore need to provide opportunity for participants to deliver a greater amount of information. In essence, present an open doorway that encourages a free flow of information through it. This is known as an 'open' questioning approach. An easy way to start an open question is to use words such as what, why, when, where or how. For example, rather than asking, "Did you go out last night?", you might ask, "What did you do last night?"

You can follow such an open question with requests such as "Tell me …", "Explain to me …" or "Describe …". By doing this you encourage someone to give us a more complete answer beyond just yes or no. Furthermore, it gives the person the chance to choose what and how much information to provide. Open questions also allow the learner to ask further questions of their own and/or clarify the context.

Leading questions

Leading questions are those which are worded in such a way as to encourage a person to give you a particular answer. The question "Do you really think that is the best way to do it?", for example, contains some emotional content and can put people in an awkward position.

You should avoid asking leading questions whenever possible.

'Pose, pause, pounce and bounce'

Remember to include all your learners in your question and answer sessions. Do not allow only those who are more confident and keen to showcase their knowledge to answer first. This often leads those who are less confident to remain quiet and fosters feelings of exclusion or insecurity.

A common method to minimise this effect is to utilise the 'Pose, pause, pounce and bounce' technique.

Initially **'pose'** the question to the entire group, followed by a momentary **'pause',** thereby encouraging everyone to think of and develop an answer. During this time, look around the entire audience; assure yourself that everyone appears to understand the question; everyone should be engaged in preparation for being invited to respond; and then **'pounce'**, nominating the individual learner or specific group/team from whom you wish to receive answer. Listen to the answer.

Learners need to know whether they have answered something correctly or not. Reward those who are correct with phrases such as "Yes …", "That's right …", "Well done", etc. Incorrect answers, by contrast, need to be addressed in a sensitive manner that enables learners to see where or how they were mistaken, while still feeling valued.

In such cases we can now **'bounce'** the original question (or seek clarification or expansion on the original question) to others, inviting them to contribute. But remember, where necessary, to return to the originator of any incorrect response to ensure that they now understand their error, perhaps engaging them further and utilising their responses to highlight a key factor or to encourage further reading.

We should always look to maximise each learning opportunity and promote an inclusive and positive environment at all times. Adopting the 'Pose, pause, pounce and bounce' technique can be a very effective means of engaging the whole group in any question and answer session at any stage of the teaching session.

This technique is also useful if someone asks you a question to which you do not know the answer! You can repeat the question back to the group, saying something like, "Yes, that is an interesting question. What do the rest of you think?" Hopefully, you will get some answers that satisfy the person asking the question. However, in those cases where you cannot satisfactorily answer a question, admit that this is the case and say you will look into it and try to get back to them. Do not guess answers or tell lies!

Active listening

As well as asking questions, you also have to listen to the answers! It is useful to remember the principles of what is often called 'active listening':

- Face the person who is speaking to show you are attentive.
- Maintain appropriate and comfortable eye contact.
- As they are talking, make gestures or sounds to show that you understand, such as:
    - saying "uh-huh" or
    - nodding your head.
- Concentrate on what the person is saying, not on what you are going to say next.
- If you are distracted by internal thoughts or something external, refocus your concentration or remove the external disturbance.
- If you feel that you are being criticised or challenged in some way, let the person finish what they are saying and do not make assumptions about what they are going to say.
- When you reply, start by explaining your understanding of their answer; for example, "So what you are saying is that…?"

Summary

Questions should be relevant and the meaning clear (you may need to rephrase a question to ensure that the entire audience/group understands it). Avoid ambiguity by composing your questions with care and trying to avoid questions that can be guessed at: When asked, students should be able to give some explanation for the answer they have given.

Try to use open questions. Avoid leading and closed questions.

Spread questions around the class, encourage all to participate in an ordered fashion, inviting learners to support and help each other.

Your positioning in relation to the audience will also have an impact on the way they react and respond to you. Standing close and pointing can be perceived as intimidating. Eye contact to gain and hold attention or encourage a response is a useful and powerful technique, although staring at someone can be menacing and looking away when a learner answers you is often construed as discourtesy and a lack of interest in the individual's contribution.

Remember, a question and answer session is not an interrogation. It is a useful means of ascertaining levels of individual/group knowledge and understanding. When applied in a skilful and effective way, it enables trainers to interact and communicate with their learners, stimulating mental activity and audience participation within an open and inclusive teaching environment.

Making learning inclusive

It is part of a trainer's role and responsibility to ensure that everyone in the group is treated fairly, with respect and dignity.

Your audience will probably have a diverse range of motivations, ideals and beliefs. They will all bring their own personality, life experiences and skills to an event, and they will all learn in different ways and at different paces. As a trainer it is clearly essential that we accept people as individuals and recognise that everyone learns differently.

Whatever teaching or learning technique you decide to adopt, make sure it is suited to the session being delivered and be prepared to change to a different technique if it is not working. For example, if you have activities that require people to walk around or do something physical, you may need to change your plans and do something different. However, avoid patronising people who have different abilities: If you think something in the workshop may be too challenging for someone, have a quiet word with them beforehand to ask for their thoughts about how to approach the activity.

Inclusion in a training context refers to how we as trainer can involve everyone in the session while promoting a safe and respectful environment where our learners feel valued and involved.

We can do this through 'differentiation', by adopting teaching approaches that recognise the diversity of our audience and meet their individual learning needs while treating them all as equals.

When preparing for the event, try to find out what you can about the participants, so that you are prepared for their existing levels of knowledge and any specific health, religious, social, language or emotional requirements that they may have.

At the beginning of the programme, make sure to tell them that you are happy to do anything which will help them work through the programme effectively. You will then be better able to prepare a programme that contains a range of learning activities that meet people's different abilities and preferences for learning.

Be aware that some older learners may feel less confident and comfortable using modern technology. Also, learners whose native language differs from that being used in the event may need more time to interpret information or may require explanations and/or questions to be rephrased.

In summary, a teaching session needs to fulfil the syllabus objectives at a level relevant to the audience, while remaining inclusive and recognising differentiation by incorporating a variety of activities that engage learners across all three categories of learning (the KSAs).

Learning difficulties you may encounter

The term 'learning difficulties' is a generic, overarching title often applied to people with general (as opposed to specific) problems with understanding or emotions that can impact their ability to learn and socialise with others.

Specific learning difficulties (SpLDs) is also an umbrella term used to cover a more specific range of frequently co-occurring difficulties, such as:

- Dyslexia
- Developmental coordination disorder (dyspraxia)
- Dyscalculia

Specific learning difficulties affect the way people learn new things in any area of life, not just at school; oftentimes they have an impact on how they interpret, understand and process information. They are neurological (rather than psychological), occur independently of intelligence and can have a significant impact on education and learning.

Rather than immediately jumping to a conclusion that an individual is just not trying hard enough or being lazy, trainers need to remain aware of potential underlying (perhaps undisclosed) difficulties that may be contributing to a learner's disengagement, poor or sub-optimal work outputs.

For some, deficiencies in the processing of information can make learning and expressing ideas extremely difficult, if not impossible. Furthermore, unidentified and unsupported conditions can lead to emotional distress, frustration and low self-esteem.

It is important to understand that each profile is unique to an individual and can appear in a variety of ways. As such, the effects of a specific learning difficulty may be displayed quite differently among individuals and can range from mild to severe in terms of how they manifest themselves.

It must be also be borne in mind that specific learning difficulties may be hard to diagnose, and it is not always possible to accommodate them within a training event. Remember, if a learner's needs are beyond your own professional ability or remit, specialist support should be sought.

Dyslexia

Dyslexia is often referred to as a hidden disability and is the most common of the SpLDs. Dyslexia is usually hereditary. A learner with dyslexia may mix up letters within words and words within sentences while reading. They may also have difficulty with spelling words correctly while writing; letter reversals are also common.

Although dyslexia is not just about literacy, problems with reading are often the most visible sign. Dyslexia affects the way information is processed, stored and retrieved, leading to problems with speed of processing, time perception, organisation and sequencing. For example, a person with dyslexia may mix up left and right and compass directions, which can lead to problems with map reading and accurate navigation.

Short-Term Memory (STM) can also be a problem with dyslexia, as the amount of information that a learner can store in his/her short term memory is often less than the average 'seven ± two' that research has shown as the norm (Miller 1956). There may also be the added difficulty with effectively connecting or associating information strands.

Long-Term Memory (LTM) appears largely unaffected, although the time taken to recall information, albeit accurately, may take longer.

A dyslexic learner may benefit from more image-based activities. Post-event access to a recording or notes of the session that can be listened to later can also prove beneficial.

Some learners with dyslexic difficulties may experience visual disturbance when reading: Text can appear distorted and words or letters appear to move or become blurred. There may be difficulties tracking across the page, and white paper or backgrounds can appear too dazzling and make print hard to decipher.

Good lighting and avoiding such things as whiteboards and white paper can help overcome some visual problems. As such, handouts may prove more valuable when printed on pastel-coloured paper.

During assessment activities, it may be more appropriate for a dyslexic learner to be asked questions verbally rather than in written format, or to be allowed additional time to complete their work.

Developmental coordination disorder (dyspraxia)

Developmental coordination disorder (DCD), also known as dyspraxia, is a common disorder affecting fine and/or gross motor coordination and is distinct from other motor disorders such as cerebral palsy and stroke. With dyspraxia, an individual's intellectual ability is largely unaffected.

Individuals may show varying manifestations of their difficulties. These will persist from childhood into adulthood, although they are likely to undergo some changes over time depending on environmental demands and life experiences.

An individual's coordination difficulties may affect participation in learning activities, leading to feelings of exclusion and a lack of engagement in the education process.

There may be a range of related difficulties, which can also have serious negative impacts on daily life. These can include social emotional difficulties as well as problems with time management, planning and organisation. As such, these may also impact a learner's education or employment experiences.

Dyscalculia

Individuals that suffer from dyscalculia have difficulties in understanding maths concepts and symbols. This disorder is characterised by an inability to understand simple number concepts and to master basic numeracy skills.

There are likely to be difficulties for a learner to deal with numbers, even at very elementary levels; this includes learning number facts and procedures, time keeping, understanding quantity, prices and money.

Difficulties with numeracy and maths are also common with dyslexia.

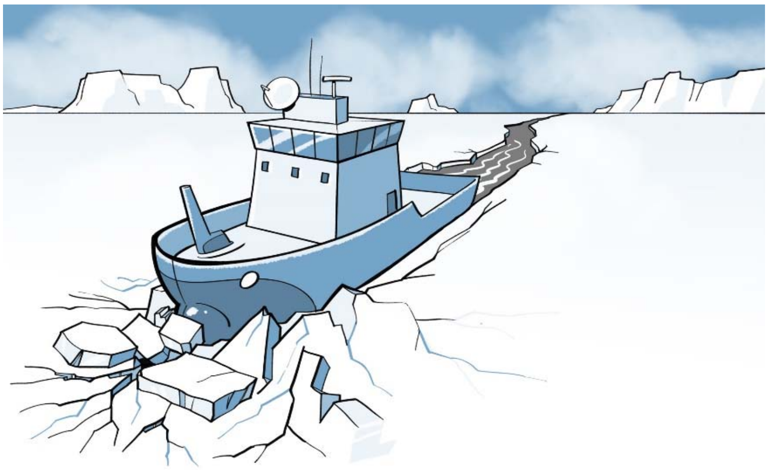
Section 4: Additional activities for a training event

This section looks at a few additional activities that you may want to include 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, you 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.

Icebreakers



Icebreakers are a way to encourage communication and give the group a chance to get to know each other.

Although some learners of a group may have met before or may already work together, an icebreaker lets the trainer learn a little about the individuals and identify those participants who may be more comfortable talking and those who prefer listening, allowing for an assessment of the general motivation of the entire group. The icebreaker not only provides the opportunity for you as trainer to learn about your learners, but also for the learners to learn a little about you.

To begin with, introduce yourself and welcome the group to your training session (at this point is also a good idea to check that everyone in the class is actually meant to be at your training event!). Present a short summary of who you are and a concise overview of your expertise and your role. Remember that first impressions count; strive to present a friendly, welcoming image of yourself that is professional, competent and approachable. This will help your learners to feel more comfortable and also help allay any apprehension that some may be feeling at meeting a new group and attending the training, perhaps for the first time.

At this time, also remember to introduce – or have them introduce themselves – any other trainers, support staff or visitors who may also be present.

How individual learners are introduced is now down to you, and will largely depend on group size, whether they are already familiar with each other and the time available.

There are many different icebreakers that trainers use, many of which can be found on the Internet. However, here are few ideas:

Simple introductions
Simple icebreakers where time is limited may involve asking the learners to say their name, where they work and whether they have completed the training before. Having participants make name badges or name cards can also provide a good visual reminder and assist with addressing people by their name in the future.

Alternatively, individuals can be invited to introduce and tell the group a little about themselves. Remember, however, that for some this can feel somewhat intimidating as people can be uncomfortable talking about themselves to a group of potential strangers.

One possible way around this is to divide the class into pairs and ask each person to establish the answer to some questions from the other: the other person's name, where they work, their reasons for being there, their interests and hobbies and what they hope to take away from the training. Set a time limit to complete each interview and then invite each person to introduce their counterpart to the rest of the group.

While still nerve-racking for some, this process does break down barriers and encourage people to talk to each other, helping to find something in common and form a bond. This also enables you as the trainer to recognise those in the group who feel more comfortable at presenting. It also gives you as a trainer the chance to note names and positions and any other notable information about individuals in the class that could be used in future conversation, which also shows that you have taken an interest in each learner as an individual.

How far have you come?
This is a good icebreaker when people do not know each other, as they have to talk about where they have travelled from.

Ask people to arrange themselves in a single line, in the order of how far they have travelled to get to the training venue.

What are your interests?
Write the following on sheets of flipchart paper, and put these in the four corners of the room:

- Outdoor activities
- Reading books

- Cooking
- Travelling

Ask people to go to one of the corners that interests them, and to introduce themselves to the other people there. Give them a few minutes to get to know each other, then ask people to introduce their new acquaintances.

Remembering names
Ask everyone to stand up and form a circle.

Explain that we are going to learn each other's names.

Explain that you are going to say what your name is, and the person on your right is going to say, "My friend here is X and my name is Y." Then the next person on their right will say, "My friends here are X and Y, and my name is Z."

This continues around the circle until everyone has said what their name is. By this time everyone should have remembered everyone's name!

Energisers

You can use energisers at any point during a programme to 'wake people up' or help re-focus the learning, perhaps after a break or during a time of day when it is apparent that energy levels and attention spans within a group are beginning to dwindle. Often taking the form of a fun group activity, quiz or game, the intention is to get the audience moving about, revitalised and stimulated.

Here are some examples of energisers that you can use:

Fruit salad 1
Ask everyone to stand up.

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:

- Apple - Bend forwards
- Banana - Bend backwards
- Grapefruit - Bend to the left
- Orange - Bend to the right

Spend a few minutes practising this and making sure that people know the movements, by saying, "Apple, banana, apple, banana, apple, banana, …", and then repeating this for grapefruit and orange.

When people have learned this simple pattern, mix up the fruits: "Apple, grapefruit, grapefruit, banana, orange, grapefruit, orange," and so on. People will very quickly start laughing as they find it difficult to keep up.

Fruit salad 2

1. Arrange an inward-looking circle, with one chair for each participant, and ask everyone to take a seat.
2. Stand in the middle and ask the participants to name four different fruits, e.g. melon, mango, banana, orange.
3. Walk around the circle from person to person, giving each person the name of one of the fruits, "Melon, mango, banana, orange, melon, mango, banana, orange, etc.".
4. Give yourself the last name.
5. Explain that you are going to call out the name of a fruit, and when you do everyone with that name must change seats with someone of the same fruit.
6. Call out the name of a fruit, and when those people move, take one of their seats.
7. Ask the person who is left in the middle to call out the name of a fruit.
8. Repeat this until everyone is energised. The easiest way to stop the game is to make sure that you are left in the middle.

'A's and 'X's

1. Ask people to stand up and move to an open space.
2. Ask participants to look around the room and, without saying anything, identify one person who will be their 'A' person and one who will be their 'X' person.
3. Explain that choosing who is who is completely random, and there are no criteria.
4. Check that everyone has identified an A and an X, then give them the instructions that they are to get as close as possible to their A person but as far away as possible from their X.
5. Ask them to do this as quickly as possible, but without touching anybody.
6. Let them do this for a few minutes, then ask them to reverse and get as close as possible to their X person.
7. This exercise will make people move about in unusual ways and should generate a lot of laughter.

Ha ha ha!

1. Ask everyone to stand up and move to an open space.
2. Explain that you are going to make somebody laugh. Do this by saying "Ha!".
3. Tell them that they must say "Ha ha!" to someone else.
4. Continue around the group, with each person adding an extra "Ha!" until everyone has said this.

Review sessions

It is very important in a training programme to give people the chance to reflect back on what they have just learned, as this provides another opportunity for them to move things into their long-term memory. At regular intervals throughout the course of a training programme, you should therefore have a short (perhaps 15 minutes) review session. Good times to have a review are:

- At least once at the end of every day
- At the beginning of a new day
- If time permits, at the end of every morning session

There are various ways in which you can run a review session.

3 to 7

Ask someone to give you a number between 3 and 7.

Ask each group of participants (perhaps each table) to compile a list of that number of useful things that they remember from the previous sessions.

You can then ask them to write these up on a flipchart, or just have them tell you what they are when you have a plenary summary of this review session.

Useful things flipchart

Take two pieces of flipchart paper, and at the top of one write, "Useful things from Day X" (where 'Day X' refers to the previous session), and at the top of the other write, "Things I would like to know more about".

Place these two flipcharts, side-by-side, near the front of the training room.

Ask people to think about what they would like to write on these two flipcharts. If they have access to post-its, they can write their ideas on these, then stick them to the flipcharts. Otherwise, ask people to step up to the flipcharts and write their answers directly on the paper.

When everyone has finished, read aloud what has been written. Pay particular attention to requests for more information and, if possible, respond to these requests before carrying on.

Inter-team quizzes

Organising a quiz between small teams is often a way to have a good review session and introduce a bit of fun at the end of a long afternoon. For more information on how to run a quiz, take a look at Section 3, "Inter-team quiz".

Ground rules

We are looking to create an environment that is peaceful, respectful, safe and wholly conducive to the learning process.

To this end, we should establish the acceptable standards of behaviour between participants, including you as the trainer, which should be agreed upon and complied with by everyone within the group.

In other words, we need to ascertain a set of 'ground rules', i.e. boundaries and conditions that define appropriate forms of behaviour and respect, which should clearly show the learners what you expect from them and also show them what they can expect from you as their trainer. For ground rules to have value and credibility, it is essential that you as the trainer always comply as well. Remember, your responsibilities include that of role model, and as such, it remains incumbent upon you to always present an exemplary, professional image and to be seen to be observing the rules at all times.

Failure to determine ground rules at an early stage is likely to lead to misunderstandings and the potential for confusion and disruption within the group.

For many adults, especially more experienced professionals, a more limited number of rules may suffice – for example, start and finish times, contact details, using cell phones, etc.

For younger, less experienced learners, however, a more detailed code of conduct may need to be established. This may be particularly important when confronted by learners who display challenging behaviour. Often a set of ground rules that have been agreed by the entire group is all that is needed to remind the individual of their earlier commitment. Other learners often take a poor view of breaches of their own 'group-agreed' rules, and peers may be quick to remind and reprimand an individual for breaking their own code. To this end, peer pressure, in controlled measures, can be a very useful tool in the trainer toolbox when it comes to assisting in the enforcement of ground rules.

Wherever possible, ground rules should be discussed and negotiated within the group rather than forced upon them. However, some rules are clearly non-negotiable, such as health and safety requirements. As trainer, you need to be fully acquainted with those rules that are negotiable and those that are not.

Once agreed, it is usual to leave the rules on display within the training area as motivation and as a reminder to all the participants of their own rules. This also allows any learner arriving later to the session to see and become aware of them, and it enables easy referral by you (or any member of the group) should a rule be broken at any stage.

Negotiable ground rules
Learners should contribute to establishing their own ground rules, and they have just as much right to expect appropriate behaviour and actions from a trainer as vice versa.

One of the ways to establish these rules is to use a group activity by which the learners themselves can come up with ideas and suggestions that reflect their expectations and standards of acceptable and appropriate behaviour. After they have been given time to discuss and draw up their list in groups, learners can then present their suggestions to the rest of the participants.

It is vital that the ideas are discussed, negotiated and then either accepted by the entire class, including you as the trainer, or rejected. This method enables and empowers the learners to take ownership of the rules and provides the incentive for them to comply with them and respect them.

Examples of ground rules that can be negotiated may include:

- Standards of dress
- Cell phones in class (on/off?), answering calls, ringtones to silent, etc.
- Break times
- Refreshments in class

Non-negotiable ground rules
Not every ground rule can be negotiated. These are often legislative, safety and/or organisational requirements that need to be imposed and, depending on the experience within the audience, may need to be covered in greater depth by you as the trainer. Each topic area may stimulate discussion, which provides a good way for learners to gain greater appreciation of the rationale behind the rules and regulations and the necessity for them to be enforced.

Examples of ground rules that cannot be negotiated and/or behaviour that will not be tolerated may include:

- Safety requirements
- Punctuality
- Drunkenness, anti-social, threatening and/or discriminatory behaviour
- Offensive language and swearing
- Respecting the views, beliefs and contributions of others
- Any organisational and/or legislative requirements
- Standards of cleanliness/area tidiness

Car parks

A car park is just a way of keeping note of any subjects or issues that are raised which, if discussed, could take you away from the main line of discussion you are following.

To have a car park, simply have a separate flipchart sheet fixed to a wall with the title "Car park". If a topic that should be addressed at some point during the event does come up, make a note of it on the car park sheet and make sure that you schedule some time to discuss that point.

Section 5: Planning and preparation

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

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

- formulate aims and learning outcomes for your training,
- select appropriate action verbs using Bloom's Taxonomy,
- develop schemes of work and lesson plans.

Effective learning relies on careful planning of what is going to be taught and when. Before we can deliver any kind of educational programme, course, training session, lesson or presentation, we need to ascertain what is actually required, both from an organisational and an individual learner perspective.

To design an effective session or programme, we need to think about these questions:

- What is the rationale for this training?
- What is my audience? For example, are they experienced practitioners or new to the subject area?
- What knowledge, skills and attitudes do I want my audience to have at the end of the session/programme?
- Which parts of the subject matter 'must' my learners know, which areas 'should' they know and which areas 'could' I include, if time and opportunity permits?
- What are the aims/objectives/learning outcomes of the session?
- Are the learning outcomes clearly defined?
- What type of venue will be used?
- Can I manage the environment? Is it conducive to learning?
- What type of approach can I adopt to deliver the session: 'trainer' or 'student' centred?
- What is my intended training methodology? Will all learners be able to engage in the learning activities? Will it be 'inclusive'?
- What resources do I need?
- How is completion of the learning outcomes to be assessed? Formally or informally?
- Will I need to adapt any activities to specific needs of any learners?
- How can this programme of learning be evaluated?

After broadly answering these basic questions, we can start planning and preparing each element of our training session in detail.

Aims, objectives and learning outcomes

The words aims, objectives and learning outcomes provide an indication of the goals and purpose of a training session or course.

Trainers use the terms to focus the training and to assess the performance and success of participants. Participants can use them to evaluate the training from their own perspective.

The words aims, objectives and learning outcomes are often used interchangeably, and there is no single, agreed set of definitions; to avoid confusion we will therefore explain how they will be used in this programme.

Aim: 'Where we are going'

The 'aim' is the general statement of what a training event will achieve, and provides a broad description of the overall 'goal' for the entire session or course.

The aim can serve as an introduction to a course and may include any prior experience or qualification requirements, thereby helping potential participants decide if the course is right for them.

The aim can be a paragraph in length. It does not need to be written in one sentence. For example:

> "The aim of this section is to discuss lesson planning and preparation as part of the 'train the trainer' suite of skills and to look at material that can be used by trainers and subject matter experts to enhance the delivery of learning within civilian crisis management missions."

While the aim may point in a general direction, it does not tell you how you know when you have arrived. This is where objectives and learning outcomes come in …

Objectives and learning outcomes: 'How we know we have arrived'

While the aims of a training programme tell us where we are planning to go, the objectives (or learning outcomes) help us to know when we have arrived: In other words, they provide a measure of success. The two terms 'objectives' and 'learning outcomes' are often used interchangeably, and there is often confusion about the exact definition of each term. In this programme we will tend to use the currently more fashionable term 'learning outcome'.

Essentially, learning outcomes describe what participants should be able to do at the end of the learning period. For this reason, they revolve around the needs of the learner.

Learner-centred learning outcomes provide a sound basis for lesson planning and give course participants a clear indication of what is expected of them during and at the end of their period of learning.

Clear and well-written learning outcomes align to course assessment criteria and provide information to managers, mentors, trainers and participants regarding the minimum level of learning that is expected to be achieved by the end of the training event.

One useful way to write a learning outcome utilises the following three-part structure (Mager, 1984):

- Performance - an action which a learner needs to carry out
- Condition - under what circumstances the learner needs to carry out the performance
- Criteria - the measures of success for the performance

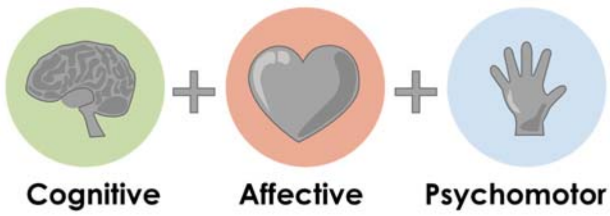
This is normally written with the condition first, as a given. For example, a learning outcome for this Training of Trainers event might be:

> Given information about how people learn, the trainer will plan a learning activity so that, after conclusion of the event, people can carry out the intended task.

Bloom's Taxonomy

Benjamin Bloom (1956) believed that education was about mastery (deep learning) of knowledge, skills and attitudes. He recognised that when we learn, we are engaged in three **'domains of learning':**

- The **cognitive** domain (thinking or head), knowledge
- The **affective** domain (emotions or heart), attitude
- The **psychomotor** domain (actions or hands), skill



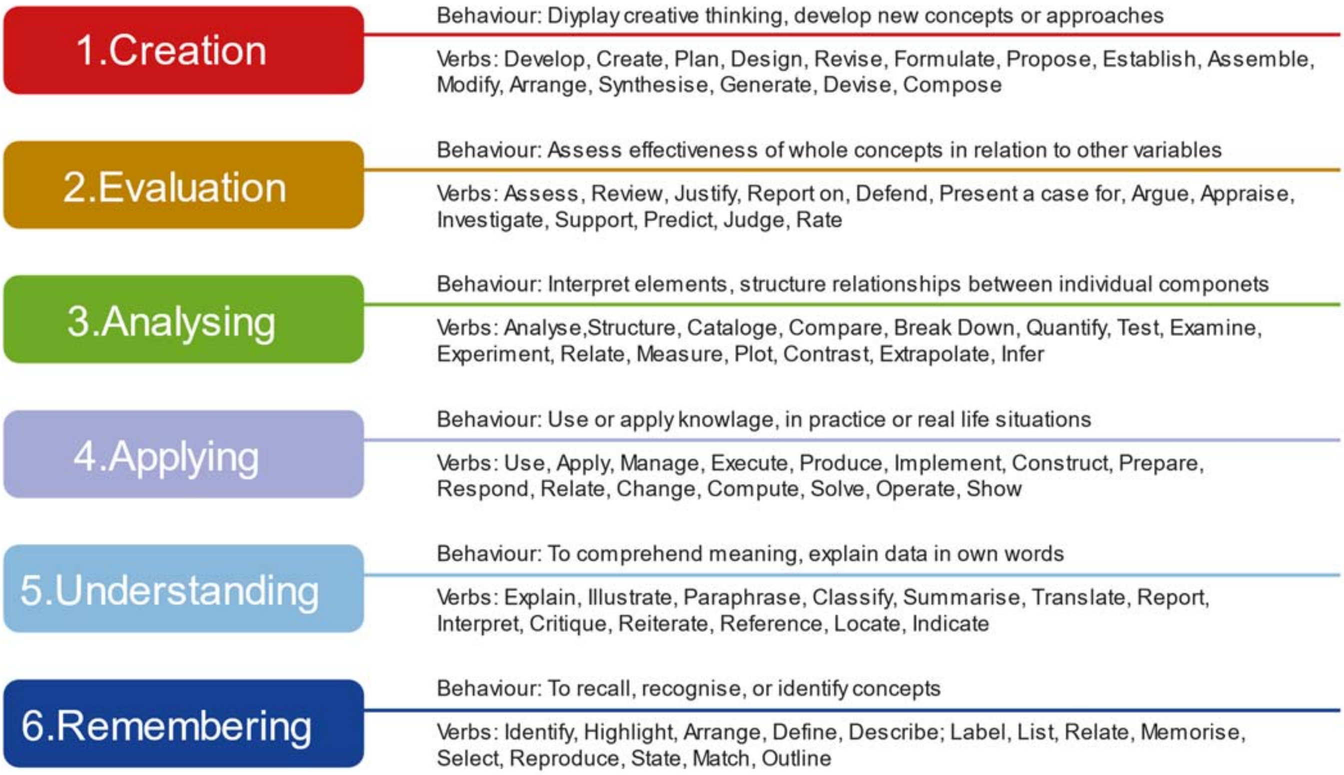
When training sessions are designed to engage learners across all three domains, learning is more in depth and longer term.

Each domain is further divided into levels, or hierarchies, known as Bloom's Taxonomy.

Bloom's initial focus was the division of the cognitive domain into six levels of complexity: knowledge, comprehension, application, analysis, synthesis and evaluation.

Bloom's Taxonomy is hierarchical, meaning that learning at the higher levels is dependent on having attained prerequisite knowledge and skills at lower levels. Often depicted as a pyramid or stairway, it reflects a learner's ability to only master something when they are able to recognise, show they understand, apply the skill or knowledge to a real-life situation and finally use the new information to analyse a real-life situation.

The domains were revised in 2001 when Anderson and Krathwohl suggested new descriptions for the six levels: remembering, understanding, applying, analysing, evaluating and creating.



However, it is not always necessary or practical to design a lesson to start at lower order skills and step all the way through the entire taxonomy for each concept presented within one training session. It is better to determine the starting point by first considering the level of learners attending the session.

For example: Is the session an introduction to a topic? Is the audience predominately made up of learners who are new to the subject? If so, since new learners are building foundation knowledge, it is advisable to apply learning outcomes that are mostly aligned to the lower orders of Bloom's Taxonomy. It is still good practice to include a few from the applying and analysing levels, but be aware of moving too far, too fast and setting unachievable goals that will ultimately lead to frustration among the learners.

Conversely, the audience may be made up predominately of experienced practitioners who are already familiar with the core concepts and foundation skills associated with the subject being taught. In such cases it is preferable to apply learning outcomes that are mostly aligned to the higher orders of Bloom's Taxonomy. It is still good practice to include a few outcomes from the remembering and understanding levels, but be aware of dwelling on knowledge and skills already attained that may ultimately lead to boredom among the learners.

How can Bloom assist in my training design?

Bloom's taxonomy is a powerful tool that helps develop learning objectives and outcomes because it relates directly to the process of learning:

- Before you can understand a concept, you must remember it.
- To apply a concept you must first understand it.
- In order to evaluate a process, you must have already analysed it.
- To create an accurate conclusion, you must have already completed thorough evaluation.

When writing learning outcomes, it is good practice to begin with a statement such as *"By the end of the lesson, you will be able to …"* followed by a verb that is measurable and precisely describes an observable action. The verb is the most important element, and there are verb tables to help identify which action verbs align with each level in Bloom's Taxonomy. These assist in ensuring that learning outcomes are set at the most appropriate level for the given audience.

Wording should be clear and not open to misinterpretation, for example:

- State
- Describe
- Explain
- Identify
- Analyse
- Compare
- Demonstrate
- Plan

Words that are open to misinterpretation and difficult to measure should be avoided, for example:

- Know
- Understand
- Appreciate
- Be aware of
- Grasp the significance of
- Enjoy
- Believe
- Have faith in

A simple test for words such as these is, "Can I watch a person doing this?"

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Add	Acquire	Analyze	Abstract	Appraise

Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Contrast
Identify	Clarify	Ascertain	Characterize	Categorize	Counsel
Index	Classify	Assign	Classify	Code	Criticize
Indicate	Compare	Attain	Compare	Combine	Critique
Label	Compute	Avoid	Confirm	Compile	Defend
List	Contrast	Back up	Contrast	Compose	Determine
Match	Convert	Calculate	Correlate	Construct	Discriminate
Meet	Defend	Capture	Detect	Cope	Estimate
Name	Describe	Change	Diagnose	Correspond	Evaluate
Outline	Detail	Classify	Diagram	Create	Explain
Point	Differentiate	Complete	Differentiate	cultivate	Grade
Quote	Discuss	Compute	Discriminate	Debug	Hire
Read	Distinguish	Construct	Dissect	Depict	Interpret
Recall	Elaborate	Customize	Distinguish	Design	Judge
Recite	Estimate	Demonstrate	Document	Develop	Justify
Recognize	Example	Depreciate	Ensure	Devise	Measure
Record	Explain	Derive	Examine	Dictate	Predict
Repeat	Express	Determine	Explain	Enhance	Prescribe
Reproduce	Extend	Diminish	Explore	Explain	Rank
Review	Extrapolate	Discover	Figure out	Facilitate	Rate
Select	Factor	Draw	File	Format	Recommend
State	Generalize	Employ	Group	Formulate	Release
Study	Give	Examine	Identify	Generalize	Select
Tabulate	Infer	Exercise	Illustrate	Generate	Summarize
Trace	Interact	Explore	Infer	Handle	Support
Write	Interpolate	Expose	Interrupt	Import	Test
	Interpret	Express	Inventory	Improve	Validate
	Observe	Factor	Investigate	Incorporate	Verify
	Paraphrase	Figure	Layout	Integrate	
	Picture graphically	Graph	Manage	Interface	
	Predict	Handle	Maximize	Join	
	Review	Illustrate	Minimize	Lecture	
	Rewrite	Interconvert	Optimize	Model	
	Subtract	Investigate	Order	Modify	
	Summarize	Manipulate	Outline	Network	
	Translate	Modify	Point out	Organize	
	Visualize	Operate	Prioritize	Outline	
		Personalize	Proofread	Overhaul	
		Plot	Query	Plan	
		Practice	Relate	Portray	
		Predict	Select	Prepare	
		Prepare	Separate	Prescribe	
		Price	Size ip	Produce	
		Process	Subdivide	Program	
		Produce	Train	Rearrange	
		Project	Transform	Reconstruct	
		Provide		Relate	
		Relate		Reorganize	
		Round off		Revise	
		Sequence		Rewrite	
		Show		Specify	
		Simulate		Summarize	
		Sketch		Write	
		Solve			
		Subscribe			
		Tabulate			
		Transcribe			
		Translate			
		Use			

(Table downloaded from: www.d.umn.edu/vcaa/assessment/documents/Bloomsverblist.doc)

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare

Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Contrast
Identify	Clarify	Ascertain	Characterize	Categorize	Counsel
Index	Classify	Assign	Classify	Code	Criticize
Indicate	Compare	Attain	Compare	Combine	Critique
Label	Compute	Avoid	Confirm	Compile	Defend
List	Contrast	Back up	Contrast	Compose	Determine
Match	Convert	Calculate	Correlate	Construct	Discriminate
Meet	Defend	Capture	Detect	Cope	Estimate
Name	Describe	Change	Diagnose	Correspond	Evaluate
Outline	Detail	Classify	Diagram	Create	Explain
Point	Differentiate	Complete	Differentiate	cultivate	Grade
Quote	Discuss	Compute	Discriminate	Debug	Hire
Read	Distinguish	Construct	Dissect	Depict	Interpret
Recall	Elaborate	Customize	Distinguish	Design	Judge
Recite	Estimate	Demonstrate	Document	Develop	Justify
Recognize	Example	Depreciate	Ensure	Devise	Measure
Record	Explain	Derive	Examine	Dictate	Predict
Repeat	Express	Determine	Explain	Enhance	Prescribe
Reproduce	Extend	Diminish	Explore	Explain	Rank
Review	Extrapolate	Discover	Figure out	Facilitate	Rate
Select	Factor	Draw	File	Format	Recommend
State	Generalize	Employ	Group	Formulate	Release
Study	Give	Examine	Identify	Generalize	Select
Tabulate	Infer	Exercise	Illustrate	Generate	Summarize
Trace	Interact	Explore	Infer	Handle	Support
Write	Interpolate	Expose	Interrupt	Import	Test
	Interpret	Express	Inventory	Improve	Validate
	Observe	Factor	Investigate	Incorporate	Verify
	Paraphrase	Figure	Layout	Integrate	
	Picture graphically	Graph	Manage	Interface	
	Predict	Handle	Maximize	Join	
	Review	Illustrate	Minimize	Lecture	
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	Visualize	Operate	Prioritize	Outline	
		Personalize	Proofread	Overhaul	
		Plot	Query	Plan	
		Practice	Relate	Portray	
		Predict	Select	Prepare	
		Prepare	Separate	Prescribe	
		Price	Size ip	Produce	
		Process	Subdivide	Program	
		Produce	Train	Rearrange	
		Project	Transform	Reconstruct	
		Provide		Relate	
		Relate		Reorganize	
		Round off		Revise	
		Sequence		Rewrite	
		Show		Specify	
		Simulate		Summarize	
		Sketch		Write	
		Solve			
		Subscribe			
		Tabulate			
		Transcribe			
		Translate			
		Use			

(Table downloaded from: www.d.umn.edu/vcaa/assessment/documents/Bloomsverblist.doc)

Learning programmes and schemes of work

Effective learning relies on careful planning of what is going to be taught and when. A scheme of work (sometimes referred to as a learning programme) is a documented long-term plan that presents a view of what is to be learned (or presented) in a logical sequence throughout an entire course or module of learning.

Single, stand-alone teaching sessions or short courses of just a few hours do not ordinarily require a scheme of work – a lesson plan that includes the outcomes and activities for the session would normally suffice. However, when a series of sessions combine to form a longer period of learning, a scheme of work defines the course structure and content. It demonstrates how the programme of learning develops sequentially and logically in order to achieve the overall aims and outcomes.

The scheme of work is therefore made up of a number of linked individual plans that show how learning from one lesson logically bridges across to the next lesson.

A well-constructed scheme of work should be more than just a list of lesson plans, but rather should convey to the reader a sense of coherence and advancement as the course progresses.

It should remain flexible enough to allow for variations; weather conditions, for example, could necessitate a change of venue. But conversely, it must also contain enough detail to make it possible, for example, for another trainer to step in at short notice and cover for an unexpected staff absence.

Where an established course is delivered on a regular basis by different trainers, it is preferable that a standardised scheme of work is created and used. This helps ensure that all trainers teach the same material according to the same standard and that, in the case of a change of trainer, everyone knows at which stage of the programme the learners are.

However, for a new course or training event, it usually falls to the lead trainer or course director to create the scheme of work.

Creating a scheme of work

The amount of detail to be entered into a scheme of work will vary according to organisational requirements and the context in which the teaching takes place. However, most schemes will include the following as a minimum:

- Subject content
- Teaching strategies
- Learner activities
- Assessment criteria
- Resources required to meet learner needs


Annex A: Scheme of Work template

Trainer					
Programme Title					
Group			Duration	From: To:	
No of Sessions		Delivery Hours		Venue	
Aim(s)					

Time	Main Objectives / Learning Outcomes	Activities & Resources	Assessment

Figure 2: Example learning programme

For 'accredited' programmes, the qualification criteria, aims, objectives, learning outcomes and course content will be dictated by the awarding body. For 'non-accredited' programmes, content will need to be developed, along with delivery methodology, any assessment criteria and resource requirements.

The following considerations may help in the creation of a scheme of work:

- Obtain the learning syllabus, aims, objectives and learning outcomes. Break down the content into a logical order and manageable pieces; this may differ from the order printed in the syllabus.
- Establish the timeframe during which the training will take place. Determine what must be taught and what could be taught within the available time.
- Check dates: Does the proposed period include any public or religious holidays that may have an impact on the timetable?
- Establish what teaching venues, classrooms, facilities and resources are required to deliver the programme. Are these available when needed?
- Establish the current ability or prior knowledge of the intended audience. The scheme of work should show a variety of teaching and learning activities to suit all learning styles. Plan activities that are inclusive and recognise the individuality of learners (differentiation).
- Research the subject matter and obtain any further information that is required to teach it. Are the proposed trainers qualified to teach all the specific aspects? Are subject matter experts or guest speakers required?

- Devise delivery and assessment materials that align to the requirements of the learning outcomes. Formal and informal assessment activities should be included that may be formative (ongoing) and/or summative (at the end of) the learning period(s).
- Allow time within the opening session for introductions and establishing ground rules. If not already established, this session may also include an assessment of the learners' prior knowledge.
- Subsequent sessions should begin with a recap of the previous session with time for questions.
- The final session should include an evaluation activity in order to obtain feedback from learners and to assist in future course and trainer development.

Lesson planning

Lesson plans are design tools to assist in the planning for any teaching session and serve as guides regarding the strategy to be adopted and the content to be covered throughout the session.

To this end, lesson plans should be prepared in advance of any teaching session and, when forming part of a course of learning, should clearly align to the scheme of work.

LESSON PLAN TEMPLATE

Lesson Title		Trainer	
Venue			
Date		Duration	
Aim			
Learning Outcomes	*By the end of the session learners will be able to:*		

Time	Trainer Activity	Student Activity	Resources	Assessment

Figure 3: Example lesson plan

There is a wide variance in how lesson plans are presented and how much detail should be included. Some plans appear to contain very little information, whereas others are extremely comprehensive. The main goal is for the plan to assist the trainer in delivering the requisite content in a logical format within the given timeframe; the plan should not constrain innovation or prevent flexibility in responding to any changes in circumstances that may arise during the session.

Ultimately, the choice of format will be determined by organisational policy or, if there is no policy, by personal preference. It is also important to consider whether the course will be delivered by the person designing the programme or by others: If other people are going to deliver it, a lesson plan will need to contain much more detail.

However it is done, the lesson plan must contain sufficient information to enable the trainer to deliver a session that fulfils the syllabus objectives, at a level relevant to the audience, while remaining inclusive and recognising individuality (differentiation) by incorporating a variety of activities that engage learners across all three domains of learning.

It is usual for a lesson plan to progress through three stages – an introduction, development and conclusion phase – with directions and detail for each of the teaching and learning activities to be undertaken within each, along with the venue, facilities and resources required for the delivery.

The introduction phase … 'the beginning'

The introduction is the session overview and should include the aim of the lesson, its relevance, the association within the programme and where applicable, a recap of any previous sessions. Learners, particularly adult learners, need to know what and why a particular subject is being taught (Knowles, 1984), and how and what they will be required to do and remember by the end of the session. Therefore, the introduction should contain the learning outcomes for the session and how these will be assessed and achieved.

If the session is a first-time meeting with a group of learners, this phase should also include personal introductions, administrative issues and establishing 'ground rules'. A short question and answer session is a useful way of gauging prior knowledge and experience within the audience.

The introduction phase provides opportunity for the trainer to 'set the scene' and arouses the interest of the audience.

The development phase … 'the middle'

The development phase is the 'teaching' stage of the lesson, which develops the learner's skills and/or introduces new concepts. It should be designed to meet the session learning outcomes in a systematic way, while following a 'simple' to 'complex' and 'known' to 'unknown' methodology in order to ensure that learning is progressive.

This means that the trainer must break the subject down into a logical sequence of smaller stages, which a learner can follow in order to develop an understanding of the subject. This is where Bloom's Taxonomy can be very useful.

A variety of teaching and learning strategies should be used, with activities that are inclusive and recognise the individuality of learners.

Variety is key to maintaining interest and motivation. A mix of theory and practical approaches will keep learners engaged while discussion and questioning will encourage them to feel 'included'.

The trainer should continually monitor audience engagement and energy levels to prevent boredom and disruption. Activities should be timed to enable sufficient opportunity for new knowledge and skills to be assimilated, while sufficient breaks should be factored into the programme to offset cognitive overload and fatigue.

The Conclusion phase ... 'the end'

The conclusion should summarise and review the session. It should include the checks or assessments that may be required to evidence achievement of the learning outcomes. Whether by way of a formal test or a simple knowledge check in question and answer form, the conclusion should draw together and re-examine the aims and objectives, provide a useful way to reinforce the relevance and rationale behind the subject that has been taught and link the lesson to the wider programme or course. This can help prepare the learners for the next event, before bringing the current session to a controlled end.

A quiz can be a useful method to determine how much learning has taken place while concluding the session in a fun way.

Wherever possible, opportunity should be provided for learners to give feedback on their experience of the lesson and, when appropriate, for the trainer to provide each learner with feedback on their individual performance. Time should also be provided for questions from the participants and for discussing any further reading or post-course study that may be required.

The conclusion phase is the review and reinforcement stage of the lesson. It should enable participants to reflect on what they have learned and look ahead to what they may learn next. It is the controlled end to the lesson.

Lesson planning checklist

Introduction

Aim	General aim of the lesson. What generally do you as a trainer want to achieve from the lesson? Does this fit to what the learners have previously been learning and what they are planning to do?
Learning Outcomes	What is to be learned as a result of this lesson? Be specific, be simple, be realistic. Learning outcomes should be observable and assessable: By the end of the lesson ... should be able to ... e.g. 'state ... demonstrate ... explain ... etc.' (Bloom)

Development

Methodology	How are you going to structure the session?
	Teaching and learning strategies?
	Types of activity?
	Does the strategy fulfil the syllabus objectives, at a level relevant to the audience?
	Is it inclusive and does it recognise individuality (differentiation) among learners?
	Does the methodology incorporate a variety of activities that engage learners across all three domains of learning?
	What is the sequence of activities and role of learners and trainer?
	Does the programme show who is doing what and when, and what resources are required?
Resources	When is this being delivered?
	What classrooms do you need? Are they available?
	Is the session inside or outside?
	Contingencies?
	What resources are needed? For example: books, journal articles, worksheets, handouts, TV, audio, Internet resources, PowerPoint, projector etc.?

Conclusion

Assessment	Pre-lesson – What methods are you going to use (informal/formal)?
	Post-lesson – How are learning outcomes to be achieved? Student feedback? Review aim and learning outcomes. Handouts? Time for Q&As?
	Further reading and study. Looking ahead, closure and dispersal.

Summary

Lesson plans are design tools and guides to the strategy to be adopted and content to be covered throughout a teaching session.

Each teaching session needs to be introduced, the aim and objectives stated and prior knowledge levels of the learners established (the beginning).

The main period of teaching should then follow, during which knowledge and/or skill is developed, utilising a variety of teaching and learning strategies that meet different learning styles and employing activities that are inclusive and recognise the individuality of learners (the middle).

Finally, the session should include a period of review and reinforcement, during which the learning is assessed, feedback is provided and any further issues or study requirements discussed before the event is drawn to a conclusion (the end).

Section 6: Managing the training environment

In this section we will look 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 you 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 your particular needs.

Whether delivering a presentation or facilitating a discussion, the trainer still largely controls the style and delivery methodology used. Lesson structure, use of resources, learner activities and room layout, for example, will usually be decided by the trainer, who, in considering the various options, must strive to create an environment that is most conducive to a ensuring a positive and effective experience for the learners.

What is a training environment?

The overall teaching event or learning programme can be divided into three quite distinct, but interlinked and mutually reliant components: the **physical, psychological and learning environments.**

As you read through these, remember Maslow's Hierarchy of Needs (discussed in Section 3) and notice the connections.

Physical environment

This relates to the physical setting in which the session is to take place.

Within this element, the trainer should consider the following aspects:

- Location: Is the training to be held indoors or outdoors?
- Who owns the venue? Our own organisation? Is it hired?
- Contact details for on-site coordinators? Key holders?
- Security? Is special permissions needed to access the site?
- Travel directions
- Entry/exit points
- Vehicle parking provisions
- Specific health, safety and/or organisational requirements
- Restroom and refreshment facilities

- Power supplies

Temperature, lighting and noise all have a bearing on learner concentration and motivation levels.

A good physical environment will mean that our audience can feel safe and comfortable. With regular breaks and refreshments and without unwanted interruptions and noisy distractions, they will be able to focus and concentrate their efforts on the learning event.

Psychological environment

In order for our learners to communicate freely and engage fully in the learning process, they must feel comfortable in their surroundings. This element thus relates to how the trainer builds a rapport with the audience, puts them at ease and encourages a sense of belonging and cohesion.

Learners need to feel that they are included, respected and supported, without fear of ridicule or belittlement. As a consequence they will be able to confidently and freely express their thoughts and feelings, and by doing so, in all likelihood, they will encourage others to do the same.

Within this element the trainer should consider:

- Icebreakers: Is this a new group of learners or are they already familiar with one another?
- Ground rules: Have the acceptable standards of behaviour between participants been established?
- Health and safety: Have risks been recognised and managed in a responsible way? Are all learners, trainers, visitors and the wider public properly protected?
- Communication and diversity: Is language appropriate and within the context of the subject matter being presented? Does it reflect equality, diversity and inclusiveness?

Learning environment

The learning environment relates to the planning, delivery methodology and lesson purpose. It includes the need for clear structure with defined outcomes aligned to the overall aim of the entire session or course programme.

The key concern with establishing the learning environment is to make sure you apply appropriate and inclusive teaching approaches that utilise learning aids and teaching resources effectively, with outcomes that correspond to fair valid and reliable assessment processes.

Within this element the trainer should consider the following:

- Aims, objectives and learning outcomes: Are they clearly defined and aligned to appropriate and valid assessment methods?
- Lesson plans: Is the session prepared? Is it structured with a beginning, middle and end?

- Is the session inclusive? Do content and delivery methods cater to differing learning styles?
- Is the structure progressive and appropriate to the subject matter?
- Equipment and resources: Do you have a clear idea as to how they will augment the session. Do you know how to use them?

Health and safety considerations

It is incumbent upon trainers and teachers to ensure that their learners are able to learn in a safe and healthy environment. Delivery methodology, while ensuring that training is realistic and relevant, should always enable participants to gain new knowledge, understanding and skills in a secure, supported and safe manner.

Health and safety in a learning context is about taking a sensible and proportionate approach to ensuring that the premises provide a healthy and safe place for all who use them, both training staff and visitors alike. Activities undertaken need to be controlled without stifling innovation and exploration, under the supervision of suitably qualified personnel. Each event needs to be relevant to the learning process and performed in accordance with legal, organisational and personal requirements.

All activities, whether classroom-based or taking place in an external environment, should be subject to a pre-activity risk assessment that identifies areas of associated risk or concern and any precautions, control measures and/or practical steps that must be taken to minimise and protect people from the risk of harm or suffering.

Risk management is just that – 'management' of the risks associated with any given event. It is not about preventing realistic training, stopping recreational activities, scaremongering or creating a totally risk-free society.

Nor should the evaluation and review of health and safety matters be viewed as unwarranted bureaucracy or treated as an unnecessary burden to the training preparation.

Quite simply, if we see or witness something that has the potential to cause harm to someone, we should do something about it and/or bring it to the attention of someone who can take action, such as our organisation, for example.

Certain activities may require that you and your learners wear protective equipment: Make sure you have the requisite and serviceable items available for everyone and ensure that they are worn correctly before commencing the activity. Your organisation may have specific policies or procedures in place for using such equipment: As a trainer you need to be aware of the respective requirements.

It is particularly important to remember that ENTRi training events often take place in regions where security may be a problem, and that there is always a risk that something will happen. As a trainer you may be expected to take an immediate lead in telling people what to do, so make sure you are fully aware of all potential security risks and procedures that must be taken in the event of an incident.

Health and safety before starting the programme

Before starting any training event you must prepare your venue. Part of that preparation should include an assessment in relation to slip and trip hazards, e.g. exposed electrical cables, uneven ground, icy or water-covered surfaces. What precautionary measures can you take? Do you need to point out or highlight any such hazardous areas or even mark some as 'out of bounds' and prevent personnel from entering?

Are there drinking water and restroom facilities nearby and accessible? Is there a suitable temperature in the classroom?

Are there any potential medical emergencies that you can reasonably predict and prepare for? These could be due to the following, for example:

- Extreme environmental conditions e.g. hot/cold factors
- Any medical conditions that may have been highlighted within the learner group, e.g. diabetes/allergies, etc.

Is there a first-aid kit available? Where is it? Are you capable and qualified to deal with a first-aid emergency?

Trainers need to be aware of their organisation's accident reporting procedures, safety policies and venue-specific fire and evacuation procedures. These should be covered during the induction phase. Your learners will need to know what action to take in the event of fire alarms or evacuation sirens sounding (including any 'test' alarms forecast during the training session).

Summary

Effective and sensible risk assessment and management is all about taking practical steps to protect people from real harm. This can be achieved by:

- ensuring that learners, trainers, visitors and the wider public are properly protected,
- enabling innovation and encouraging realistic training that is properly supervised within a safe environment,
- ensuring that risks are recognised and managed in a responsible way,
- promoting an understanding of legal requirements and the potential for physical, financial and reputational damage for non-compliance,
- enabling individuals to understand that as well as the right to protection, they also have a responsibility to exercise care and bring matters of concern to the attention of training staff.

Trainers must ensure that the physical environment in which they place their audience is safe and conducive to learning. Learning is far more likely to occur if participants feel comfortable and secure, and if the delivery methods adopted cater to all learning styles.

Room layout

A key consideration for meeting your learners' needs and establishing an environment that promotes inclusion and good communication is how the room or training area is arranged.

To a large extent, room layout will be governed by such factors as whether it is an indoor or outdoor venue, whether furniture is fixed or not and the amount of available space.

Where there is opportunity to make changes to the way learners are positioned, the following layouts should be considered.

Traditional classroom

Desks are arranged in rows with one or two learners sitting at each desk and the trainer at the front of the room.

This layout can be useful for delivering theoretical, lecture style sessions; it enables learners to see the trainer and resources but does not lend itself to group activity.

Be aware that desks and tables can create a barrier effect and that communication within the group can be inhibited as everyone is facing forward and towards the trainer.

Depending on the size of the room it may be difficult for the trainer to be heard from the rearmost rows.

Lecture style

Very similar to the traditional layout but without desks; chairs may have a small writing platform attached to armrests.

This layout also lends itself to lecture style sessions for larger groups, but does not provide a suitable platform for group activity.

Try not to cram too many chairs into the space, as this will make it more difficult for learners to move to or from their seats; also remember that you may need to allow space for coats and bags.

Horseshoe/'U' shape

This layout is good for enabling discussion and promoting communication, both peer-to-peer and peer-to-trainer, as everyone is facing inwards towards each other, with the trainer central to the group.

If preferred, tables can be added to enable the use of tabletop resources.

Note that this can also restrict the amount of floor space available for practical demonstrations and larger group activities. Be aware of moving too far into the horseshoe and inadvertently excluding those learners positioned on the ends of the wings.

Semi-circle

A good layout for small groups, enabling learners to see and hear the trainer but also allowing them to engage in practical elements when required.

The open nature of the semi-circle encourages communication and is a good way for allowing a group to get to know each other and start working together. This can be especially useful in short courses when time for icebreakers maybe limited. For longer programmes, splitting the overall audience into smaller semi-circle groups can similarly assist with breaking down barriers and encouraging communication.

Group or 'cabaret'

This layout positions desks in 'café style' around the room. Learners sit on three sides of each desk, ensuring that no one has their back towards the trainer.

Learners are able to see the trainer while also having access to any tabletop resources, equipment and/or models that may be used throughout the session.

Where space permits, desks can be positioned further apart and at different angles. Cabaret style allows for the trainer to move among the group and is a very good layout for encouraging learners to work together and interact during group activities.

Boardroom

The boardroom layout seats both trainer and all the learners around one large table.

This is a style that is perhaps suited better to smaller audiences. It allows everyone to easily see the trainer, interact and communicate together, but be aware that if you as trainer decide to step away from the table at any point, you will need to ensure that you remain positioned so that no learner has their back to you. This will make sure that no one is prevented from seeing any presentational resources and feeling excluded from discussions.

Summary

However you decide to arrange your learning environment, you must remember that the physical layout of the room and seating arrangements can have a huge impact on how a session takes place.

Some learners like to always sit in the same place, which can be useful for the early stages of a programme as it helps you as trainer remember names. However, changing room layouts throughout the training to suit a particular session or period may aid group activities and encourage interaction.

Always try to arrive well before the session and set up the room prior to your audience arriving.

If a particular layout isn't working and the opportunity to change arises, do so.

If we can create a learning environment that is safe, comfortable, while promoting inclusion and encouraging good communication, we increase the likelihood of our audience being able to concentrate and focus their efforts on learning.

Section 7: Delivering a training session

This section looks at:

- Different resources that you can use in a training session
- How to deal with 'difficult' participants

After completing this section you will be able to:

- select appropriate techniques to use when delivering a training session,
- select an appropriate strategy to use when dealing with a difficult participant.

Presenting a topic

If we use more than one of our senses to process information, there is a greater chance of us remembering the new material. This means that programmes need to be designed so that people can listen, look and do things in a way that increases the chances they will remember what they have learned.

Generally, the more senses we can stimulate, the better, but care must also be taken not to bombard learners with too much information in one go, thereby risking a sensory overload.

There are a host of different aids available to the trainer. Anything that is used to enrich the learning experience and strengthen your teaching strategy can be considered a learning aid or resource.

Resources are there to help in the learning process. The key is to recognise that it is the way they are used which will ultimately determine whether they help or hinder learning. Therefore, two rules should be remembered:

Do not use a resource or learning aid unless you

- have a clear idea as to how it will augment the session,
- know how to use it.

Some of the best resources and easiest to use are also the simplest.

Remember, the learning aids and resources you use need to be

- Simple
- To the point
- Interesting

from Wikimedia

A good example of this is the map of the UK London underground: It is a visual resource that provides a simple, colourful, stimulating and representative graphic of the London subway system and its associated stations.

Having identified that there are a range of resources available, the next step is to select the most appropriate aid or aids to support the particular session.

Your teaching strategy and the venue will often dictate whether a particular resource will work or not. For example:

- How much room do you have?
- Is there power to support electrical aids such as PowerPoint?
- Is there a screen?

Your audience will also determine the suitability of what resources you may select to support the lesson. You should ask yourself whether your learners are experienced practitioners or new to the subject.

Remember that all learners are different, and what works for one particular group may not necessarily work for another.

Any resource chosen needs to cater to the differing needs of all learners. Consideration must be given to the various ways in which people learn as well as any known impairments within the audience: Are there any participants who may have seeing or hearing impairments, dyslexia or any physical or mental disabilities, for example? This is especially important when designing resources as part of practical activities.

Before including any resource in a training session, ask yourself:

- Can I use this resource?
- Is it relevant?
- Does it help the learning process?
- Is it suitable for all the learners?
- Is there an alternative?
- Can I make adjustments?

Well-designed resources should **PAMPER** your audience:

- **P**romote understanding. An Increased awareness and expanded viewpoint is likely to lead to greater understanding.
- **A**id memory retention. When we observe something that we also hear, the chance of remembering increases. When we also get to carry out a task ourselves, not only should our understanding of the process be enhanced, but there is also greater likelihood that we will be able to remember how to do it again.
- **M**otivate learners. Using a wide range of appropriate resources will stimulate interest, arouse curiosity, provide variation and retain attention levels within your audience.
- **P**rovide effective use of the time available. The longer an audience remains engaged, interested and motivated, the more effective the session time will be.
- **E**nhance perception. Stimulating multiple senses, e.g. feeling, touching and smelling an object, is generally more effective than just reading a description of it.
- **R**einforce key points. Supplementing the spoken word with visual aids such as flipcharts, PowerPoint presentations or post-session handouts can lead to reinforcement and repetition of key learning points.

Depending on the subject being taught, you may need to design and develop your own learning aids or adapt someone else's. Making good resources takes time, and it is important that this preparation time is also included within the planning stage.

It may also be useful to introduce your learners to any resources they may be required to use later at an early stage in the session. This will reduce the likelihood of individuals curiously playing with objects and becoming distracted.

Finally, expect the unexpected! Computer systems do fail, presentational devices do break down, and power outages do occur.

Learning how to deal with and overcome these unscheduled interruptions will come with experience. Not relying on only one teaching approach or resource methodology will help, not just to meet the varying learning styles of the audience, but it will also give you an alternative means to deliver the session in the event of a sudden equipment failure.

Whenever planning a programme of learning, it is useful to always ask yourself, "What will I do if …?" and have a contingency plan … just in case.

Examples of learning aids and teaching resources

PowerPoint

PowerPoint is an electronic presentation tool that enables easy creation of colour slides to support a lesson. Remember that it should be used to complement a verbally delivered session and not dominate it. Overuse of PowerPoint as a presentation tool can create a stagnant and boring experience for your audience, while excessive use of the system's animations and sound effects will soon become a distraction and potential block to learning.

It is all too often the case that an otherwise potentially interesting presentation becomes tedious and disengaging as a result of the trainer looking at the screen and simply reading the contents of slides with too much text.

In essence, when a presentation slide is revealed, the audience will try to read the text while simultaneously listening to the presenter. When there are too many words on the slide, the audience will struggle to do both at the same time and will revert to one or the other – either listen to the presenter or read the text – but not both. Therefore, less is more: Use bullet points to highlight the key points you want to talk about so that the audience can quickly interpret the slide information and concentrate on your verbal delivery.

A good guideline is to follow a 6 x 6 principle: a maximum of six lines of text per slide, each line with a maximum of six words.

Presenting too much data or complicated charts and graphs is also likely to create an information overload for your audience as they attempt to interpret them. As before, if a presentation slide is revealed that contains too much material, the audience will again struggle to read and listen, which will result in learner disengagement.

Data, graphs and tables should be broken down into manageable segments that allow time for the learners to digest each layer of information before adding the next, thereby ensuring that they are able to listen to the speaker while the graphic image builds.

When used correctly, PowerPoint is a powerful learning aid and teaching resource. Use it to introduce the session, highlight key points, incorporate film clips, stylish graphics and even present interactive links to other web-based resources. But remember, slides are there to support the speaker, not act as a replacement.

The following principles can serve as a general guide when creating PowerPoint slides:

- Use a font style and size that is easy to read and well spaced.
- Follow the 6 x 6 principle.
- Be mindful of how much information or text is revealed and experiment with colour contrasts.
- Remember that how a PowerPoint presentation looks on a computer screen can be quite different from how it looks when it is projected onto a large auditorium screen.

Flipcharts

Flipcharts are a great way to interact with learners and to stimulate group work and discussions. They provide a low-cost, flexible resource that can be fully (or partially) prepared prior to the session start.

They are also an invaluable contingency resource in the event of a power failure!

If you are using a flipchart yourself, think carefully about where you position it in the room. This will depend on whether you are left- or right-handed, as you will want to avoid standing right in front of the flipchart while you are writing.

Avoid writing words using just BLOCK CAPITALS, as these are harder to read than words written in upper and lower case.

Whiteboards

Whiteboards have generally replaced chalkboards nowadays, but they essentially perform the same role, utilising dry marker pens on a wipe-clean surface. But beware, permanent markers do not easily wipe off! The white surface provides better visibility than the older chalkboards and enables greater contrast through the use of coloured pens.

Cameras

Cameras (still and video) can be very effective at presenting a viewpoint, highlighting a particular aspect or capturing a moment. Video recordings can be very useful for recording group work and practical sessions, and offer valuable support to a debriefing session by enabling a team or individual performance to be accurately reviewed and evaluated.

Cameras and film clips should never be used as a substitute for a live trainer, or be used to fill an entire lesson. To this end, short clips to highlight or bring points together are preferred, and trainers should remain aware of when to use them during a session to bring about the greatest benefit to the learning process. Showing films in a darkened room straight after a meal break or when energy levels are ebbing, for example, will likely result in your audience falling asleep.

Handouts and workbooks

Handouts and workbooks can be useful to supplement the session and highlight key areas, facts and data. While it may sometimes be necessary to issue them at the start of a session, it is important that learners remain focussed on you.

If learners are reading and looking through a handout rather than watching or listening, there is the likelihood of vital information being missed. If possible, issue handouts later, ideally at the end, requesting that learners read them on their own time. You may also issue post-read material and/or suggest further research or information sources to expand and reinforce the learning that has taken place in the session.

On some occasions, you may wish to prepare your learners so that they already have a base understanding of the core content prior to attending the event. In such cases it may be appropriate to send out 'pre-reading' materials that highlight key areas you want them to be familiar with before the session starts.

Further examples can include:

- Textbooks, journals and articles
- Computers and computerised presentations
- Web-based and social media platforms
- Workbooks and portfolios
- Handouts
- Audio recordings and speakers
- Exhibits, models, examples
- Specialised apparatus and equipment
- Personal protective equipment (PPE)
- Guest speakers, assistant trainers, role players
- E-learning materials
- Assessment papers and evaluation reports

Summary

We should strive to utilise learning aids and teaching resources that stimulate the senses. If we plan and deliver training sessions that encompass and utilise visual and auditory components in combination with varying interactive activities, we will increase the likelihood that our learners will retain information for longer periods.

A learning aid or teaching resource should only be considered if you know how to use it and have a clear idea of how it will strengthen the session. Remember that some of the best resources (and easiest to use) are also the simplest.

There are a host of different aids available to the trainer. Anything that is used to enrich the learning experience and strengthen your teaching strategy can be considered a learning aid or resource. Regardless of which resources you decide to use, however, always remember to talk to your audience, not the screen, flipchart or board.

Intellectual property

It is always important to keep intellectual property considerations in mind if you use material produced by somebody else.

This is a particular issue when so much useful material is available on the Internet, and it is important to remember that just because something is on the Internet does not mean that it is free to use. This applies particularly to photographs and other graphics that you may find in an Internet search.

If you find something in a book or on the Internet that you think would be useful, try to find out what the copyright restrictions are. It is usually acceptable to use small pieces of somebody else's work if you make it clear in your presentation or handout that it is the copyright of that person.

If in doubt, do not use the materials. If you do, and a copyright holder discovers that you are using them in breach of copyright agreements, you and your organisation can potentially be in serious trouble.

Using small groups in a training event

Many activities in a training event work best when people are divided into small groups.

The best size for a working group is usually between five and eight people. If a group is any bigger than this it becomes harder for each member of the group to make a contribution. What then usually happens is that most people stay quiet and discussion becomes dominated by two or three people. If a group is smaller than this there is less creativity and, particularly if members are shy or quiet, the group may not work at all.

However, if your classroom has tables with four people to a table, it may be easiest to keep to the groups of four in order to avoid the disturbance of people having to organise themselves into larger groups. Also, there may be situations where the subject dictates a specific number of groups, which means that the group size may be larger or smaller.

So be prepared to be flexible with group size.

Who goes into a working group?

Try to make sure that working groups are representative of the group as a whole. For example, it is often preferable if a group contains:

- Different ages
- A mixture of men and women
- A cultural mix
- People from different job functions, especially those who would not normally have much contact with each other
- People who do not know each other well (avoid groups made up of close friends)

You should, however, be flexible, and bear in mind that sometimes the topic the group will discuss means that it is better if people working in the same area or function also work together in a group.

How often should we create a group?

There are advantages and disadvantages to allowing people to stay in the same groups throughout a training event versus mixing them into new groups:

- If people stay in the same groups they will probably learn to work together more effectively and there is less disruption; they may, however, miss out on different experiences and knowledge from the rest of the whole group.
- If people work in new groups they will learn from a wider range of experiences, but there will be more disruption in forming and reforming groups; if this happens too often, people can start to feel that they are being herded around like cattle!

To strike a balance, a guideline is to think about reorganising people after every three or four exercises.

How to divide people into groups?

While it is sometimes acceptable for people to divide themselves as they please, based on where they choose to sit when they first arrive in the workshop, for example, sometimes you will want to organise the groups yourself. This is useful if you feel that certain groups do not have a good mix of age, gender, experience, etc., or if you think that it would be useful as a sort of mini-energiser to get people to move into different places.

There are a number of ways of doing this:

1, 2, 3 …
The easiest way to organise people is to decide on the number of groups you want and then 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 (for three groups). Then ask all the 'number 1s' to sit together.

Distance travelled
Ask people to stand up and form themselves into a line, organising themselves in order of how far they travel each day to the workshop, or if more appropriate, how far they are from their home town or country. Then divide the line up into the number of groups that you want: for example, the first five into group 1, the next five into group 2, and so on.

Pack of cards
This needs a little organising beforehand, but the process of dealing out cards always creates an air of interest. Take an ordinary pack of cards and remove cards so that you end up with the right selection of cards to create the number and size of groups that you want.

For example, if you have 20 participants and want five groups of four, create a small deck of cards that has ace, 2, 3 and 4 in each suit and the four queens. Shuffle the cards, deal them out and ask all the diamonds to find each other to form a group, and so on.

Dealing with difficult participants

It is always possible that some people in your training room may be more difficult to deal with than others. It is therefore important that you know how to deal with problems that may arise, so that such participants do not interfere with everybody else's learning.

The following overview contains typical problems that you may experience, along with some suggestions for dealing with them.

Problem	Strategy
Someone does not want to be in the classroom, but has been sent there.	Wait for a break where you can have a quiet word with them. Sympathise with their position but point out that everyone else is committed to learning and ask them to participate and not make a problem. If the problem persists, you may need to think about asking them to stay away from further sessions.
Someone knows everything better than you do, and keeps pointing this out.	Thank them for their contributions, acknowledging that they seem to be very knowledgeable, but explain that you are trying to help everyone else to learn, and that they should let other people have the opportunity to talk.
People keep talking to each other about something completely unrelated.	Wait until you see that they are talking to each other, and then stop what you are doing and look at them. Everyone will quickly realise what you are doing, and the 'talkers' will probably become very embarrassed. It is then unlikely that they will repeat this behaviour.
People are constantly using a laptop or a mobile phone to do other things.	Wait until a break, and then ask them if they have to deal with a particular problem. Point out that they cannot do two things at once, and that if they want to learn from this program they need to put aside their other work and deal with it later.
People are always arriving late for sessions.	Talk to the entire group about the need for punctuality and for starting on time. Point out that starting late means finishing late.
People are dominating discussions in the room.	As with the 'know-it-alls', thank them for their contribution and ask them to give other people an opportunity to speak.

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, you will be able to:

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

The purpose of assessment is to ascertain what and to what extent learning has taken place. It can enable a trainer to determine an individual's knowledge, understanding and/or skill level at a given point during a teaching event. In a teaching context, it should be remembered that 'assessment' is about the learners, and is a measure of the 'learner's ability': it should not be confused with 'evaluation', which is about 'the learning programme' (and may also include feedback from the learners to the trainer).

Training standards and operational effectiveness are often at the fore of any post-incident investigation and, as such, it has become far less acceptable for students to just attend 'lectures', receive a tick-in-the-box and rely upon operational exposure to attain 'match fitness'. Rather, they are now more often required to prove their ability and show a requisite level of competency by way of assessment.

Assessments often fall into two areas:

- Internal – assessments set by the trainer or organisation such as knowledge checks, quizzes
- External - assessments set by an awarding body by way of formal exams

Assessments aligned to clear and well-written learning outcomes provide vital information to managers, mentors, trainers and participants alike regarding the minimum level of learning and achievement that is expected by completion of the training event.

However, before any assessments can actually be carried out, we first need to plan and prepare. We must ascertain the knowledge and experience of our audience and determine what methods are best suited or formally required at each phase of the programme – only then can we accurately plan our assessment methodology.

To assist with this planning process we can utilise the 'assessment cycle' as detailed below.

The assessment cycle

This is a useful tool that provides an ongoing model to follow when planning for assessments, and it can be used at any stage of any teaching programme, whether theory-based or practice-based.

Initial assessment: This is the stage where we ascertain the 'current' knowledge levels among our audience. Are the learners experienced practitioners with prior experience of the subject matter, or are they novices being introduced to the content for the first time? This stage also provides opportunity to discover specific learner needs.

Planning: This stage considers what assessment type and methodology would be most suitable for the session while meeting learner needs and any syllabus or curriculum requirements.

During this planning stage we should also determine the assessment timeframes and consider by whom and where the assessments are to be conducted, as well as whether additional personnel are required and whether any specific qualifications or skills and/or equipment may be necessary.

Delivery: This is the stage where the actual assessment is carried out, and it relates to the method itself, e.g. observations, questions and/or completion of a practical task or assignment.

Performance feedback: The learners' performance is now considered. For example, have they performed to the requisite standard? Are they progressing as anticipated or do they require further development? The trainer should provide the learners with feedback and agree on any further action that may be necessary during this stage.

Progress review: Review of a learner's progress should be an ongoing process until the learner completes the session or entire training event. It enables the trainer to ascertain how the learner is developing, allows time to discuss progress with the learner him/herself and provides opportunity to review the assessment processes and make any changes as necessary.

Throughout all stages of the assessment cycle, the trainer should also keep observation notes and record achievements in order to provide evidence of learner performance and development.

Types of assessment

Depending on subject content and any specific curriculum, as well as organisational or awarding body requirements, various types of assessment may be used in a formal or informal manner throughout the teaching session or programme.

Terms used in assessment include: initial, formative, summative, continuous, criterion referenced, norm referenced and ipsative.

Initial
This is our base line assessment, in which we first ascertain the knowledge and experience levels of our learners. Pre-attendance workbooks, entry quizzes and initial knowledge checks are all examples of 'initial' assessment methods.

Formative
This is an informal process that follows a period of new learning, aimed at gathering information to gauge understanding and determine whether learner skills are developing to the requisite standard. Throughout this process, learners receive constructive feedback on their performance, and trainers may decide to apply different teaching methods to achieve or reinforce goals if a particular method appears to be less effective for some participants.

Formative assessment processes may also run parallel to daily feedback sessions, in which updated reports can be compiled and learners are encouraged to reflect on their own progress and contribute to the process.

Summative
This is a formal process to evaluate, against performance criteria, whether and to what extent learners have achieved the desired learning outcomes. These assessments can be quite stressful for learners, even for those that have previously demonstrated good understanding and performance throughout the programme.

Summative assessment usually takes place at the end of a period of learning and can be considered as the 'sum total' of the knowledge, understanding and skills acquired. However, there may be occasions when a component part of a course requires the learner to demonstrate competence in a particular area in order to proceed.

This may take place when a period of learning has finished; rather than combine it with other new areas to culminate in a larger period of summative assessment at the end of a course, it may be necessary for summative assessment to take place at an earlier point, or when there is safety requirement for a level of competency to be demonstrated before a learner can progress to more advanced skill areas.

Any summative assessment phases should be clearly indicated within the course/session programme, and learners must be informed in advance as to when they are subject to summative assessment processes. Feedback is not normally given during summative assessment phases.

In longer programmes of learning it is common for formative and summative assessment to be split around 80% : 20%.

Continuous
This process, although not widely used, is sometimes incorporated as part of an overall summative assessment in training or aptitude programmes where areas such as resilience and mental fortitude may be key qualification or selection criteria. Here, the assessment continues throughout the course of the ongoing programme. A key feature is that the learner knows that their assessment is an ongoing process.

Criterion referencing
In this type of assessment, learners are assessed against a set of pre-determined performance standards or criteria. These tests are often 'pass' or 'fail' and are commonly used to assess a person's skill level during certification courses or their aptitude in performing a role, for example as part of a job application.

Norm referencing
Norm referencing differs from criterion referencing in that the learner's ability is compared and ranked against their peers. Therefore, performance is only measured in relation to the general standard of the group, not a predetermined level.

Ipsative
Here, the learner's progress is measured against his or her own starting point rather than a pre-determined criterion or peer-group comparison. This is in effect a 'self-assessment' of individual development. A good example of 'ipsative' assessment would be an athlete attaining a personal best performance.

Principles of assessment

Whichever type of assessment is used, trainers must ensure that the process is only used to test the particular area that needs to be assessed, and at a level pertinent to the learners, while at all times remaining **fair, valid, reliable** and **ethical.**

Fair: Learners have received the requisite learning inputs and support required to undertake the assessment; the process is open and available to all (inclusive), while it is set at the appropriate level and takes into consideration any specific learner needs.

Valid: There are clear assessment criteria set against aims and learning outcomes that relate to the specific area of learning to be assessed. In other words, the test measures what it is supposed to measure.

Reliable: Every learner must be assessed in similar conditions, common situations and against the same performance criteria, in order to ensure that each participant has an equal chance of performing to the requisite standard. This includes the environment in which individuals are assessed.

Ethical: Any assessment processes must be conducted with integrity and carried out safely under the guidance of appropriately qualified and experienced staff. Learner performance records must remain confidential, and written records should be stored securely.

Trainers may use role players during practical scenarios. When using role players in the assessment of performance in such exercises, trainers should consider additional control measures in order to maintain fairness, validity and reliability throughout the processes.

Role players or assistants must receive a thorough briefing and must be fully aware of the risks and safety control measures associated with the scenario. Ideally, role player briefings should be set in context so the role player can appreciate the background to the part they are playing within the scenario.

Role players or assistants must be aware of the performance criteria being assessed and must be given clear guidelines to follow, with any 'branches' or contingencies that may be required to allow the assessment to continue.

Any role player or assistant who is used within the assessment procedure must also be fully aware of and uphold the ethical principles of the process, including matters of confidentiality.

Summary

The purpose of assessment is to ascertain the contents and the extent of the learning that has taken place. In a teaching context, assessment is a measure of the learner's ability.

It may be formal or informal in nature and may be run in accordance with internal (organisational) or external (awarding body) procedures and regulations. Regardless of the requirement, trainers should be conducting a regular process of observation, questioning and review of learner progress throughout any training programme in order to confirm that the requisite learning has taken place.

Effective assessments are based on the specified learning outcomes for the programme.

Assessments need to remain fair, valid, reliable and ethical. They need to test requisite subject matter at the relevant level in a manner that enables all learners to participate (inclusiveness) with appropriate adjustments made for specific needs or learning difficulties where appropriate (differentiation).

Remember: Always let learners know when they are subject to a formal assessment process and when they can expect to know their results or receive feedback on their performance.

Methods of assessment

Assessment methods and assessment types are two different things. Whereas assessment types relate to the mode of assessment that is to be implemented for a particular phase or learning outcome, assessment methods describe how the assessment type will be used.

Assessment methods will differ depending on what area of learning is being considered. For example, does the learning outcome require a measure of knowledge and understanding, or is there a requirement to assess a skill or performance level?

Questioning is often suited to knowledge-based assessments, whereas observation is a good method of assessing skills and attitudes.

Other governing factor may be whether the assessment is 'internally' set, i.e. established by the trainer, for example in the form of knowledge checks, quizzes etc., or whether the assessment procedure is set by an external awarding body, e.g. as formal exams.

Learners should always know when they are subject to a formal assessment process and when they can expect to know their results or receive feedback on their performance.

Assessment methods generally adopt either a formal or an informal format.

Formal assessment: This usually occurs within a structured activity, e.g. a demonstration of a practical skill following a period of training. A key feature is that the learner knows the requisite performance standard and the point at which that he/she is being assessed.

Formal assessment methods may include:

- **Assignments and projects:** These are compiled throughout the duration of the course or programme and can provide some evidence of knowledge and understanding. However, differing levels of individual literacy and language ability within the group may cause some learners to struggle with written assignments.
- **Test papers:** These are pre-determined written examinations that can provide evidence of knowledge retention and understanding. They are easily aligned to specific learning outcomes, but some adjustments may be required for learners with specific learning difficulties.
- **Multiple Choice Question (MCQ) papers:** In these assessments the learner is required to select a correct answer, usually from a choice of four possible answers. Easy to administer and correct, this method can capture a number of learner outcomes across a large range of subjects.
- **Observation:** This involves watching learners as they complete a task or demonstrate a skill, and is often used to assess practical and technical ability. Clear guidance and a standardised assessment approach is required to ensure that this method remains fair, valid and reliable.
- **Witness testimonies:** These are statements from someone who is familiar with the learner and can verify by way of written testimony that the learner has acquired the requisite level of knowledge, understanding and skills without the need for further assessment. Often used to confirm existing qualifications and support applications for 'Recognised Prior Learning', or as additional evidence following observational assessments.

Informal assessment: This should occur naturally within a comfortable learning environment as the session progresses, often without learners realising that the trainer is assessing progress through their responses and general engagement within the group. Further informal assessment methods may include:

- **Discussions:** These can be group or trainer-led and can provide a good overview of knowledge and understanding levels within the audience. However, this method of assessment needs to be managed and possibly mediated in order to ensure that it retains focus and that all learners are given the opportunity to participate.
- **Journals:** These provide a form of self-assessment by which learners keep a log or a diary of their ongoing development and progress. This can be an effective method for encouraging learners to focus on the subject matter and reflect on their performance. For some, however, especially those who might be new to the process or not used to reflective practice, early stage guidance will probably be required.
- **Quizzes:** These can be verbal or written, but in either case, they require only short answer responses. Quizzes can be a very effective way of encouraging communication and can provide a useful initial assessment tool as part of an icebreaker session. They can energise an audience and stimulate friendly inter-group competition in the middle or towards the end of a session, and can provide an efficient means of checking new knowledge and understanding.
- **Question and answer sessions:** Learners are required to answer questions from the trainer/assessor. This method is often used throughout a lesson to recap, clarify and summarise key learning points. This can be an effective revision tool and a good way to encourage learners to express their knowledge and understanding verbally. The session must be managed in a way that ensures all learners are given opportunity to participate.
- **Scenario/simulation:** This method provides opportunity for learners to test their knowledge, practice new skills and try out ideas within a safe but realistic simulation or role-play exercise.

Remember, when using roleplayers during any assessment, trainers should consider additional control measures in order to maintain fairness, validity and reliability throughout the processes.

Whatever assessment method is required or decided upon, trainers must ensure that the processes only test the area that needs to be assessed and at a level pertinent to the learners.

Assessment methods must at all times remain **fair, valid, reliable and ethical**, and be conducted in a manner that is inclusive, enabling all learners to participate, while at the same time recognising differentiation by making appropriate adjustments for specific needs or learning difficulties when appropriate.

Feedback techniques

Learners need to know how they are performing, developing and achieving as a form of formative assessment. To this end, trainers should provide timely and accurate progress reports (feedback) to their learners.

When used with skill and understanding, feedback can be an extremely powerful teaching tool and provide encouragement to perform. However, when applied poorly (or not at all), the result can be the opposite, with learners becoming thoroughly demotivated and disengaged from the learning process.

Feedback can be delivered *informally*, e.g. verbally, or *formally*, e.g. in writing.

Whenever possible, any feedback process should be a two-way activity with the learner encouraged to contribute and reflect on his or her own performance. To assist with this process, trainers should refrain from just using generalised statements such as *"You've passed – well done,"* as this provides no real indication of how the learner has "done well" and does not establish any areas that can be improved upon.

By contrast, trainers should aim to deliver **descriptive** feedback that lets the learner know what they have achieved and what they can do to progress further.

Feedback guidance

- Be clear, concise and timely. Give feedback in easily understood language and in manageable chunks of information, as soon after the event as appropriate.
- Concentrate on specific areas. Feedback is aimed at improving performance, so efforts should be focussed on clearly defined areas.
- Be realistic in setting any goals that arise from any feedback session. They need to be relevant, manageable and achievable by the learner.
- Be prepared to negotiate. Allow the learner time and opportunity to put forward their views and reasoning for their course of action, thereby giving them some responsibility for their actions and ongoing learning.

Peer feedback and reflective practice

Observing each other as we work can provide an invaluable source of performance feedback. Furthermore, it is a good way for learners and trainers alike to become involved and engaged in the assessment processes, and it provides opportunity for us to all learn from one another.

Reflective practice is an important part of a trainer's ongoing development. It is the time spent thinking about what will be taught, how it will be delivered and after the event, how the session went and what could be changed to make any necessary improvements next time.

In much the same way as learners may use a diary to document their ongoing development and assess their own performance, trainers often find it useful to keep a reflective journal, in which they write down thoughts and ideas and record their own strengths and areas to develop as part of their own reflective process.

A further key component of a trainer's professional development is to observe others as they teach and to allow others to observe them. The ability to observe other trainers and to learn from their skills and qualities is an essential tool for the trainer. People may think it is an intrusion to observe someone else at work, and we can sometimes feel inhibited when we are observed or scrutinised carrying out our professional role. However, a key way we can identify the factors that contribute to good teaching is by way of observation. To this end, observation relies on:

- creating a culture that expects and welcomes peer observation as a positive experience,
- building reciprocal arrangements with colleagues,
- watching the trainer and being prepared to be watched when teaching,
- examining the other trainer's resources,
- developing an understanding of the different teaching theories so that you can recognise them in use,
- systematically evaluating what you observe.

Constructing a checklist that highlights the areas to focus on can often proves beneficial when planning to observe a training session. It is also useful to give this to a peer to remind them of particular areas you might like them to look out for when they are observing you. Key focus areas could include:

- Has the session been **prepared**?
- Is the **environment** suitable for the session?
- **Subject knowledge** (Has the trainer done research? Is it current?)
- Are the **teaching methods** effective and inclusive, and do they meet all learners' needs?
- Are the chosen **resources** suitable and used effectively?
- **Relationships** with learners (Is the trainer overly familiar? Are boundaries appropriate?)
- Is the **audience engaged** in the learning? Is everyone actively involved? Energy levels?
- **Teaching styles** (e.g. facilitating, didactic, presentational, group exercises?) Is the style adopted appropriate and inclusive?
- **Enthusiasm** (Of trainer? Of learners?)
- **Delivery** (Tone? Voice modulation? Pace? Clarity?)
- **Audience control** (Noise? Interruptions? Individuals? Groups?)
- Are **safety and comfort** levels maintained (Risk assessments?)?
- Are **assessment processes** appropriate, fair, valid and reliable?

Tutorials

These are formal feedback meetings between the trainer and a learner, or group of learners, in which performance, progress and any issues of common concern can be discussed. It is usual for tutorials to be held at the end of a period of learning, perhaps at the end of each week of a longer course or programme. They often also form part of the review and assessment process.

Tutorial guidance
Agree on the tutorial process in advance with all the learners and explain the reasoning behind it. Set an appointment schedule and ensure that each learner is aware of what time and where his or her tutorial will be held.

It is important that the chosen environment is comfortable, provides privacy and encourages learner(s) to express their views openly and with honesty. Let others know that you should not be disturbed, and turn off cell phones and ensure the room is available for the entire duration of the meetings.

It is a good idea to plan the sequence of discussion points in advance. All the subject matter and evidence that the trainer wishes to review should be prepared in a structured order and available within the meeting.

The trainer should begin the tutorial by outlining the points they will be covering, before giving the learner(s) the opportunity to highlight any issues or areas they would like to address. Go on to discuss the matters in a friendly, positive and relaxed manner. If possible, resolve any matters of concern and conclude the session with an agreed plan, or plans, of action.

After the meeting, prepare a written summary of what has been agreed and give a copy to the learner(s). This allows both the trainer and learner(s) to have a record of any action plans and the tutorial outcomes. This should offset any later misunderstandings and provides development evidence for inclusion within individual learner portfolios.

Summary

When delivering feedback, whether informally to learners or other trainers, or within the more formal setting of a tutorial, remember that most people like to be encouraged. They need to hear that they are making achievements and why.

It is a useful technique to commence any feedback session by letting the learner know what they are doing well, then highlight any areas where improvement is needed, explaining how this could accomplished, before concluding with a reaffirmation and positive endorsement of their achievements so far. This method, sometimes referred to as a 'praise sandwich', is an effective and constructive feedback technique that focuses on positive performance achievements while encouraging improvements.

Giving effective and constructive feedback is a skill that trainers need to master.

When used with proficiency and understanding, feedback can be an extremely powerful teaching tool that promotes a favourable, inclusive learning environment, motivating learners and encouraging them to learn more.

Section 9: Evaluating a training event

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

After completing this section, you 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.

A distinction should be drawn between assessment and evaluation. Assessment is the measure of how much a student has learned (e.g. through tests etc.), whereas training evaluation involves a judgement on the overall quality and value of the learning programme or session.

Whether the programme is long (comprising a number of modules), short (perhaps just a day or so in duration), or a single session of a few hours, it is essential that trainers evaluate their own performance and the effectiveness of their teaching.

Evaluation should be an ongoing process throughout the teaching cycle and will allow changes and/or improvements to be made as the event progresses, or in time for the next session.

Using feedback from others, peers and/or participants can greatly assist with the evaluation process.Feedback can be gathered in many ways, for example by using questionnaires, surveys, exam results, informal/formal discussions and staff appraisals to measure teaching effectiveness.

For training evaluation to be effective, a number of key questions will need to be answered:

- Did learners enjoy the experience? To what extent were their needs met?
- To what extent were the course aims and learning outcomes achieved by the teaching programme?
- How do learners intend to apply their newly gained knowledge and skills in their workplace?
- To what extent were learners able to apply their newly gained knowledge and skills in their workplace?
- What effect have the knowledge and skills learned during the training programme had within the workplace/on the organisation?
- To what extent were the organisation's needs met?

The Kirkpatrick Model

To assist with the evaluation of training, the Kirkpatrick Model (Kirkpatrick 1959) considers the value of any training event across four distinct levels: **reaction, learning, behaviour and results.**

Level 1: Reaction. This level establishes how participants found the overall learning experience – whether it was engaging, inclusive and relevant to their role or job.

This level deals with how the participants felt and what their personal reactions were. For example, did they enjoy the training? Did they consider it relevant and a good use of their time? Did they like the environment, venue, facilities, resources, teaching style and methodology? How do the participants envision the learning being practically applied in their workplace?

Level 1 evaluation is often carried out by way of 'feedback questionnaires' (commonly referred to as 'happy sheets') given out at the end of a teaching session. While this may provide an ideal opportunity to gather immediate responses, trainers should also be aware that participants may be pressed for time at the end of a session and therefore give less thoughtful responses instead of detailed and more accurate reflections of their learning experience.

It should be noted that the Kirkpatrick Model has been heavily criticised for some of the assumptions that it makes. One of these assumptions is that a positive reaction will be linked to learning. However, just because somebody has a positive reaction to a training event does not mean that they will learn anything; similarly, people can learn from experiences which they do not enjoy. Research shows that certain other factors that can be evaluated at the end of a training event are more significant. These include:

- Levels of 'self-efficacy', which means how confident people feel about being able to use what they have learned
- Perceptions about what has been useful
- How easy it will be to transfer the learning into their working environment

So while the 'happy sheet' is an important evaluation tool, more emphasis should be placed on finding answers to these three questions.

Nevertheless, it is still useful to gain information about the venue and teaching methodology in order to make future decisions about where to hold the event or whether it is necessary to redesign the training in some way.

Trainers may also obtain Level 1 feedback verbally or send learners a post-session questionnaire electronically shortly after the event.

Level 2: Learning. This is used to measure whether and to what extent the learners actually acquired the requisite level of knowledge, understanding and skills from the training. This level deals with what was actually learned compared to what was taught and the intended outcomes of that teaching. In other words, have the participants actually learned what we wanted then to learn?

Level 2 evaluations are often carried out by way of assessments or tests, either before or at the start of an event, and again at the end, or soon afterwards, thereby providing an end-of-session level that can be compared to the threshold standard established at the start of the programme.

Hard copy, electronic, online or interview-style assessments can all be utilised and for skills-based learning, although observations may be preferred. Whatever the method adopted, the evaluation must align to the course aims and learning outcomes in order to accurately reflect whether they have been achieved or not.

Level 2 evaluations can prove very accurate in assessing achievement of defined outcomes, and while generally requiring more thought and preparation than 'reaction' evaluations, they can still be relatively simple to set up. However, trainers should be aware that poorly designed 'learning' evaluations that are mapped out against unclear and ambiguous outcomes could prove costly, both in terms of the effort taken to prepare and also the time needed to analyse the results.

Level 1 and 2 evaluations are commonly conducted by the trainer and are likely to have a more immediate impact on session design, defining learning outcomes and the teaching methodology adopted.

Level 3: Behaviour. This level reviews to what extent learners have applied their newly gained knowledge and skills in their workplace. It asks if the new knowledge, skills and attitudes have a measurable effect on performance and whether there is any sustained change evident. This may show itself immediately or manifest itself some time (possibly months) after the training took place.

It is important to note here that while the Kirkpatrick Model suggests that learning leads to changes in behaviour, in reality this is much more questionable. People's behaviour is affected by a whole range of different factors, of which learning is just one. Social norms, poor supervision and restrictive operational practices may mean that people's behaviour does not change at all, despite having received the best training available.

To ensure that results remain valid and reliable, evaluations should be devised around relevant and specific key performance indicators and designed to limit the effect of subjective judgement by assessors. While recognised as an applicable indicator, learner's 'opinion' can be captured but also needs to be consistently measured.

Using random 'snapshot' assessments can also prove unreliable, since individuals change in different ways and at different times.

Behavioural evaluations are more difficult to quantify than 'reaction' and 'learning' and often utilise observation and individual interviews to compile data for examination. It can take considerable time to gather information, interpret results and assess the effect of any changes. As such, proficient interviewers, observers and analysts are essential contributors to the Level 3 process.

Although challenging and time consuming, accurately evaluating what effect a training programme has on performance within the workplace is arguably an essential part of any organisation's development. There is little point in collating excellent 'reaction' and 'learning' feedback if there is no provision for new knowledge and skills to be incorporated into daily routines, and if any consequential impact on organisational performance remains unknown.

Level 4: Results. This level considers the impact the training has had on organisational needs, performance and budgetary objectives. However, as with Level 3, it is almost impossible to draw any firm conclusions linking training with results, as these are affected by so many external factors, including, in this case, the passage of time.

Often the management systems and reporting processes within an organisation are already in place to capture information that is associated with organisational objectives. These can include complaints, quality ratings, achievement of standards, accreditations and growth, etc. The key to effective Level 4 evaluations is being able to identify which and to what extent performance indicators relate to and are influenced by the training. However, this can be eased somewhat by trainers identifying the relevance and linking particular session inputs to workplace settings with learners at the point of delivery.

By doing so, learners and ultimately their managers may be able to draw some conclusions about how learning has contributed to organisational performance. However, because of the problems of attributing causality, this must be done with caution.

Level 3 and 4 evaluations are generally carried out by management or external evaluation experts, although there will need to be some input from training staff. However, trainers need to be aware that such evaluations may be carried out and should think about how to facilitate this process in the design of their training and in record keeping.

ENTRi approach on evaluation of training activities

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

ENTRi project developed a comprehensive evaluation framework applicable for all training efforts offered under the ENTRi umbrella or elsewhere. All ENTRi training activities are evaluated under this evaluation framework to guarantee quality in training, sustainable use of resources and impact on the working environment in missions.

ENTRi project evaluation actions include:

- evaluation by participants with a post-course evaluation questionnaire;
- peer review by the partnering organization (narrative report and special form);
- assessment of the learning progress of individual participants in anonymous in- and out-tests;
- anonymous online after action review (six-month-post evaluation) to generate feedback on the relevance of the courses' content with regard to participants' working environment and duties in missions.

- occasional Training Impact Evaluation Mission (TIEM) to measure the impact of ENTRi training on participants and their working environment.

The main purposes of ENTRi evaluations are:

- To improve future training activities and projects through feedback of lessons learned;
- To provide a basis for accountability, including the provision of information to the donor, the public, and interested third parties.

To learn more about the ENTRi Evaluation Framework and download the evaluation tools, please visit: http://www.entriforccm.eu/resources/packages.html

Downloadable materials include:

Course Evaluation Form		
Description	**Level of Evaluation**	**Purpose**
★ Course evaluation sheets for trainees: Focus lies on how participants perceived the different trainers and modules (content and methodology), the overall organisation of the course (incl. logistics) and the facilities. ★ Course organisers are obliged to ask lecturers about how they perceived the training and are asked to note feedback comments in the course director's report. ★ Peer review by implementing partner organisation. ★ Course directors report.	Reaction	★ "General estimate of a particular course's success based upon the views of the participants." ★ Addresses the trainers' behaviour and the participants' experience. ★ Reflects participants' opinions ("customer satisfaction"). ★ Measure of feelings, not of actual learning.

In- and Out-Test

Description	Level of Evaluation	Purpose
★ Participants have to participate in two tests, one before and one after the ENTRi training course. The focus of the test is not on the individual performance of the respective trainee, but rather to verify the learning success.	Learning	★ Identification of principles, facts and techniques that were understood and absorbed by the participants (cognitive skills, knowledge).

6-Month Post Questionnaire

Description	Level of Evaluation	Purpose
★ The questionnaire serves to assess to what degree participants are able to apply the skills acquired in the training courses to their working life. In particular: the ability to integrate quickly into the mission environment, the ability to become agents of change within their organisation, and the ability to enable former participants to better contribute to the implementation of the respective mission mandate.	Behaviour	★ Estimation of training-related transfer of learning/knowledge to behaviour. ★ Feedback to those involved in (re-) designing programmes to meet future needs.

Training Impact Evaluation Mission (TIEM)

Description	Level of Evaluation	Purpose
★ Through qualitative interviews, TIEMs analyse the impact ENTRi pre-deployment and specialisation trainings had on: 1) capacity building, i.e. knowledge, skills, attitude, networks, 2) the use of capacity by the individual in a mission, 3) the impact of the individual using capacity built by ENTRi on his/her performance and in fulfilling the mission mandate.	Results	★ Estimation of impact of training-related behavioural change on organisation.

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