

Learning and Facilitation Skills

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Training goal



The purpose of the training is to increase trainers' **knowledge and skills** on the **active learning** strategies needed to effectively communicate

Training objectives

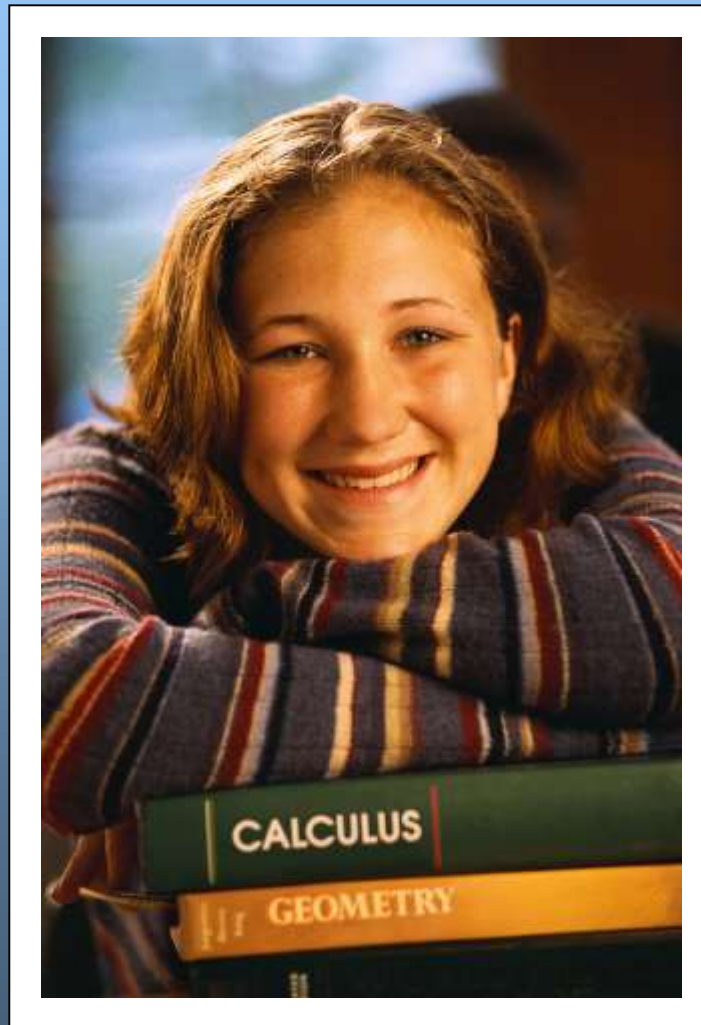


At the end of this workshop, you will be able to:

Understand the concepts of active learning

1. **Demonstrate one training strategy** (in addition to lecturing using PowerPoint) that will work with your participants
2. **Attract** participants and **encourage** their attendance
3. Create the **proper environment** and select materials for your training

Principles of Active Learning



Telling vs. teaching (I)

Telling only

Does not require an active audience.



Teaching

Requires an active role by the person who learns.

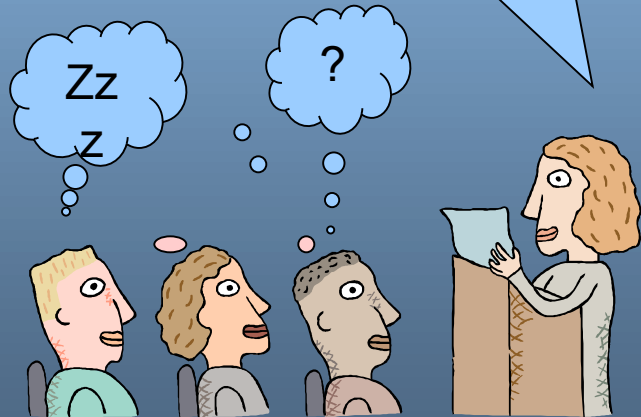




Telling vs. teaching (II)

Telling only Unidirectional

Blah blah blah...and
more blah blah...



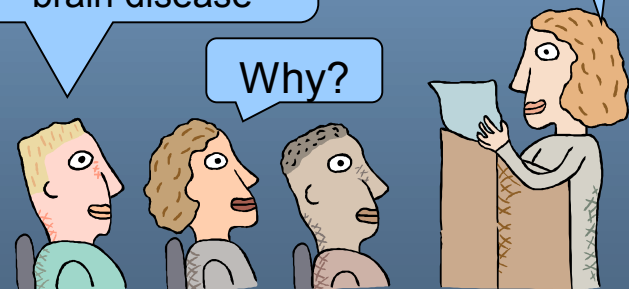
Teaching Bidirectional

Can somebody
tell me what
addiction is?

Let's use
some
examples

Addiction is a
brain disease

Why?



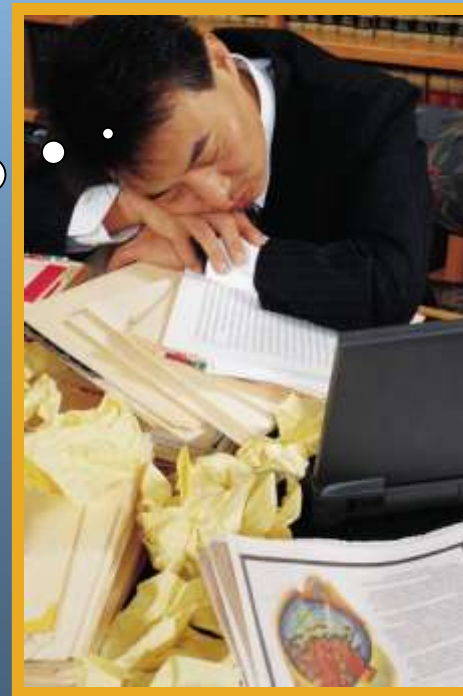
What is active learning?

- **Active process** of information and/or skills exchange from the trainer to the participants, and the
- **Processing, understanding, and connecting** of the new information/skills with previous knowledge by participants.

Active learning requires mental and physical participation!

Activity 1: Reflection

- Think about the **WORST** presentation that you have attended.
- Share with the rest of the group why that presentation didn't work.



Activity 2: Brainstorming



Having that “poor” presentation in mind:
What kind of things would you do differently?



Remember there are no good or bad
answers!

Active learning: Participants' role

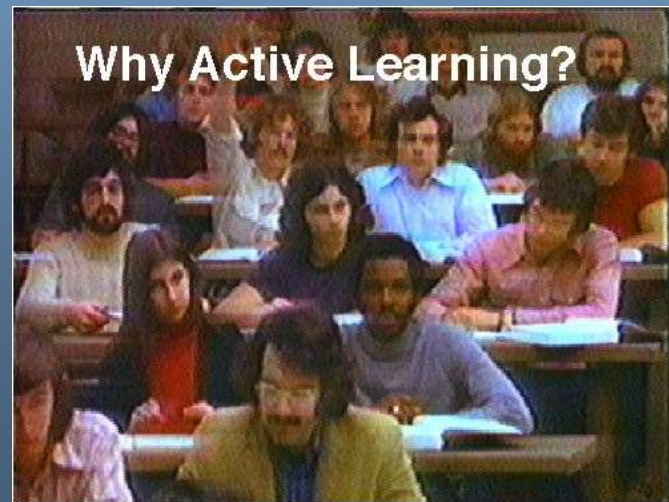
Active learning requires that participants:

- Acquire new knowledge and skills
- Solve problems during the training
- Demonstrate their understanding
- Apply their knowledge and skills



How to produce active learning (1)

- Include content that connects with your participants' previous knowledge
- Include content / activities that are applicable
- Explain content with examples, images, situations, etc.



How to produce active learning (2)

- Include activities that are useful
- Make learning a fun experience
- Encourage participation
- Answer questions



Training Techniques

Icebreakers (1)



- Adult learners appreciate an open, comfortable learning environment.
- Motivate participants at the beginning of a training session by introducing a **fun** exercise that requires them to **interact**.

Do not spend too much time on icebreakers!
(recommended time about 10 minutes)

Icebreakers (2)



Introduce Myself:

Participants introduce themselves and tell why they are taking this training. Participants may also say their occupation, home town, favorite television show or singer, or the best book they read lately.

About My Name:

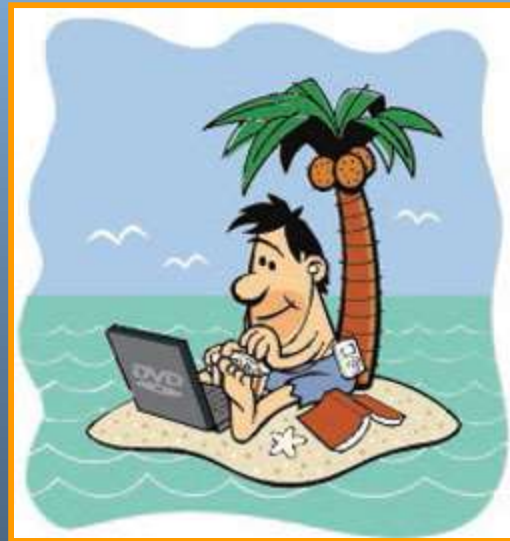
Trainees introduce themselves and explain why they were given their name (they were born on a particular day, their mother wanted to name them after her great grandmother, etc.).



Ice breakers (4)



If you had to move to an uninhabited island,
what **3** things
would you take with you and why?



(food and water are provided)

Energisers

After lunch or late in the afternoon, participants may become lethargic and unmotivated.

Revitalise their energy with a **brief fun activity** (either physical or not) that gets learning moving!



Techniques used

- ✓ Brainstorming
- ✓ Case Study
- ✓ Comment Cards
- ✓ Demonstration
- ✓ Drawing / illustration
- ✓ Energiser
- ✓ Gallery walk
- ✓ Group Feedback
- ✓ Observation & Feedback
- ✓ Reflection
- ✓ Role-playing
- ✓ Rotating Roles
- ✓ Silent or Out-Loud Reading
- ✓ Story Telling

Brainstorming



- Give participants a topic or a question.
- Ask them to think about as many items related to the topic or question that they can.
- Write down all their responses (no wrong answers).
- Guide learners to determine the best ideas presented.



Case study

This technique provides participants with a description of an event, incident, or situation related to the subject under discussion.

Participants **analyse** the case and **report** their findings to the entire group.



Comment cards for shy participants

- Hand out cards to all participants at the beginning of the session.
- Participants can write comments on the cards and hand them to the trainer at any time.
- Address the questions / concerns with the group or privately, if necessary.



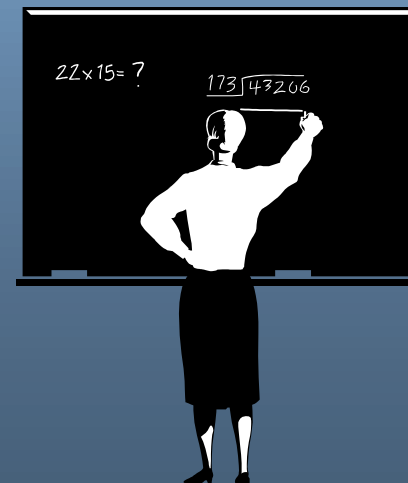
Demonstration

Ask participants to practise a new skill by **showing what they have learned** to the rest of the group. Such demonstrations allow learners to “try out” new learning.



Drawing / illustration

Some participants learn best through visual activities. Consider **illustrating a concept** through a drawing rather than explaining it in words, or ask participants for a volunteer who could illustrate what you have verbally taught in a drawing.



Gallery walk

- Post items for participants to review around the training room.
- Participants walk around the room reviewing the displayed items or answering a question.
- Ask participants to record their observations or answers for each item.
- Have participants complete an activity at each stop, or contribute to each item in some way.
- Reconvene and discuss.



Group Feedback

- After a demonstration or observation (role-playing, video), ask for feedback.
- Feedback **should not be judgemental** or negative about other participants' performances.
- Feedback helps participants recognise their **strengths** as well as **areas needing improvement**.



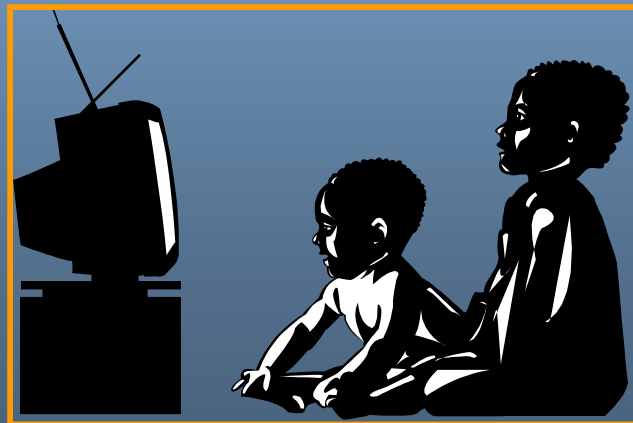
Profile Cards: Mini case studies

- Pass out the case studies to groups.
- Allow time for discussion and analysis.
- Reconvene to discuss what they have found.



Observation

- Participants observe an activity.
- Once the activity is concluded, they provide feedback on positive and negative behaviors.



Reflection (1)

- Reflection allows participants to stop and think about what they have experienced.
- Reflection helps participants synthesise new material and connect it to their own experiences.



Reflection (2)

Ways to encourage reflection:

Give participants specific questions to consider, and have them:

- Write down their thoughts
- Discuss what they have learned with other participants
- Illustrate what they have learned in a drawing
- Make a plan on how to apply the new skills or knowledge

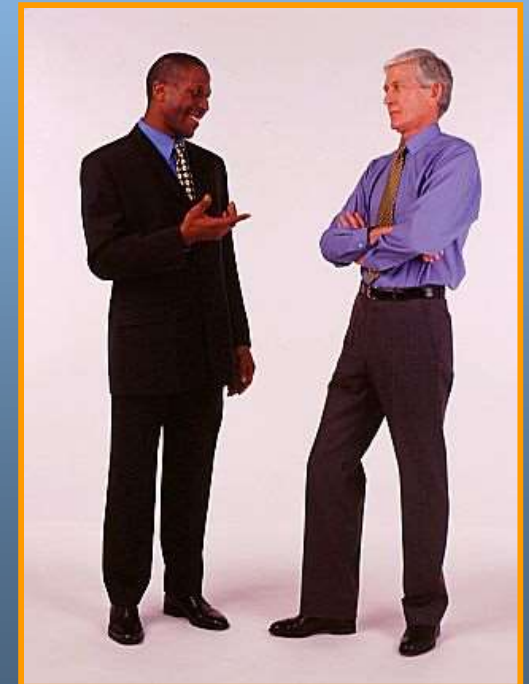


Reflection helps participants synthesise new material and connect it to their own experiences.

Role Playing:

One person plays the role of the Manager and another person plays the role of the client.

The group observes and provides feedback on their performance.



Silent or Out-Loud Reading

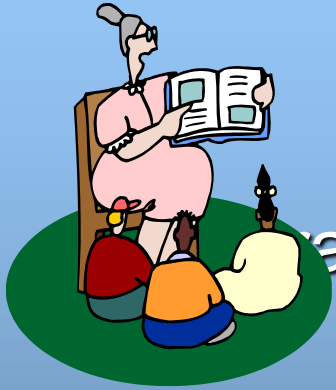
Some people can learn best by reading text.

Consider incorporating brief periods of silent or out-loud reading into your trainings.



Make reading fun and encourage active reading by providing a means for participants to interact with the text (e.g., graphic organizers, questions to answer, or space for note-taking).

Storytelling (1)



Narrate a story.

It could be personal, fictional, a fable, an allegory, a fable, etc.

Use the story as a way to open a discussion, engage participants, share experiences, pose and / or solve problems, and aid understanding.

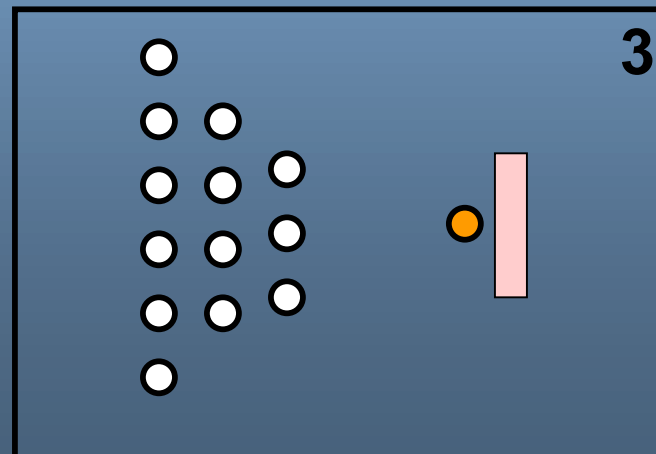
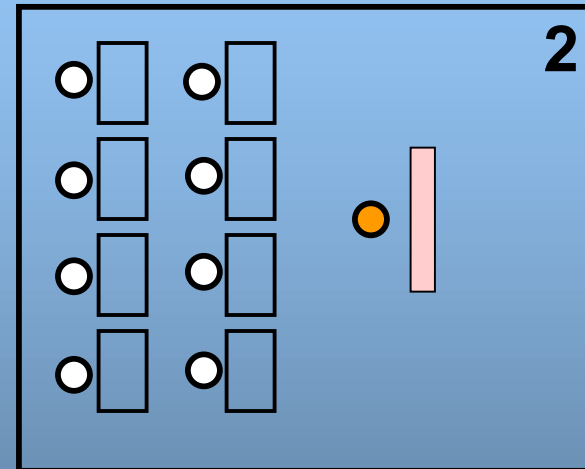
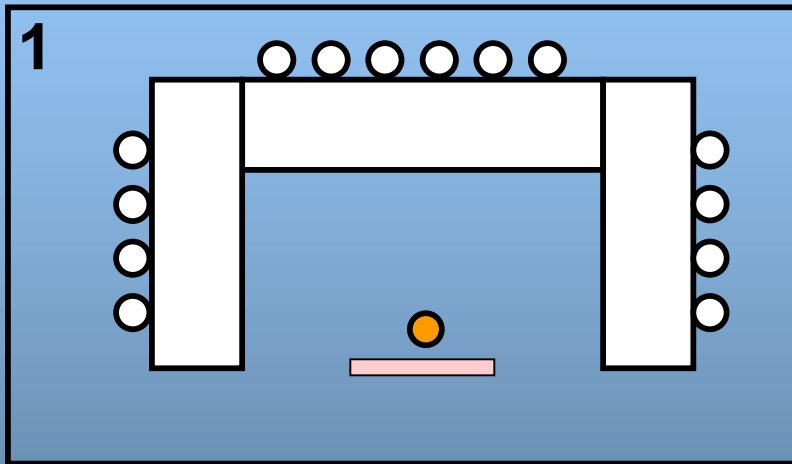


Create the Proper Environment

The training room

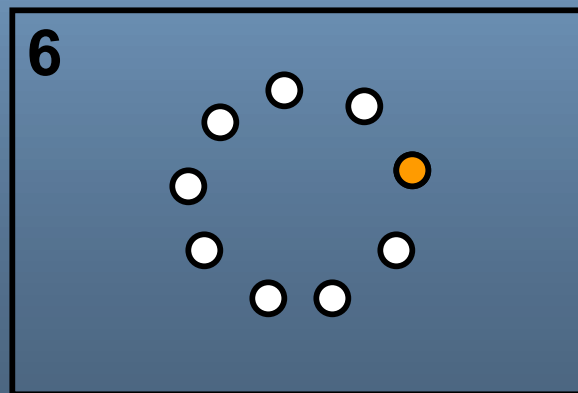
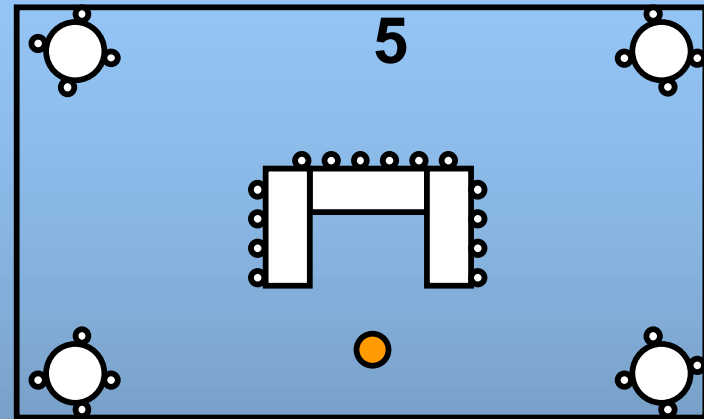
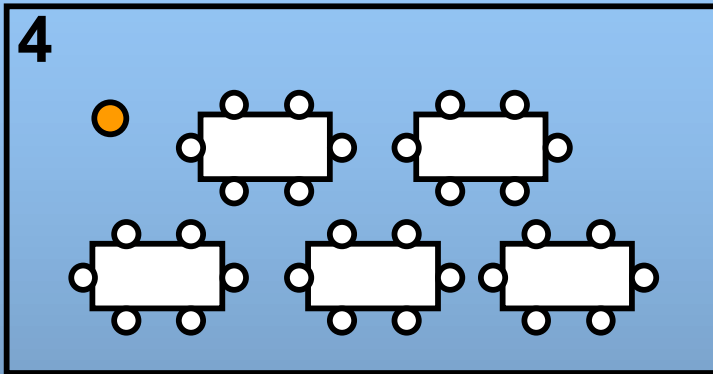
- Room temperature, light, noise, etc.
- Sitting arrangements
- Audiovisual
- Resources
- Materials
- Water, tea, coffee, & snacks
- W.C. locations

The training room: Seating arrangements for a lecture



- = Trainer
- = Participants

The training room: Seating arrangements for working groups



Know your materials!

- Review the module content and Leader's Guide or Manual
- Resources needed for the training
- Logistics
- Timeframe
- Pre-post assessments

Know your audience! (1)



Adapt the training activities to the number, knowledge/skills, and culture of the training participants.



Know your audience! (2)



How to assess participants' previous knowledge:

- Pre-assessment on-the-spot
- Ask questions



Reduce anxiety among participants!

- The assessment evaluates the effectiveness of the training, not the individual's knowledge
- Assessments are completely confidential

Required materials

- Agenda
- Leader's guide
- Participant's workbooks
- Presentation (audiovisual or paper)
- Sign-in sheets
- Pre-post assessments
- Training satisfaction survey



Recommended materials

- White board and markers
- Projector
- Laptop or desktop computer
- Name tags
- Certificates of completion
- Water, tea, coffee, snacks, etc.



Logistics

Take care of issues such as:

- Participants' transportation needs
- Directions to the training center & room
- Posting signs for the training
- Getting your participants' contact information to send certificates, follow-up forms, etc.
- Getting directions to W.C. (toilets)

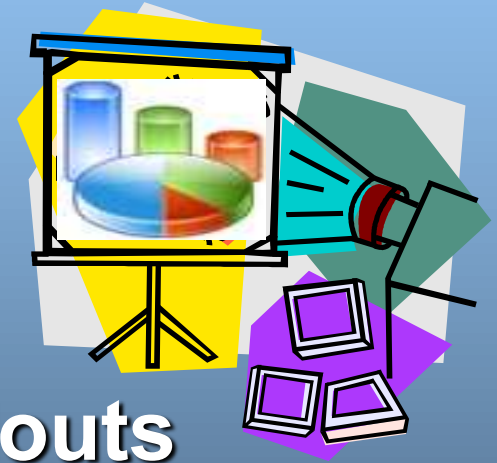
How to use PowerPoint presentations



What is PowerPoint (PP)?



- Microsoft computer software program
- Lecture and presentations
- A group of slides
- Laptop, projector, & screen
- Printed slides, notes, & handouts



How to prepare presentations in PP

- Projector or paper
- Use the instructions in the Leader's Guide or Manual
- Adapt and translate the slides
- Rehearse several times



Tips for effectively presenting in PP (1)

- Use participants' names
- Face participants
- Be aware of your timing: Stay on schedule
- Use the power of your voice
- Use non-verbal communication
- Use examples as much as you can



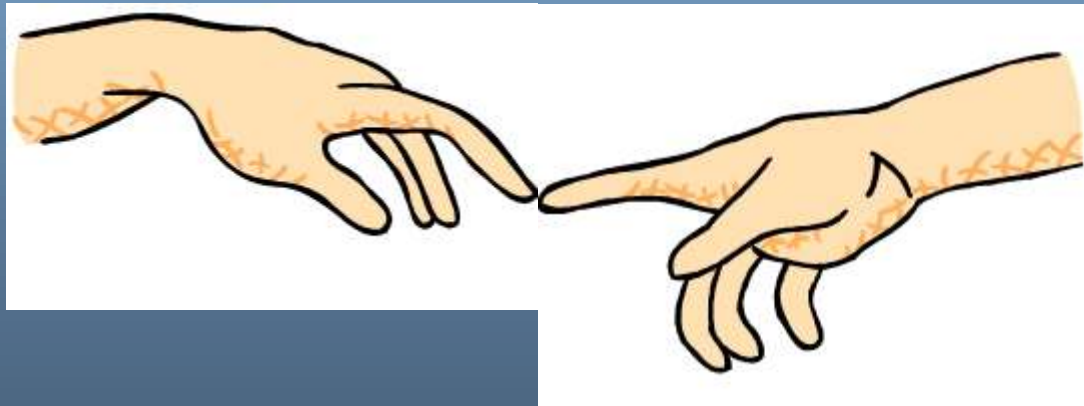
Tips for effectively presenting in PP (2)

- Avoid simply reading the slides
- Establish continuous eye contact
- Refer to the pictures, graphics, & figures
- Be aware of participants' non-verbal signs
- Encourage participation: questions, comments, examples, feedback, etc.



How to use the slides (3)

1. Go straight to the point
2. Make it easy
3. Connect with participants!



What is in the slides? (1)

Structure of the presentations:

- Introductory slides
- Pre-assessment
- Training goals
- Workshop objectives
- Content with examples, pictures, graphics, & figures



Continued

What is in the slides? (2)

Structure of the presentations:

- Case studies
- Learning activities
- Questions and comments
- Post-assessment
- Thank you for your time!



During the Training

Once participants are present (1)

1. Welcome participants and introduce yourself.
2. Distribute name tags.
3. Ask participants to complete the pre-assessment. Allow about 10-15 minutes to complete this task.
4. Collect pre-assessments.

Once participants are present (2)

4. Explain your role in this training and your experience in substance abuse treatment.
5. Ask participants to introduce themselves (if 20 participants or less)
6. Present the agenda (handouts)
7. Start the training

Once the training is over (1)

1. Make sure you answer all participants' questions
2. Ask participants to complete the Training Satisfaction Survey
3. Ask participants to complete the post-assessment
4. Collect surveys and post-assessment forms
5. Provide your contact information and a follow-up plan for questions
6. **Thank participants** for their time

Questions and Comments ?

