TRAINING VOLUNTEERS: BEYOND THE BASICS

WADV CONFERENCE WORKSHOP

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TRAINING SESSION OBJECTIVES

UPON COMPLETING THIS TRAINING SESSION PARTICIPANTS SHOULD BE ABLE
TO:

1)   GAIN AN OVERVIEW OF ADULT LEARNING THEORIES.

2)   BECOME FAMILIAR WITH DIFFERENT LEARNING STYLES.

3)   IDENTIFY THEIR PREFERENCE FOR CERTAIN TRAINING TECHNIQUES.

4)   DEVELOP SPECIFIC GOALS AND OBJECTIVES FOR THEIR TRAINING
     SESSIONS.

5)   CHOOSE THE MOST EFFECTIVE PRESENTATION TECHNIQUES TO ACHIEVE
     GIVEN OBJECTIVES.

6)   GAIN AN UNDERSTANDING OF HOW VARIOUS AUDIO AND VISUAL AIDS
     ARE USEFUL IN ENHANCING PRESENTATIONS.

7)   ACQUIRE SOME PRACTICAL TIPS FOR IMPROVING PRESENTATIONS AND
     TRAINING SESSIONS TO VOLUNTEERS.

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I SEVEN PRINCIPLES OF TRAINING ADULTS

1.   The learners should feel a need to learn.

2.   The total training environment should be physically comfortable; everyone should have mutual trust and respect, mutual happiness, freedom of expression, and acceptance of differences among each other.

3.   The learners should perceive the training goals to be their goals.

4.   The learners should accept part of the responsibility for planning and operating the training (therefore, they will feel committed to it).

5.   Each learner should participate actively in the training activities.

6.   The training should relate to and make use of the experiences of each learner.

7.   The learners should sense that they are making progress toward their goals.

(Knowles, 1973)

FUNCTIONS OF THE ADULT EDUCATOR

1.   Diagnostic Function - to help the learner diagnose needs for particular learning.

2.   Planning Function - to plan with the learner a sequence of experiences that will produce desired learning.

3.   Motivational Function - to create conditions that will cause learners to want to learn.

4.   Methodological Function - to select the most effective methods and techniques for production of the desired learnings.

5.   Resource Function - to provide the human and material resources necessary to produce desired learnings.

6.   Evaluative Function - to help the learner measure the outcomes of the learning experience.

II LEARNING STYLES

A "learning style" is the unique way that each person gathers and processes information. Every learner has his/her own preferred style of learning and every instructor has his/her own preferred style of teaching. It's very likely that your style will match the preferred learning style of at least some of your students very well. However, it is helpful to remember that other students may respond better to other types of activities, and so you should try to meet their needs as well.

David Kolb identifies four basic learning styles which are described below. People tend to prefer one of these styles more than others; which do you think best describes you?

1) Converger - An individual with this learning style seems to do best in activities requiring the practical application of ideas, especially when there is a single correct answer or solution to a problem. Research has shown that Convergers have a preference for working with "things" rather than people, and choose to specialize in areas such as engineering or the physical sciences.

2) Diverger - This style is the opposite of the Converger. A person with this style has strength in imaginative ability and performs well in "brainstorming" sessions. Research has shown that Divergers are interested in people and are often counselors, personnel managers or sociologists.

3) Assimilators - Assimilators generally have their greatest strength in creating theoretical models. They are more interested in concepts than in people and tend to have a mathematics or pure science background.

4) Accomodator - The Accommodator's learning strengths lie in doing things and involving oneself in new experiences. The person who prefers this type is a risk-taker who solves problems in a trial and error manner. Typically, an Accommodator is at ease with people and often has a business background.

However, it may not be practical to compile this individual information for each class you teach. In that case, just by remembering the four groups who make up each class and trying to meet their needs, you may make the sessions more motivating for each person. For example, you might include some problem-solving activities for the Converger, some brain-stormining for the Divergers, some mini-lectures or panels on theory for the Assimilators, and some case-studies for the Accommodators. In this way, everyone could have a chance to learn in the way they feel most comfortable.

III TRAINER TYPE INVENTORY (TTI)

Mardy Wheeler and Jeanie Marshall

Instructions: There are three sets of four words or phrases listed below. Rank order the words or phrases in each set by assigning a 4 to the word or phrase that most closely applies to or reflects your personal training style, a 3 to the word or phrase that next best applies to your training style, a 2 to the one that next applies your training style, and a 1 to the word or phrase that is least descriptive of your training style. Be sure to assign a different ranking number to each of the four choices in each set.

You may find it difficult to rank the items. Be assured that there are no right or wrong answers; the purpose of inventory is to describe the style in which you train most often, not how effectively you train.

1.

a ____ Subgroups

b ____ Lectures

c ____ Readings

d ____ Lecture-
       discussions

2.

a ____ Showing

b ____ Perceiving

c ____ Helping

d ____ Hearing

3.

a ____ Symbols

b ____ Actions

c ____ People

d ____ Instructions

4.

a ____ Small-group
       discussions

b ____ Free
       expression

c ____ Little
       participation

d ____ Time
       to think

5.

a ____ Immediate
       personal
       feedback

b ____ Objective
       tests

c ____ Subjective
       tests

d ____ Personal
       evaluation

6.

a ____ Expert

b ____ Scholar

c ____ Advisor

d ____ Friend

7.

a ____ Theory

b ____ Practical skills

c ____ Application to real life

d ____ New ways of seeing things

8.

a ____ Coach

b ____ Listener

c ____ Director

d ____ Interpreter

9.

a ____ Seeing "who"

b ____ Telling "how"

c ____ Finding "why"

d ____ Asking "what"

10.

a ____ Processing

b ____ Generalizing

c ____ Doing

d ____ Publishing

11.

a ____ Lead them to understand it

b ____ Leave them to do it

c ____ Let them enjoy it

d ____ Get them to think about it

12.

a ____ It's yours

b ____ It's ours

c ____ It's mine

d ____ It's theirs

TRAINER TYPE INVENTORY SCORING SHEET

Instructions: Each word or phrase in each of the twelve sets on the TTI corresponds to one of four training styles, which will be described on the TTI Interpretation Sheet. To compute your scale scores for each type, transfer your numerical ranking for each item on the inventory to the appropriate space in the columns below. Then add up the numbers in each column and enter the totals in the spaces below the columns. The totals are your scores for the four training types.

L:		D:		I:		C:	
1a	___	1b	___	1c	___	1d	___
2d	___	2a	___	2b	___	2c	___
3c	___	3d	___	3a	___	3b	___
4b	___	4c	___	4d	___	4a	___
5a	___	5b	___	5c	___	5d	___
6d	___	6a	___	6b	___	6c	___
7c	___	7d	___	7a	___	7b	___
8b	___	8c	___	8d	___	8a	___
9a	___	9b	___	9c	___	9d	___
10d	___	10a	___	10b	___	10c	___
11c	___	11d	___	11a	___	11b	___
12b	___	12c	___	12d	___	12a	___
Total: ___		**Total:** ___		**Total:** ___		**Total:** ___	
LISTENER		**DIRECTOR**		**INTERPRETER**		**COACH**	

TRAINER TYPE INVENTORY INTERPRETATION SHEET

Each of the four training styles identified by the TTI is
characterized by a certain training approach, way of presenting
content, and relationship between the trainer and trainees. The
following are the primary characteristics of the trainer for each
of the four training types.

LISTENER (L)

* Creates an effective learning environment
* Trains the Concrete Experiencer most effectively
* Encourages learners to express personal needs freely
* Assures that everyone is heard
* Shows awareness of individual group members
* Reads nonverbal behavior
* Prefers that trainees talk more than the trainer
* Wants learners to be self-directed and autonomous
* Exposes own emotions and experiences
* Shows empathy
* Feels comfortable with all types of expression (words,
  gestures, hugs, music, art, etc.)
* Does not seem to "worry" about the training
* Stays in the "here-and-now"
* Is practical ("goes with the flow")
* Appears relaxed and unhurried

DIRECTOR (D)

* Creates a perceptual learning environment
* Trains the Reflective Observer most effectively
* Takes charge
* Gives directions
* Prepares notes and outlines
* Appears self-confident
* Is well organized
* Evaluates with objective criteria
* Is the final judge of what is learned
* Uses lectures
* Is conscientious (sticks to the announced agenda)
* Concentrates on a single item at a time
* Tells participants what to do
* Is conscious of time
* Develops contingency plans
* Provides examples
* Limits and controls participation

INTERPRETER (I)

* Creates a symbolic learning environment
* Trains the Abstract Conceptualizer most effectively
* Encourages learners to memorize and master terms and rules
* Makes connections (ties the past to the present, is concerned with the flow of the training design)
* Integrates theories and events
* Separates self from learners, observes
* Shares ideas but not feelings
* Acknowledges others' interpretations as well as own
* Uses theory as a foundation
* Encourages generalizations
* Presents well-constructed interpretations
* Listens for thoughts; often overlooks emotions
* Wants trainees to have a thorough understanding of facts, terminology
* Uses case studies, lectures, readings
* Encourages learners to think independently
* Provides information based on objective data

COACH (C)

* Creates a behavioral learning environment
* Trains the Active Experimenter most effectively
* Allow learners to evaluate their own progress
* Involves trainees in activities, discussions
* Encourages experimentation with practical application
* Puts trainees in touch with one another
* Draws on the strengths of the groups
* Uses trainees as resources
* Helps trainees to verbalize what they already know
* Acts as facilitator to make the experience more comfortable and meaningful
* Is clearly in charge
* Uses activities, projects, and problems based on real life
* Encourages active participation

IV DEVELOPING GOALS AND OBJECTIVES

One of the potentially confusing things about goals (and objectives) is the many levels at which the term is used. Very briefly explained, training session goals describe the general, or overall purpose of the training event. Thus for this training session, one of the goals might be to make participants familiar with the new handbook. Program objectives however, are usually short statements of intent which relate back to achievement of one of the program goals. While these may or may not be quantifiable (capable of being measured), they indicate the means to be used in achieving the various goals. For the above stated goal then, one of the objectives might be to present an overview of the handbook.

Program, or training session objectives should not be confused with instructional objectives. While program or training session objectives focus on the means used by the instructor to accomplish the various goals established, instructional objectives (student or participant performance objectives) indicate what the participant will be expected to learn or achieve. These instructional objectives can also be used for evaluation.

Well-written performance objectives always include three components.

PERFORMANCE. The performance part of an objective describes what the participant or student will be doing. It must contain an action verb such as:

ANALYZE	DECIDE	OBSERVE
ADVISE	DEMONSTRATE	ORGANIZE
APPRAISE	DEVELOP	PARTICIPATE
CHANGE	REVIEW	PLAN
COMPILE	EVALUATE	PROMOTE
PROPOSE	FORMULATE	SCHEDULE
COORDINATE	INSTRUCT	SUPERVISE
CREATE	RECOMMEND	TRAIN

CONDITION. The condition part of the objective outlines the circumstances under which the participant will be required to perform the activity.

CRITERION. This part of the performance objective describes the level of mastery or degree of proficiency that must be reached in carrying out the performance. In other words, how well the student must be able to do the job.

Another dimension of writing performance objectives is the different types of performances which can be specified. All learning is said to occur in one of three realms or domains.

The **cognitive domain** includes those performances which require knowledge of specific information; e.g., the principles, concepts, and generalizations necessary for problem solving. Examples of cognitive performances are -

. define the terms
. critique the presentations
. identify necessary steps

The **psychomotor domain** measures the skill performance of the student and, therefore, the performance required will involve the manipulation of objects, tools, supplies, or equipment. Performances which are primarily psychomotor include -

. typing a letter
. using an adding machine

In the **affective domain**, the performance required involves the demonstration of feelings, attitudes, or sensitivities toward other people, ideas, or things. For example, the student might be asked to -

. demonstrate an increased awareness
. display a concerned attitude toward frightened patients
. take more responsibility for his/her learning

After you have developed your objectives check to make sure they are specific, measurable, achievable (with the resources and time available), and compatible with the overall goals of the training session.

V MATCHING TECHNIQUES TO OBJECTIVES

If your training objective is to have your learners gain or change in ...	... then the most appropriate techniques are:
Knowledge	Lecture (Lecturette) Debate Panel Films/Television Slide Readings
Understanding	Audience participation Demonstration Dramatization (Role Play) Problem solving discussion Case discussion Case method Games
Skills	Drill Coaching Role Play In-basket exercise Participate cases Skills practice exercise
Attitudes	Role playing Experience - sharing discussion Critical - incident process Case method Group-centred discussion
Values	Television Debate Films Dramatization Role-playing Experience - sharing discussion Critical - incident process Games

VI INSTRUCTIONAL TECHNIQUES

A) IDEAS CHART

Here are some suggestions for the use of the teaching techniques described on the following pages. Depending on your learning objectives, some may be more useful than others.

A - To help the participant develop knowledge about facts, figures, concepts, generalizations about experience, internalization of information.

B - To help the participant to develop understanding ... application of information and generalizations: relating theory to the real world, making connections between training session learning and participant's previous experience.

C - To help the participant to develop skills in performing certain tasks, practicing new behaviors.

D - To help the participant to develop attitudes towards issues, situations, problems; adopting new feelings through experiencing greater success with them than with old attitudes and behaviours.

E - To involve participants actively in the learning process through participation.

F - To obtain feedback on participant's thoughts and feelings about what is going on.

TEACHING TECHNIQUES	A	B	C	D	E	F
Reading Assignment	*			*	*	
Lecture	*					
Buzz Groups		*			*	*
Brainstorming	*	*			*	
Discussions		*	*	*	*	
Panel Discussion	*	*		*		
Case study		*	*	*	*	

B) THE LECTURE

Most adult students expect to be lectured to. They come with note pads and pens and are prepared to sit through what are often boring lectures. Many instructors, too, dread the boring-lecture-monster and wish there were ways to prevent it from rearing its ugly head.

RECOMMENDED WHEN

*   you are concerned mainly with giving information
*   the information is not readily available in another form
*   the material is needed for short-term retention only
*   you are introducing a subject or giving oral directions that
        will lead to other techniques which involve the learner
        actively.

NOT RECOMMENDED WHEN

*   the material is complex, abstract or very detailed
*   you are dealing with learning that involves the attitudes
        and feelings of your learners
*   the information must be available in it fullest form for
        long-term retention
*   you are working with a group of learners whose level of
        education and experience is minimal
*   the learner is required to integrate the material with
        previous learning or back-home experiences.

GROUP SIZE

Any.

TIME REQUIRED

Unless an instructor is very entertaining, the subject matter most compelling and audience superbly committed, experience suggests that a lecture should last no longer than 30 minutes. At that point utilize an instructional technique that requires the learner to change from passive to active behavior, from listening to doing, from you doing most of the work to the student doing most of it.

There is no reason why you could not have a one or even two-hour lecture, as long as you mix up the techniques . . . and keep your learners involved.

MATERIALS REQUIRED

None for the lecture, unless you think visual aids would help you make the point better.

PHYSICAL SETTING

Each student should have a full view of the lecturer at all
times.

EFFECTIVE LECTURING: A FEW TRICKS OF THE TRADE

* Do not present too many points. Six major points are
  probably enough for half an hour

* Present summaries both at the beginning and the end

* Pause occasionally to give listeners a chance to catch up
  and summarize for themselves

* Make it clear when and how questions will be dealt with.
  Some choices are: "Keep your questions until the end of
  the first twenty minutes. I shall then pause and make sure
  your questions are heard." Or: "Let me just finish this
  diagram and then we'll take a few moments to deal with
  your questions. Please hang on until then."

* If you say you will deal with questions, allow time for
  them!

* Use visual aids to support your points.

* Your rate of speaking and choice of vocabulary should be
  appropriate to the level of comprehension of your group.
  Build in checks to see if everybody understands the points
  you are making.

VARIATIONS

* A "lecturette: is a short lecture lasting not more than 10
  minutes. A complex lecture can be broken up into several
  lecturettes, allowing you to incorporate other techniques.
  A lecturette requires discipline and organization from
  you, tends to put fewer people to sleep and increases your
  chances of success.

* A "lecture-forum" involves interrupting a longish lecture
  with a brief question-and-answer period. It provides
  activity for the learners by asking them to examine a
  portion of the lecture in detail before more information
  is presented. Be alert to avoid being led astray. Rather
  than asking: "Are there any questions?" you might start
  with: "How could you apply the 3 points I have just
  discussed in your own work situations?" Or: "What
  additional information do you need to understand this
  important step in the process?" As soon as you are
  satisfied that the group is with you, proceed.

A FEW EXTRA POINTERS

*   Mix your activities in such a way that the students are alternately passive (sit, hear, see) and active (problem-solve, write, construct, discuss, move, walk, speak.

*   Introduce your topic by specifying what will be presented, how long it will take, and how you are going to proceed with it.   This helps learners anticipate events, prepare for change in pace/technique and assign their energy accordingly.

*   Present new material in a logical sequence, step by step, relating it to familiar and known material (such as readings, previous discussions, participant's own experience).

*   Allow extra time for complex material and repeat key points.

*   Consider giving handouts either before or after presentation.

C) GROUP DISCUSSION

Often a "group discussion" is little more than an opportunity for the instructor to make little speeches. If you want to turn your discussions into occasions where everyone has a chance to be heard, the following might provide you with a practical tip or two.

RECOMMENDED TO

* tap the creative resources of all training session members

* explore applications of theoretical course content

* obtain feedback on degree of understanding of a topic

* help participants to present and defend their ideas before a group

* break up a long training session (by providing a certain entertainment value which may also act as a stimulant for further sessions).

GROUP SIZE

Ten to fifteen seems ideal. If the group is larger try sub-groups or buzz groups.

TIME REQUIRED

Five minutes to an hour, or until the task is accomplished.

PHYSICAL SETTING

Participants should be able to see and hear each other easily; chairs arranged in a circle or around a large table, or several tables set up in a horseshoe pattern, works best.

PROCESS

1. Assist the group in determining the topic for discussion or assign it in advance. Give specific guidelines for preparation so that participants share equal responsibility for the usefulness of discussion time. This "contracted" preparation goes a long way towards avoiding bull-sessions.

2 Arrange physical setting. Encourage people to change from their usual seating into whatever arrangement you consider useful: "Please bring your chairs around in a circle for our discussion," and "Would you move in a bit so that we can see each other?"

3. Have a few starter questions or statements prepared to get things rolling in the direction you want them to go. Much depends on your time constraints and the degree to which you want people to really explore their approaches to the topic. Can you allow the group to digress a bit? When do you cut in and gently bring them back on topic? How much can you allow one or two group members to dominate the discussion? Decide these questions for yourself in advance of the discussion so that you can be consistent in class.

4. At the outset, clarify the objective of the discussion (what you expect to be the end result of the exercise), the process you wish the group to adopt (how the discussion ought to proceed, which rules would be followed), and what your role will be.

5. Encourage silent members to participate: "Fred, you mentioned earlier that....How could that fit in here?" Or: "Maggie, is this a situation you can help us with?"

6. Dominant members (or those who find it easy to speak up on this or any other topic) often have a need to show their experience and knowledge to the group. Your task is to encourage and channel that energy. You could ask such persons to:

    .   prepare a position statement in advance of the discussion, as a starter

    .   assist the class by acting as discussion-leader in a sub-group

    .   act as observer and thus help the group sharpen its discussion skills (and their sensitivity to the contribution of others).

7. Be prepared to clarify things when the discussion becomes muddled or confused. Be careful not to sneak in your own bias!

8. A summary can useful, but is not necessary. Sometimes a group leaves a topic unresolved, people think about it and may bring it up later. if it is possible and appears useful, you may ask one or two participants to sum up the outcome of the discussion. Or go around the group at the end and ask each person for a one-sentence summary.

D) BUZZ GROUPS

Whenever you want to generate involvement of all participants, buzz groups (or small discussion groups) might be the way to go. This technique it practical with groups at any level of experience, can be used at any stage of a course or presentation, and quickly turns one-way into two-way communication.

RECOMMENDED TO

* discuss an assigned topic
* solve a problem (posed by you or the group)
* make lists of questions, comments, ideas
* relate training session theory to the participant's own experience

GROUP SIZE

Any number, even large groups of one hundred and more. Each buzz group, however, is best limited to 4 to 6 persons.

TIME REQUIRED

Four to six minutes for the "buzz," plus time for briefing and reporting.

MATERIALS REQUIRED

Depending on the reporting procedure (see Variation below), you need newsprint, felt pens and masking tape.

PHYSICAL SETTING

If chairs are movable, ask learners to move so that they can face each other. If seats are fixed, two to three people turn to the two to three people behind them to form buzz groups.

PROCESS

1. Explain buzzing procedures and ask participants to turn towards each other to form groups of four to six people. They will probably need your help to form groups the first time you ask, but the following times this will occur with little interruption or delay.

2. Clearly state the problem or issue; write it on the board, flipchart or overhead transparency.

3. Inform groups of time limit (four to six minutes).

4. Suggest groups select recorder/spokesperson.

5. Perhaps suggest ways to approach the problem.

6. Float from group to group to assist them in getting started, keeping on topic and within the guidelines you have suggested. It is vital that this occurs, or else groups tend to drift off the task and miss out on the value of the exercise.

7. Inform class of "two minutes remaining." At this stage a shortening or lengthening of time may seem appropriate. Decide and inform the groups.

8. Call time, "even if you haven't quite finished."

9. Request a brief report from one spokesperson per group. To avoid duplication/repetition ask each succeeding speaker only to add points that have not been raised. Use different spokespeople every time you use this technique.

10. Process the material generated by the groups. This may mean that you incorporate it in the lecture that follows, that you assign a new topic for discussion, or ?? In any case, reinforce the efforts and comments from the group so that you get equal or even more contributions the next time you ask learners to "form buzz groups, please."

VARIATIONS

* Not all buzz groups need to report, only those who have new information to contribute. this avoids time-consuming repetition and the individuals becoming bored.

E)   BRAINSTORMING

This is just the thing when you want to draw on the group's collective creative energy. It permits uninhibited participation by each person and often results in surprising ideas and new solutions to old problems.

RECOMMENDED TO

* deal with problems relating to course content

* deal with problems arising from the process occurring in the training session.

* generate a multitude of ideas by drawing on every participant's creativity.

GROUP SIZE

Any size, as long as it can be divided into groups of not more than about eight people.

TIME REQUIRED

Until group "exhausts" and no further ideas are forthcoming; about 5 to 15 minutes plus time for discussion.

PHYSICAL SETTING

All participants face a chalkboard or flip-chart where the recorder(s) write down the ideas generated by the group.

PROCESS

1.   Display problem so that everyone can read it. Examples: Or:

2.   Decide to divide into sub-groups of about five to eight people each, or work with the entire group.

3.   Give the following instructions (write them on the board in point form):

   .   During the next 8 minutes you are to come up with as many ideas as you can on how to solve the problem. The emphasis is on quantity. Try to generate as many ideas as quickly as you can.

- any idea is allowed, there are no dumb or impossible ideas at this stage.

- the crazier the better.

- try to piggy-back: for example, if someone's ideas reminds you of another, say it, even if it sounds similar.

- no criticism is allowed. We will evaluate the ideas later.

4. Designate one or two people to be the recorders so that contributions can be written down as they appear. The visual display of ideas often sparks others.

5. Call time when the announced time is almost up, or when you feel the group has exhausted the fund of ideas.

6. Tell your group: "Now review the list of ideas and identify the three solutions you feel are most useful. You have about three to five minutes." (Or you can lead this step yourself.)

7. Reconvene and have sub-groups report their solutions, writing them up (or hanging their sheets of paper next to each other).

8. Finally, have the whole group (including yourself as consultant) decide which ideas are useful.

F) PANEL DISCUSSION/GUEST SPEAKER

Here is a way to utilize guest speakers, or experts within the ranks of the participant group.

RECOMMENDED TO

* expose participants to the expertise of outside experts who discuss an issue in front of the class
* cast the learners in the role of "experts"
* put the spotlight on someone other than the   instructor
* provide the structured interaction between panel and audience

GROUP SIZE

Any number of participants.

TIME REQUIRED

Long enough to make the desired points and to allow for discussion;   if outsiders are invited, to make it worth their time and effort.

MATERIALS REQUIRED

None

PHYSICAL SETTING

Arrange room and furniture so the moderator and panel are near, and in full view of one another.

PREPARING GUEST SPEAKERS AND PANEL MEMBERS

In order to ensure your guest speaker can get prepared to give an effective presentation, it is helpful to provide the speaker (and panel members) with the following information.

a)   number of participants expected; their knowledge level in the subject material

b)   if the guest speaker does only part of program, let him or her know how their presentation fits into the total program

c)   is the purpose of the presentation to inform, to solve problems, to inspire, to change attitudes? Then the methods of presentation and expected outcomes can be further discussed.

d)   knowledge of the program sequence is important to enable resource people to build upon what has already been or will be presented.

e)   the physical layout of the facilities and audio-visual materials and equipment available.

PROCESS

1.   Select panel members and negotiate a topic or questions to which they are to speak.

2.   Ensure that each panelist understands his or her role and is aware of the names, backgrounds and roles of other panelists. This can be done by telephone.

3.   If course participants are to be the experts, go through the same procedure.

4.   Meet with panel members (all together if that is possible) to review questions and procedures.

5.   Help learners prepare for the event by brainstorming questions, advance readings, class discussions, or any method that would "prime the pump."

6.   When the hour arrives:

     .   arrange furniture (get help from your students)
     .   introduce the panelists
     .   act as moderator to keep things going and on task. Try not to dominate the discussion. Get the most from your panel.

7.   During or after the panel presentation and discussion, initiate, direct, summarize interaction between the panel and group members.

G) CASE STUDY

A hypothetical event is described by the instructor and students discuss it in light of other materials presented.

RECOMMENDED TO

* relate theory to practice and vice versa.

* analyze real life situations in light of training session material

GROUP SIZE

Any size; you may ask people to work in buzz groups.

TIME REQUIRED

A snappy five minutes or a more detailed 30. If participants know about the incident in advance they can come prepared.

PROCESS

1. Introduce the case study at the beginning (a warm-up for what is to come), middle (let's see how it fits) or end (so now you have information, how would you apply it?)

2. Ask learners for their responses to specific questions. You might also want to ask them to prepare questions they need to ask before they can respond to the case study.

3. Combine the discussion with a role-play or a debate/forum if that seems useful

Caution: case studies have to be plausible to the learners. If the example is too far removed from their experience, it may be difficult to get meaningful reactions.

VII FUNDAMENTALS OF USING VISUAL AIDS
(INSTRUCTIONAL MEDIA)

PURPOSES

A trainer uses visual aids and objects:

1. To <u>emphasize</u> a fact, object, comment, etc.

2. To <u>simplify</u> a fact, object, comment, etc.

3. To <u>clarify</u> a fact, object, comment, etc.

4. To <u>summerize</u> and review training

PRINCIPLES OF UTILIZATION

1. Keep the visual materials simple. Show only <u>one</u> major <u>idea</u>.

2. Make sure illustrations are large enough.

3. Use a pointer stick when you are discussing a particular part of an illustration or object.

4. Non-projected visuals (pictures, maps, graphs, etc.) should be displayed or mounted. this is much superior to the trainer holding up the visual in front of the class.

5. After the training, give the trainees an opportunity to carefully examine the visual.

6. Make the trainees <u>interact</u> with the visual while you are showing it. Do not allow them to remain passive. Stop during the presentation whenever an important point should be discussed.

7. Tell the trainees what they are going to see <u>before</u> you show it to them.

VIII   VISUAL AIDS

There are a number of visual aids you may use to enhance your presentation. They can be used to simplify complex material, focus attention on topic, and to create variety in a training session. Three of the more commonly used are flip charts, chalk or white boards and overhead projectors.

A) USING CHARTS AND POSTERS

1.   Check sightlines. Walk around the room and be sure you can always see the charts.

2.   Make sure you have enough paper on each pad you'll use for flip charts and that each pad is firmly attached to a solid easel.

3.   Make sure you have enough markers in correct colors. Check that each marker is neither dried out nor smashed.

4.   For prepared charts, check to see if they are in the correct order, if they are all right side up, and where you will place each one when you are finished with it.

5.   For posters, check that they are firmly in place and unlikely to fall down during your presentation.

6.   If you will tear sheets off a flip chart to hang up as posters, be sure you have tape, tacks, magnets, or other adhesive materials.

Advantages - flexible simple, readily available, colourful, show organization of material; enhance interaction in the group; can be referred to several times.

Disadvantages - limited sightlines, limited viewing distance; replacement costs; markers dry out; awkward to transport.

Best for which purpose - can develop material interactively with the group; can refer back to earlier material; can be prepared ahead of time.

B) USING BOARDS

1.   Check sightlines.

2.   Be sure all boards are clean.

3. Check for ample chalk or markers in the colors you want. Check markers to see they are not dried out or crushed.

4. Check that there is a clean eraser and other tools you'll need (compass, ruler, and so on).

Advantages - can be colourful, flexible; familiar; universally available.

Disadvantages - limited sightlines; messy, smelly; must be erased; associated with school.

Best for which purpose - best when you need to add or remove things in a diagram.   Excellent for chart development; good scratch pad;

C) USING OVERHEAD PROJECTORS

1. Preset projector and screen.

2. Focus projector and adjust screen for keystoning.

3. Mark floor with tape if you are going to move either.

4. Check transparencies for correct order and positioning.

5. Check that you have a spot to stack transparencies to be used and those which have been used.

6. Check that you have a pointer, pencil, or marker if you plan to use one.

7. Make sure electrical cord is taped down to floor.

8. Make sure you have a spare bulb.

9. Check sightlines.

Advantages - universal, readily available; simple to use; flexible, colorful; great with large groups; easy reference to past materials; enhance interaction.

Disadvantages - limited sightlines; distracting if used sloppily

Best for which purpose - overlap of transparencies to show layers of complexity in a simple form; good for systems presentation, flowcharting, and developmental materials.

IX PUTTING IT ALL TOGETHER

A) TRAINING SESSION PLANNING

1. DEFINITION

What is a training session plan?

A training session plan is a description of the sequence of
activities to be engaged in by an instructor and the learners in
order to achieve the instructional objectives. A training
session plan includes a description of the instructional session,
and the support materials, devices and other resources required
to bring about the intended learning outcomes.

2. FORMAT

What is the best format or lay-out for a training session plan?

There's no such thing! There are as many different ways of
writing training session plans as there are instructors who plan
their training sessions. The best format is the one that works
for you. There are, however, several elements that should be
included in most training session plans. These are outlined
below.

3. ELEMENTS OF A TRAINING SESSION PLAN

What should be included in a training session plan?

There's no standard list of training session plan components
that's universally acceptable. You should include the elements
that you need to keep yourself on track and to provide a basis
for assessing the learning taking place. Most training session
plans should include most (if not all) of the following elements:

          (i)   Basic details
         (ii)   Instructional objectives
        (iii)   Pre-assessment procedures
         (iv)   Instructional outline
                (a) Time frame
                (b) Instructor's activities
                (c) Learner's activities
                (d) Instructional aids required - materials,
                    equipment, etc.
          (v)   Post-assessment procedure (if required)

A training session plan should provide answers to such questions
as:

          (i)   What kinds of things do you want the learners to
                learn? (eg. skills, facts, concepts, attitudes,
                values)

    (ii)   What do you want the learners to be able to do as
               a result of the instruction? (i.e., what are your
               precise instructional objectives?)
    (iii)   What do the learners already know?
    (iv)   What is/are the most appropriate instructional
               technique(s)?
     (v)   What is the most appropriate sequence of topics
               and tasks?
    (vi)   How will you know that (and when) the desired
               learning has taken plan?

4. ORGANIZING THE CONTENT OF INSTRUCTION

How should the instructional activities be sequenced in order to achieve the highest possible level of learning?

That depends.

It depends on the kind and level of learning that you want the learners to acquire. In this training session, participants will be learning new knowledge as well as new attitudes. Many psychomotor skills can best be mastered by repeated practice combined with feedback. Facts are often most efficiently imparted through the use of printed material. Concepts and theories frequently evolve in the minds of learners as a result of discussion, debate, dialogue, and other forms of testing out ideas. Changes in attitudes usually result from the integration and synthesis of new information by the learner - this sorting and sifting process is often gradual and is more difficult to observe or measure.

It depends on the learner's sophistication as learners - how well the learners have learned how to learn. If the learners are highly skilled in the processes of learning, it may be best to plunge them into a discovery learning situation with very little guidance or support. If, on the other hand, they lack confidence an/or competence as learners, a much more structured, directive approach may be in order.

It depends on the setting in which the learning is to take place. A sequence of activities appropriate to the academic classroom might be useless in the laboratory or on the shop floor.

It depends on the level of learning which the learners bring to the instructional session. A mixed group of adult learners often includes several people who possess some of the knowledge, skills, or attitudes that the trainer intends to impart to the entire group. When this is the case, the trainer can assume that role of facilitator of the exchang and sharing process among the learners instead of operating from the premise that only she/he can assume responsibility for the learning which takes place.

What works in one setting may now work in another.

What works with one group of learners may be a fizzle with another group.

And yet, some general principles for organizing the content of instruction prevail. Effective learning usually results from training sessions in which the activities are sequenced according to the following principles:
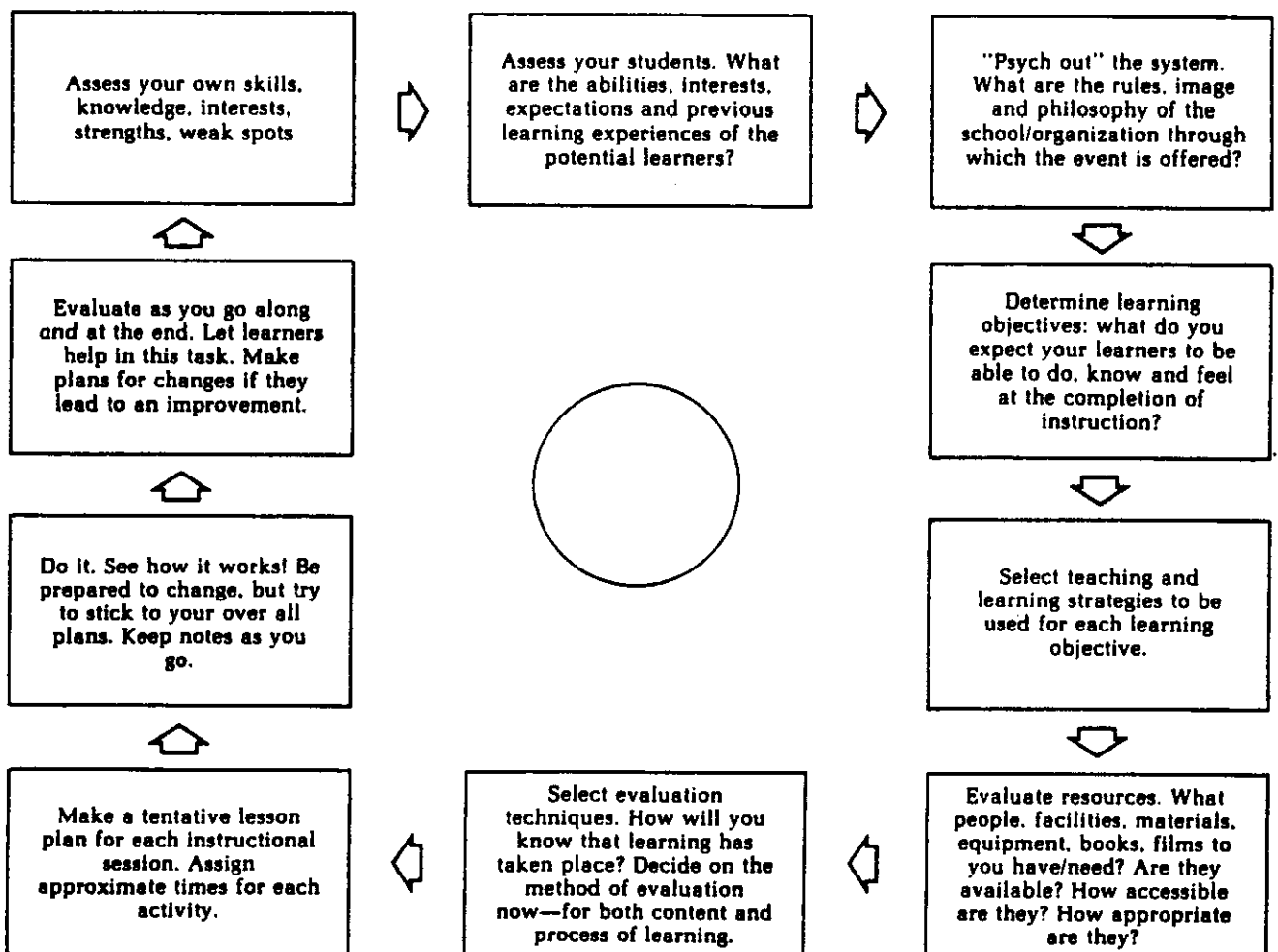
> * Simple - to - complex sequence
> * Known - to - unknown sequence
> * General - to specific sequence
> * Concrete - to - abstract sequence
> * Chronological sequence

b) A TRUSTY 10-STEP PLANNING MODEL

Peter Renner (1983) warns us, to beware of simplistic planning models. Nonetheless, you may find this model handy. It can be adapted to plan any educational event from a one-day workshop to a ten-session evening course.

HOWEVER

* add or delete parts to suit you.
* don't go too far in planning (and don't start to instruct) unless you first have a clear picture of your objectives. What are you aiming for?

* no one method is best for all groups.

* aim to be less a sole provider of knowledge and more a helper in the adult's learning efforts. This way you will be able to attend to their varying needs, demands and talents.

* remember, it is your plan and you can change it. Try to learn from the decisions you make as the changes occur.

* don't use the model in a linear fashion: start anywhere, go clockwise and anti-clockwise; just try to cover all points at some time.

Assess your own skills, knowledge, interests, strengths, weak spots	Assess your students. What are the abilities, interests, expectations and previous learning experiences of the potential learners?	"Psych out" the system. What are the rules, image and philosophy of the school/organization through which the event is offered?
Evaluate as you go along and at the end. Let learners help in this task. Make plans for changes if they lead to an improvement.		Determine learning objectives: what do you expect your learners to be able to do, know and feel at the completion of instruction?
Do it. See how it works! Be prepared to change, but try to stick to your over all plans. Keep notes as you go.		Select teaching and learning strategies to be used for each learning objective.
Make a tentative lesson plan for each instructional session. Assign approximate times for each activity.	Select evaluation techniques. How will you know that learning has taken place? Decide on the method of evaluation now—for both content and process of learning.	Evaluate resources. What people, facilities, materials, equipment, books, films to you have/need? Are they available? How accessible are they? How appropriate are they?

X   SEVEN STEPS IN ALL TRAINING SESSIONS

Step 1:   Establish the right climate.

Step 2:   Organize so that everyone participates in the planning.

Step 3:   Assess individual needs of the learners.

Step 4:   Formulate the objectives (results of learning).

Step 5:   Select and design the learning activities (means to objectives).

Step 6:   Conduct the training.

Step 7:   Re-assess individual needs of the learners (evaluate)

LESSON PLAN

SESSION TOPIC: _____ DATE: _____

LEARNING OBJECTIVES	CLASSROOM INSTRUCTOR	ACTIVITIES STUDENTS	TIME	MATERIALS NEEDED

EVALUATION:

XI FORMATS, DEVICES AND SKILLS FOR GROUP LEARNING

The team _format_ refers to the ordering of grouping of learners in an educational setting. The term _devices_ is used as a descriptive term for the many different educational techniques, methods and products (equipment) used in educational design. _Skills_ refers to the capability of the trainer or educator in combining the various formats and devices into effective learning activities. The purpose of this section is to simply list various formats and devices that can be combined in any educational setting. There are many formats, devices and skills that a trainer may utilize, and combining them offers an almost unlimited range of options. The list below, while certainly incomplete, serves to illustrate the variety of options available:

FORMATS FOR LEARNING	EDUCATIONAL DEVICES	TRAINER SKILLS
Individual Study	Books, Magazines	General Linguistic
Small Groups	Pictures	Ability in both
Meetings	Film 8mm or 16mm	Speaking and
Clubs	Slides	Writing
Action Projects	Tape-recording	Audiovisual
Workshops	Records	Equipment
Demonstrations	Film Strips	Technique
Conferences	Video-Recordings	Group Process
Courses	Easel – Flip Chart	Skills
Trips and Tours	Flannel Board	Graphic Arts
Community Relations	Poster and Signs	Skills
Programs	Chalk or Cork Board	Educational Design
Large Meetings	Lectures	Skills
Creativity Sessions	Multimedia	Skills in Applied
Exhibits, Fairs,	Environments	Andragogy
Festivals	Laboratory Methods	Skill in Lecturing
Conventions	Process Groups	Ability to arrange
Traveling Road Shows	Buzz Groups	and Conduct
	Brainstorming	Meetings and
	Stimulation	conferences
	Games	Community Action
	Role Play	Skills
	Nonverbals	Organizational
	Case Study	Development
	Critical Incident	Skills
	Teaching/Learning	Process Consulting
	Teams	Capability
		Management and
		Administrative
		Skill

The above lists offer enough options for a lifetime of exploration and continuing development of capability.

XII RESOURCE MATERIALS ON ADULT EDUCATION

Botwinick, J., Aging and behaviour. New York: Springer Publishing Company, 1978.

Brundage, D.H. and MacKeracher, D., Adult Learning Principles and Their Application to Program Planning. Ministry of Education, Ontario, 1980. (Chapter III; "Characteristics of the Adult Learner").

Cross, P.K., Adults as Learners. San Francisco: Jossey-Bass Publishers, 1981.

Dutton, D.M. et al, Understanding Group Dynamics in Adult Education. Englewood Cliffs: Prentice Hall Inc., 1972.

Kell, C. and Corts, P., Fundamentals of Effective Group Communication. New York: Associated Press, 1959.

Kidd, R.J., How Adults Learn. New York: Association Prss, 1973.

Knowles, M., The Adult Learner: A neglected Species. Houston: Gulf, 1973.

Knowles, M. and Knowles, H., Introduction to Group Dynamics. New York: Associated Press, 1959.

Knowles, M.S., The Modern Practice of Adult Education: Andragogy versus Pedagogy. New York: Association Press, 1970.

Renner, P., The Instructor's Survival Kit. Vancouver: PFR Training Associates Ltd., 1983.

RESOURCE MATERIALS FOR TRAINING VOLUNTEERS

The books listed below are generally available examples of training literature for volunteers. Many of these also contain detailed bibliographies and resource lists in specialized areas.

Jorgensed, James D. and Scheier, Ivan H., <u>Volunteer Training for Courts and Corrections</u>, Scarecrow Press, Metuchen, NJ, 1973.

Los Angeles Voluntary Action Center, <u>"How to" Book for Volunteer Trainers</u>, Los Angeles Voluntary Action Center, Los Angeles, CA, 1976.

National Council of YMCA's, <u>Training Volunteer Leaders: A Handbook to Train Volunteers and Other Leaders of Program Groups</u>, VOLUNTEER, Boulder, CO, 1974.

Naylor, Harriet H., <u>Volunteers Today: Finding, Training and Working with Them</u>, VOLUNTEER, Boulder, CO, 1973.

Schindler-Rainman, Eva and Lippitt, Ronald, <u>The Volunteer Community</u>, NTL Learning Resources, Fairfax, VA, 2nd edition, 1975.

Stenzel, Anne and Feeney, Helen, <u>Volunteer Training and Development</u>, VOLUNTEER, Boulder, CO, 1976.

Wilson, Marlene, <u>The Effective Management of Volunteer Programs</u>, Volunteer Management Associates, Boulder, CO, 1976.