

February 4, 2013

Gifford Medical Center Conference Room
Randolph, VT

Training of Trainers

Taking Your Training to the Next Level by Enhancing
a Participant Focus and Demystifying Technology



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Welcome!

1. Activate Prior Training Experience – 9:00-9:15

- *Activated prior training experience around methodology, technology, participant energy, diverse learning styles, and LNRA's*
-

Learner Needs – What are your needs as a trainer?



- ❖ Looking at the signs posted on the wall, please **stand** under the one that most accurately reflects a training technique that you are **most** comfortable with. **Discuss** with others standing in that same spot.
- ❖ Now, looking at the signs posted on the wall behind you, please **stand** under the one that most accurately reflects a **challenge** for you as a trainer. **Discuss** with others standing in that same spot.
- ❖ Coming back to a full circle, what are some things that came up in your discussions? What did you notice in terms of the way we divided among the categories?

2. Review, modify and connect with achievable learning objectives – 9:15-9:30

- *Modified and connected to achievable learning objectives and laid a foundation for the day's learning*
-

Connecting with the Goals of Today's Training



- ❖ **Turn to** the Achievement-Based Learning Objectives, or the "**WHAT FOR**" listed on **page VI** of your toolkit.

- Take a few minutes to read over each learning objective, thinking... "**By the end of today's learning event, I will have...**"



- **Check one** learning objective that really speaks to your personal goals for the day.
- With a partner, **share** why you checked the learning objective you did.

Setting Our Group Norms: Ground Rules for Success



- ❖ **Review** the *Group Norms* we would like to hold throughout the day.
 - What are your ideas for how we can add to or modify these norms?

3. Build on our experience with the 6 Core Principles of Adult Learning as a foundation to successful learning and future training – 9:30-10:00

- *Reviewed, compared and discussed the 6 core learning principles*

Six Core Principles of Adult Learning

- ❖  **Listen and read along** as facilitators introduce the 6 Core Principles around what adults need in order to learn, and the theorists/practitioners behind these principles: **Malcom Knowles** and **Jane Vella**.

HOW ADULTS LEARN: 6 CORE PRINCIPLES

Malcolm Knowles

Respect: Teacher/facilitator actions show respect for the experience and knowledge adults bring and this is observed and/or felt by learners.

Immediacy: “How soon can I try this during the event and in my own setting?”

Relevance: Learners will learn faster and more permanently that which is significant to them and to their present lives.

Jane Vella

Safety: People need to feel safe enough to accept a challenge – hold the opposites!

Engagement: People learn more when they are actively involved, doing what they are learning – collaborating in the learning, not just listening.

Inclusion: Without inclusion, learners feel left out and the group gets fragmented. With inclusion, a learner is moved to collaborate and open to learning.

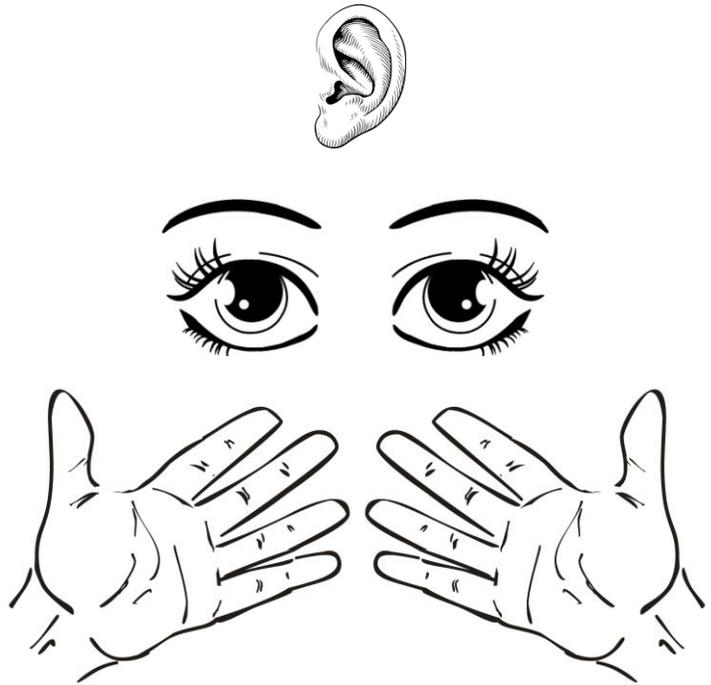
Global Learning Partners. *Dialogue Education™: Supporting Implementation of Evidence-Based Programs*. p 7, 2012. www.globalearning.com

THEORY ON RETENTION

20% OF WHAT WE HEAR

40% OF WHAT WE HEAR AND SEE

80% OF WHAT WE HEAR, SEE
AND DO



Global Learning Partners, from Knowles and Others. 2012. www.globalearning.com

 ❖ Now, **study** the diagram above as you **listen** to a lecturette on the *Theory of Retention*.

-   ❖ **Identify** and **move to** one of the six principles posted throughout the room that speaks to you. Try to distribute evenly among the principles.
- With others at your principle, **discuss** what this principle means to you in the context of training (either in design or participation) and **write** your thoughts on the principle sheet.



TIP:

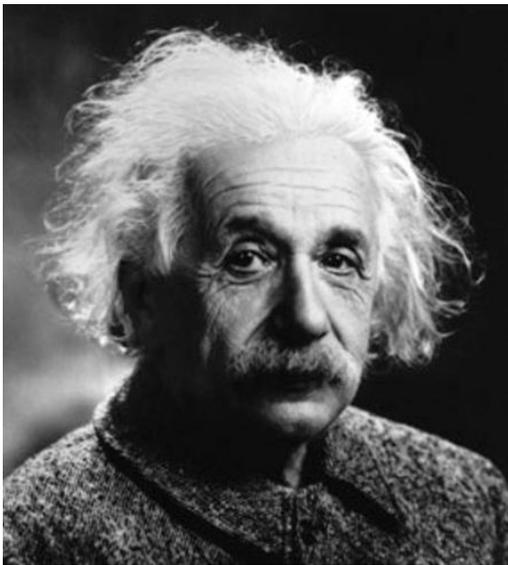
Try to keep these core principles in mind throughout the day. As a reminder of the fundamental role these principles play in our learning process, they will stay posted on the walls for your reference throughout the day

4. Dialogue Education™: The LEARNING-CENTERED Approach to Training Design and Facilitation – 10:00-10:40

- *Distinguished between Monologue and Dialogue, related this distinction to the continuum of effective adult learning, explored “Open Questions” as a tool for stimulating dialogue and steering the learning event towards “Learning-Centered.”*

Spectrum of Learning

- ❖ To yourselves, **read** the two brief stories below which describe a teacher-centered experience and a learner-entered experience. As you read each story, **underline** what seems to be “teacher-centered” and **circle** what might be “learner-centered.”
- ❖ When done, **link** with a new partner. **Review** and **discuss** the *Design and Learning Continuum* below. What is familiar? What is new?
 - As you discuss, **fill in the blank** “Learning-Centered” box between the Teacher-Centered and Learner-Centered boxes, writing what stands out about how a LEARNING-Centered approach is different.



*“I never teach my pupils.
I only attempt to provide
the conditions in which
they can learn.”*

~ Albert Einstein

Getting Centered on the Spectrum of Learning: DIALOGUE EDUCATION™

Teacher-Centered Story:

A senior staff person at a national-level organization is tasked with leading a series of workshops at regional field offices. She prepares thoroughly, creating a PowerPoint presentation in which she highlights research findings which she deems important for the field offices. During each presentation, she pauses occasionally to hear one or two people share their reaction to what she has presented. Sometimes she also finds a few minutes at the end for Q&A, and tries her best to answer the questions they pose.

Learning-Centered Approach:

Learner-Centered Story:

A pair of relatively young teachers has been invited to lead a workshop in another country with a team of staff from another organization. The two teachers have been studying a participatory approach and are very keen on making sure everyone in the group participates the whole time. On the first day they make their own personal introductions very brief. They decide not to mention their particular expertise in the topic because they think it will create distance between them and the group. Whenever a question is asked, the teachers bounce it back to the group. There is a vocal participant who seems to jump in and respond often. Throughout the day, they make sure everyone gets into pairs and trios, gets out of their seats, and uses sticky notes to put their ideas on the wall. By the end of the day, the walls are plastered with the group's ideas and the teachers feel good to see this.



Global Learning Partners. *Dialogue Education™: Supporting Implementation of Evidence-Based Programs*, p 10, 2012. www.globalearning.com

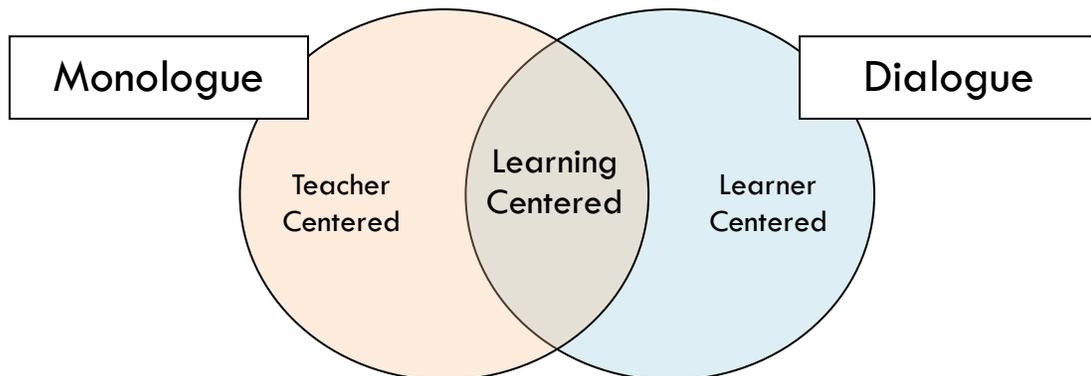
Design and Learning Continuum

Depending on the goals of your learning event, you may create an experience that relies on a variety of elements from this continuum.

Teacher-Centered	Learning-Centered	Learner-Centered
Activities designed for the <i>teacher</i> to do.	Activities are designed for the <i>learners</i> to do.	Activities are learner-driven (i.e. very little guidance from teacher).
Content and Design are based on teacher's priorities.	Content and design are influenced by the learners and their needs, and decided by the teacher.	Learners bring all of the content and decide on the priorities (i.e. teachers don't teach skills or knowledge beyond what learners bring or request).
Learning design and facilitation are structured by the teacher and not flexible.	Learning is structured and intentionally designed and facilitated by the teacher, but flexible enough to respond to learner needs.	The learners determine the structure of the learning event, with little or no input from the teacher.
Interactions are between the teacher and the learners (teacher to learner).	Interactions are multi-directional between teacher and learners, and among the learners (teacher to learner, learner to learner).	Learners interact among themselves with little or no input from teacher (learner to learner).
Teacher "covers" new content, usually by <i>telling</i> .	Teacher designs and facilitates learning tasks that have learners do something with the new content in order to learn it.	Learners decide what content to focus on and what they will do with the content to learn it, with little or no input from the teacher.
Learners are accountable to the teacher.	Learners and teacher are all accountable to themselves and one another.	Learners are accountable to themselves for what they establish as their learning.

Global Learning Partners. *Dialogue Education™: Supporting Implementation of Evidence-Based Programs*. p 11, 2012. www.globalearning.com

Defining Dialogue Education



How can we, as trainers, provide our learners with important content without relying heavily on the use of monologue and lecture?

- ❖ As we **read aloud** the following excerpt on **Dialogue Education™**, **reflect** on the concentric circles diagram and the question above:

Freirian pedagogy (art and science of teaching) is based on dialogic methods that help learners become full participants in their own education. It encompasses problem posing, building of critical consciousness, questioning the content and even the roles of teach/student (i.e. learners must be more than passive recipients of knowledge), and changing education from a passive process to one of empowerment.

By virtue of life experience, each person has something to contribute to the exploration of a given content area. In such a dialogue approach, the learner is also a teacher; the teacher is also a learner.

Dialogue can be encouraged in this learning-centered training design by using open questions, arranging work to be done in small groups or pairs, presenting new information and inviting participants to examine it, add to it, or change it based on their experiences and perspectives. Notice how this course is built on *structured* dialogue.

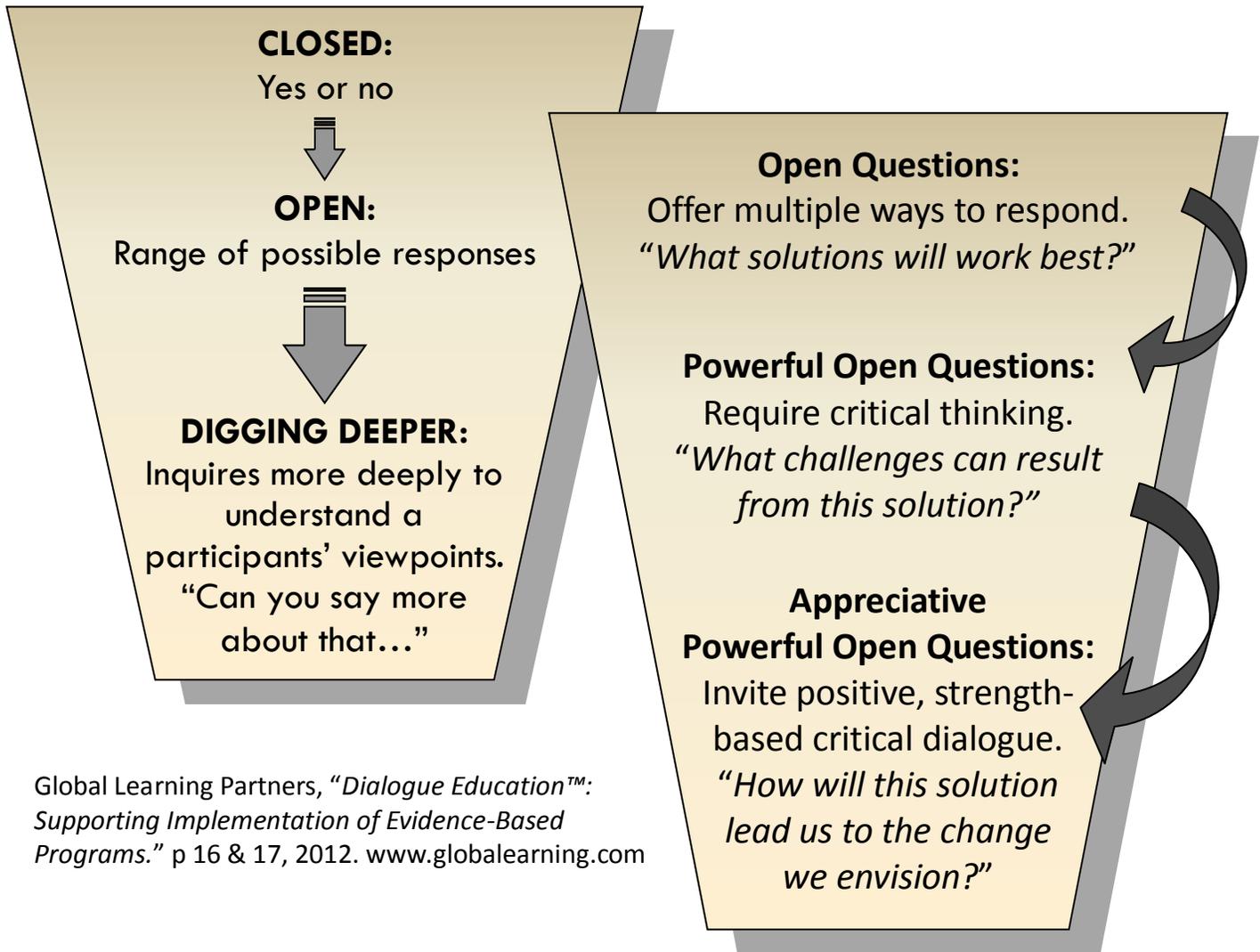
Global Learning Partners. *Dialogue Education™: Supporting Implementation of Evidence-Based Programs*. p 14, 2012. www.globalearning.com. From Bryner and Markova, *An Unused Intelligence*.

- ❖ Now, take another look at the question and diagram above. Quietly reflect on what this excerpt says about Dialogue Education™ and how it might connect with a LEARNING-CENTERED approach.

Exploring “Open Question” as a tool for Dialogue Education™

+ ❖ Take a few minutes on your own to examine the diagram below.

Designing Open Questions for Dialogue Education™



Global Learning Partners, “Dialogue Education™: Supporting Implementation of Evidence-Based Programs.” p 16 & 17, 2012. www.globalearning.com



TIP:

Open questions can be critical tools for maintaining a dialogue (versus a monologue) throughout your learning event – beginning with the planning process, all the way to the evaluation you conduct after the event is completed.

Remember, a dialogue demonstrates respect for your learners by keeping them engaged in the process and giving them opportunities to contribute to the content.

- ❖ Now, **brainstorm** about a regular, upcoming or potential training event.
 - **Select** one that seems most *relevant* and *immediate* to you today, and **write** it down on a large Post-It.

- ❖ Using the Open Questions diagram as a guide, **create** two open questions for a survey you might send out ahead of time to the participants of your selected learning event.
 - Try to think of questions that will help to narrow the focus of your event.

Open Question: _____

Open Question: _____

TIP:

Check out *Global Learning Partners'* "Open Question" resource in your appendix (pg C) for a list of ways to start open questions, and for further information on definitions and uses for open questions.



BREAK: 10:40-10:50

Coming back from the break...

- ❖ One by one, each participant will briefly **explain** his/her idea for an upcoming learning event. If you choose, also **share** one or two of the correlating open questions you came up with before the break.
 - **Consider** one another's ideas and **identify** a partnership or triad in which they will work for the majority of the day's activities.

5. Learning Needs and Resource Assessment – 11:00-12:15

- *Reviewed the importance and function of LNRA's and practice using technology as an LNRA tool.*

LNRA: Respecting and building upon preexisting knowledge

- ❖ Please **read silently** the description on Learning Needs and Resources Assessments (or LNRA's) below. **Circle** what is familiar to you and **underline** what is new.



Learning Needs and Resource Assessment

Doing an adequate Learning Needs and Resource Assessment (LNRA) is an essential component of designing relevant and accountable learning. In conducting and LNRA, you are looking not only for the learners' needs and expectations for your event, but also what they can contribute from their life experience and expertise that can serve as resources for each others' learning. You can conduct and LNRA in three ways:

ASK: 3-5 "Open Questions" about their prior learning, current work, successes/challenges with the topic, their opinion of your course outline, what they want to learn, etc. either in person, by phone/email, or via web-based survey.

STUDY: Reports, evaluations, websites, previous workshop designs and feedback forms, guide books, maps, etc.

OBSERVE: The learners' situation, workplace, community, household, environment, etc...

An LNRA can be done before you start designing, or as research to customize the design and facilitation of an existing workshop. Conducting and LNRA honors the fact that while people may register for the same program, they all come with different experiences and expectations. It can also give you the confidence that the group can serve as resources for each other; and/or identify where you may need to provide supplemental information and support.

Global Learning Partners. p 19, 2012. From Vella, J. *Learning to Listen, Learning to Teach: The Power of Dialogue Education in Educating Adults*, Revised Edition.

❖ With your workgroups, **discuss** what you have circled and underlined.

 ❖ Now, consider the audience for the training event you've identified. Using the LNRA worksheet in your toolkit, **determine** a focused title for your event and **write** it at the top of your LNRA worksheet.



➤ **Share** with your group the open survey questions you created earlier and **work together** to make them as effective as possible.

➤ **Ask** yourselves, "What do we want to know about our participants ahead of time, and what is the best way to get that information using open questions?" and **write** your modified survey questions in the ASK portion of your LNRA worksheet below.

▪ Use Global Learning Partners' resources for LNRAs in the appendix if you get stuck (pg D-E).

 ❖ **Brainstorm** what else you might ask, study and observe. As you do so, **jot down** your ideas using the LNRA worksheet as a guide.

LNRA WORKSHEET

TITLE: _____

ASK: Who will I ask? What will I ask? How will I ask it?

Who:

What:

How:

STUDY: What might I study?

OBSERVE: What might I observe?

Making Use of Technology for Efficiency in Our LNRA's



- ❖ PRACTICE: At computer stations in your groups, **follow along** as trainers walk through using Survey Monkey as a survey tool.

» Go To:

http://www.surveymonkey.com/QuestionBuilder_Examples.aspx



- ❖ Now that you have walked through Survey Monkey's question guide, **follow along** on your laptops as we **explore** the "Collect" and "Analyze" portions of Survey Monkey.
- ❖ In your groups, **choose** 4-6 questions, and try to format them using Survey Monkey based on your completed LNRA Worksheet.
 - Trainers will be walking around and be sure to check in with each group.
- ❖ Now, **try** emailing the survey to each member of the group.
 - This will allow you to practice "Collecting Responses" while also providing you each with the example survey you created as the ASK portion of an LNRA.

TIP:

Check out *Global Learning Partners'* "Three Steps for Creating Learning Needs and Resource Assessments Questions" in your appendix, (pg E). This is a great tool for getting you started once you have a training idea in mind.



- ❖ Finally, popcorn around the room to hear responses from each group to the following question: **Knowing what you know now, how might you utilize Survey Monkey for an LNRA in a future training?**



6. Revisit and reinforce the importance of 6 Core Learning Principles – 12:15-12:30

- *Applied understanding of the 6 Core Learning Principles to the purpose and importance of using an LNRA when designing a training.*

LNRA's reinforce 6 Core Principles of Adult Learning

- ❖ Please **move** again to one of the 6 principles (still posted around the room) that you have not yet visited/commented on.



- ❖ **Discuss** your thoughts about the following question:

- **How can conducting an LNRA aid in addressing the principle in front of you?**
- **Write** your responses on the principle sheet.

Preparing to Come Back

Turn to the *8 Steps of This Design* at the beginning of the participant toolkit, and find the WHAT step (pg VI). **Check off** what we have already accomplished and **list** what we will explore after lunch.

LUNCH: 12:30-1:30

Re-Grounding Our Training Practice



- ❖ **Write down** your favorite training method (PowerPoint, Lecture, etc.).

TIP:

Dialogue Education values intentionality throughout the planning and design process. Respecting your audience, appealing to diverse learning styles, incorporating diverse methodologies, and maintaining energy levels are all inevitable bi-products/results of careful planning.

Trainers often do what is comfortable for them. But is this what is best for participants? Consider that how you plan makes a significant difference on what your participants will learn.



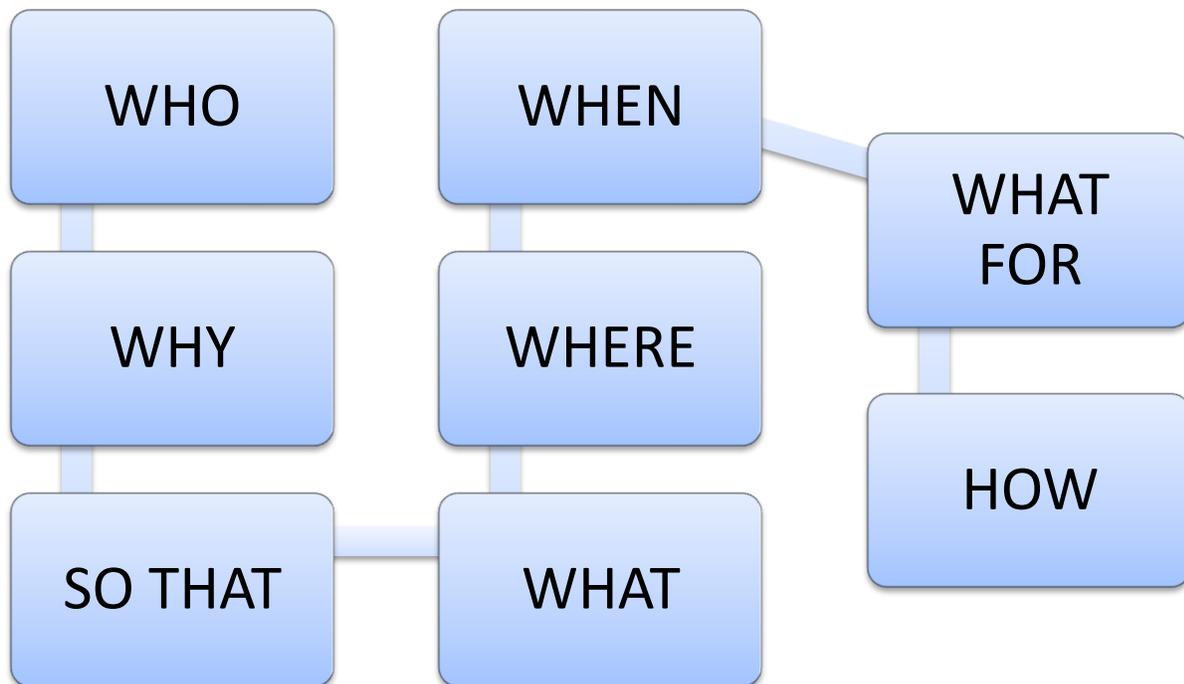
7. 8 Steps of Design Framework – 1:40-2:25

- Studied the 8 Steps of Design Framework, reviewed a completed example of these 8 steps, and composed a basic design framework for a potential training event.

Using the 8 Steps of Design Framework to Plan an Engaging Learning Event

- ❖ Listen to a lecturette on *the 8 Steps of Design Framework*. Follow along with the descriptions below, and refer to the completed design developed by your trainers for today's event.
 - PARTICIPANT NOTE: Our completed design is provided at the beginning of your toolkit as a resource and reference guide.

8 Steps of Design are iterative and interrelated.



TIP:

The *8 Steps of Design Framework* is a great tool for guiding you through the planning and design process. However, **it is not linear!**

Keep in mind that the process is very adaptable and will likely be different depending on what information and resources you have access to leading up to your learning event.

The Eight Steps of Design[©]

WHO? THE LEARNERS AND THE LEADERS

Describe: A deep understanding of the participants, facilitators and other important involved persons or groups.

Ask: Who needs to be here to respond to the WHY?

WHY? THE CURRENT SITUATION

Describe: The reason and rationale and/or the situation that calls for the event.

Ask: Who needs what, as defined by whom?

SO THAT? THE ANTICIPATED CHANGES

Describe: What will change as a result of the learning?

Ask: What difference do we hope and expect this will make?

WHEN? TIME AND TIMING

Describe: Address, directions, meeting space(s), room setup, materials, etc.

Ask: What do I know about the location that will make a difference in the learning design?

WHERE? PLACE AND SPACE

Describe: Date, time, total amount of learning time, meals and breaks, etc.

Ask: What should I consider about the timing of this event to best engage the learners in the topic?

WHAT? THE CONTENT

Describe: Carefully selected content to be learned, including knowledge, skills and attitudes (perspectives)

Ask: What is priority content? What sequence would feel most natural to the learners?

WHAT FOR? ACHIEVEMENT-BASED LEARNING OBJECTIVES

Describe: The achievement-based learning objectives, using specific, verifiable verbs; what learners will do with the content to learn it (*TIP: Refer to Blooms Revised Taxonomy for verifiable verbs, pg G)

Ask: What should the participants have to do to decide during the learning event to demonstrate they know the content?

HOW? STRUCTURED, SEQUENCED LEARNING TASKS

Describe: A guide for the facilitation of learning exercises, all the learning tasks, instructions for learners (*TIP: Use the 4-A model!)

Ask: What are the most engaging and meaningful ways for learners to learn the needed knowledge, skills and attitudes to maximize the desired change?

Global Learning Partners. 2012. www.globallearningpartners.com

- ❖  Using the topic you chose earlier today to complete your LNRA worksheets, work as a group to **fill in** the first 7 steps of the design framework.
 - PARTICIPANT NOTE: Those not typing can follow along by taking notes on the blank **Steps of Design Worksheet** in your Appendix (pg I)
 - Trainers will be walking around to answer any questions and/or offer assistance with designs.
- ❖  **Save** this document to the desktop of your computers. Then **email** the document to each member of your workgroup so all can refer to it as a resource in planning for future events.

8. Matching Training Methodologies with Diverse Learning Styles – 2:25-2:45

- *Explored and personally connected with the diverse learning styles of “thinkers,” “feelers,” “doers” and “observers.”*

Four Categories of Diverse Learning Styles: An important consideration for planning and design

- ❖ As we **read aloud, follow along** with the “Four Categories of Learning Experiences or Styles” definitions below. (5 min)

Four Categories of Learning Experiences or Styles



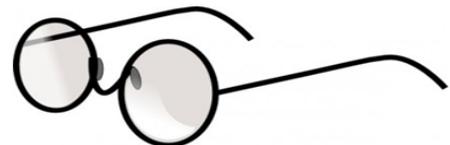
Doer: Likes to be actively involved in the learning process, wants to know how he or she will apply learning in the real world, likes information presented clearly and concisely.

Feeler: People-oriented, expressive, focuses on feelings and emotions, thrives in open, unstructured learning environment.

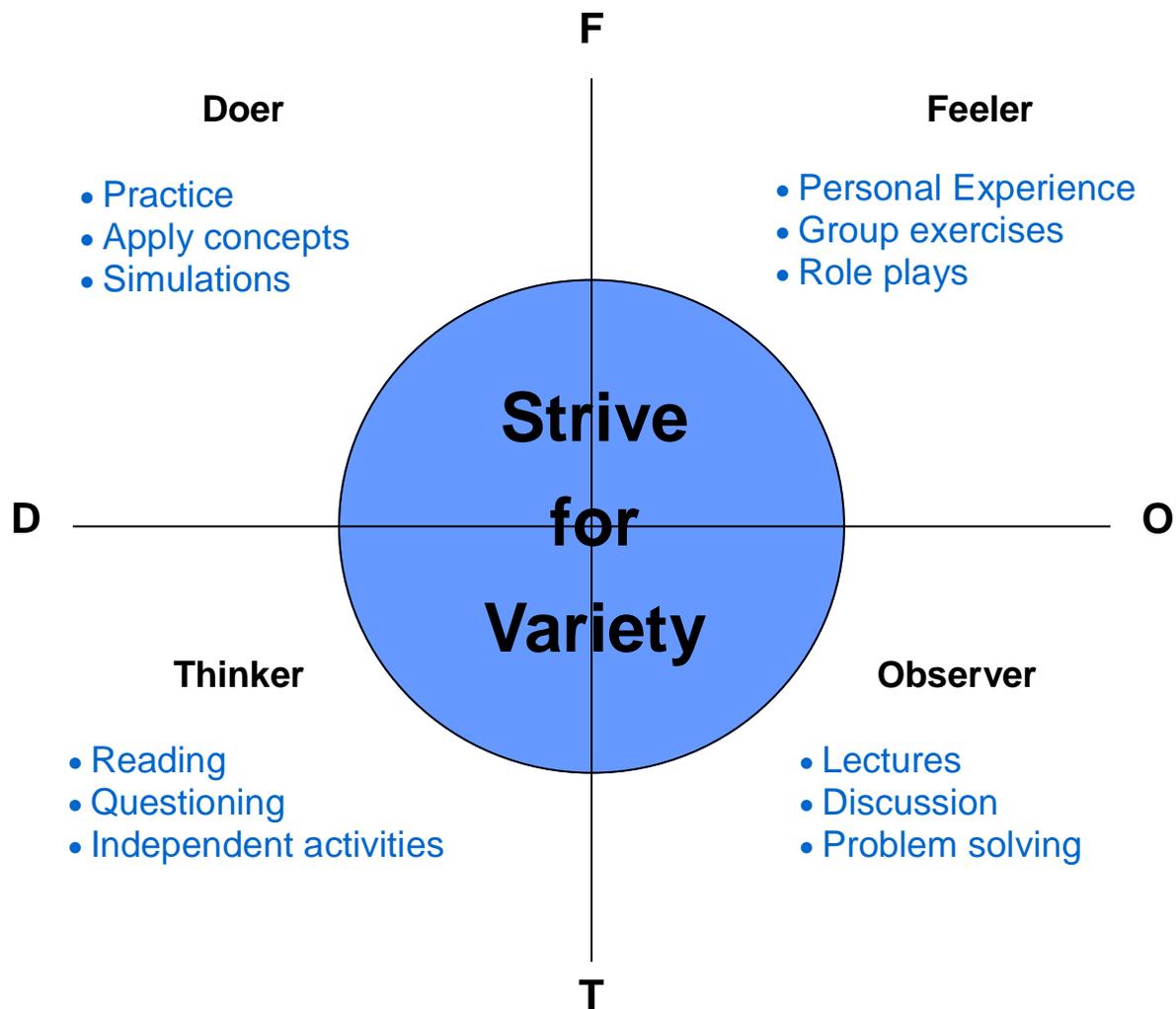


Thinker: Relies on logic and reason, likes to share ideas and concepts, analyzes and evaluates, enjoys independent work.

Observer: Likes to watch and listen, tends to be reserved, will take his or her time before participating, thrives on learning through discovery.



Adapted from Lawson, K., *The Trainer's Handbook*, 1998, San Francisco, CA: Jossey-Bass.



Adapted from Lawson, K., *The Trainer's Handbook*, 1998, San Francisco, CA: Jossey-Bass.

- ❖ Once you have an idea of where your learning style puts you in the “Four Categories of Learning Styles/Experiences” diagram, please **map yourself** (or stand in this location) on the life-sized diagram on our floor.
- ❖ As you **listen** to other learners express their comfort and needs with different learning styles, **take notes** on your *Diverse Learning Styles Diagram* to remind you of what you might incorporate in future trainings.

BREAK: 2:45-3:00

9. How to Design the “HOW” (3:00-4:00)

- Found out more information about the 4-A Learning Task model as a means of creating the “HOW” in a design plan, located 4-A’s throughout today’s learning-centered design, constructed one learning task using the 4-A’s as a guide, and incorporated methods from the “Instructional Methods” resource.

Getting to Know the 4-A Learning Task Model

- ❖ Listen to this lecturette on the 4-A Learning Task Model as a great tool for organizing the “HOW” or the design of your learning event.
- As you listen, read along with the descriptions and images below.

4-A Learning Task Model

Use the **4-A Model** to create the **HOW** portion of your 8 Steps of Design. With this model, you can design **learning tasks** that guide your learners **to achieve the objectives** of your event.

In the **Dialogue Education™** approach, each learning task is written out and shared with the learners (in a binder, on a screen, on flipcharts...). By keeping the learning process transparent, you continue to ensure that the **6 Core Adult Learning Principles** are being met.



ANCHOR: A task that has the learner access their own prior knowledge or experience with the topic/content/similar experience/feelings (i.e. “describe your best learning experience...”)



ADD: A task that has the learner hear/see/experience a substantive new piece of content (i.e. information, research, theory, skill)



APPLY: A task that has the learner do something – there and then – with the new content (i.e. practice questions, build it, apply it to case studies, etc.)



AWAY: A task that connects the new learning back to the life of the learner and the learning’s future use (i.e. action plans, commitments, future project)

Global Learning Partners. 2012. www.globallearningpartners.com

- ❖ Now, with your workgroups, spend some time **looking through** our training design as outlined in your toolkit, **locating** the *Anchor, Add, Apply, Away* images throughout.
 - **Comment** on how the various “A’s” are being represented.

- ❖ Now, **study** the Learning Task assigned to your workgroup.
 - **Discuss** why the components of the learning task might be labeled as either an “Anchor,” “Add,” “Apply” or “Away.”

- ❖ Still in your workgroups, turn to learning Task # 8 above (“Matching Training Methodologies with Diverse Learning Styles”)
 - Work together to **label** the various components of this learning task with the 4-A’s.
 - **HINT:** All 4 of the A’s are represented in Learning Task #8!

Applying the 4-A Model to Your Own Design Work

- ❖ **Try** creating your own learning task, using the 4-A Model to design a task that will achieve one learning objective.

- **Identify** a title for your learning task, **define** the Achievable learning Objective that will be accomplished as a result of this task, then **get into designing** the content of the task.
 - Use the **WHAT – WHAT FOR – HOW** worksheet on the next page as a guide, and the **Instructional Methods** resource in your appendix (pg K-O) to help select diverse activities.

TIP:

Design each learning task to fulfill one of your Achievement-Based Learning Objectives (the WHAT FOR?). Generally, a learning task requires at least an ADD and APPLY step. Try for at least the first three in a learning task, and all four throughout a short workshop or class.

Also, try considering the WHAT?, or the knowledge, skills and attitude effected with each learning task.



- ❖ On flip chart paper, use a graphic image to **organize your group’s thoughts** on the following OPEN QUESTION:

- In what ways can the 4-A Model help you build the HOW in a way that is “learning-centered” and inclusive of diverse learning styles?
 - *How will learners “ANCHOR” the content into their lives?*
 - *How will you “ADD” new information to what participants already know?*
 - *What’s the most engaging and relevant way to help learners “APPLY” the content so they know they know it?*
 - *How will they show they are prepared to take their learning “AWAY”?*

10. SYNTHESIS AND CLOSING – 4:00-4:30

- *Synthesized the day's learning through deep questioning, discussion, sharing and documentation the diverse learning outcomes of all participants.*

World Café: Synthesizing old, new, individual and group knowledge (30 min)



- ❖ Weave your prior training experience with new thoughts on Dialogue Education, by discussing the following Open Questions:

OPEN QUESTIONS FOR SYNTHESIS:

