

Tri-Medial Competences in European Local Journalism:

Cross Media Trainers Manual

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About the manual

This manual is a part of the project "Tri-Medial Competences in European Local Journalism" that has been developed within the frame of the "LEONARDO DA VINCI Pilot Project TRIMEDIAL 2004-2006". The project refers to the needs of local journalists in Europe to train themselves in order to face the growing convergent tendencies in the media industry.

The main purpose of the trainers manual is to address the needs and requirements of coming cross media trainers who take up the task of introducing other media professionals to work cross medially through either training courses or on-the-job training.

The manual has been developed in a close collaboration between The Deutsche Hörfunkakademie (Germany), University of Sofia (Bulgaria), University of Bucharest (Romania), Radio Akademija (Slovenia), Medie Academie (Holland) and The Centre for Professional Development in Journalism (Denmark) - the latter as coordinator of the work.

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Preamble

The journalism profession is to communicate, to explain and illustrate, and we do it in print, on the radio and even live on TV in educational programs. Indeed journalists have the potential for being trainers and many do so without any formal pedagogical education or training in training. Others are more hesitant to take up the role of teaching not knowing the theory about learning and the tips of the trade.

This manual is aimed at both groups. It aims to verbalize what many of us already know as learners, namely how do people learn? The manual focuses on adult learning principles and provides a number of tips on how to design a course. It aims to widen this understanding to different learning styles, various motivating forces and the many learning barriers which might prevent learning from taking place.

Some trainers are reporters and photographers, some are editors and sub-editors and some are media technicians or other editorial staff. Some already have vast cross media experience from their own media house, others are specialized in certain media but will train within the cross media concept. And typically they all have limited training experiences and pedagogical knowledge.

How do I teach colleagues who are just as good as me or even better? Apart from our communication skills, the main assets of coming cross media trainers are our skills and unique experience of working cross medially or working with our specialized media. That is something we have which our coming trainees do not have. Our challenge as trainers is to transform our professional experiences into solid knowledge and theory we can pass on.

There are ways to compile and structure your experience from practical work and lift it into tip-sheets, systems and theory. Often we are helped by studying the theory. However, as cross medial practice is still new, cross media theory is

still being developed. In this manual the coming cross media trainers will not find articles on the conceptual thinking of working cross medially. This will all be presented in the conceptual course entitled "The flow of news: Models for journalistic storytelling in a converged world".

Planning you own course. The cross media trainers will have to develop and plan their own modules. In addition to this manual they will be provided with skeleton programs of their module but how they adjust the module to the specific target group of their course in their country is up to them. Indeed, a key point of this manual is the necessity to tailor training to the needs of the learners.

Thus the trainers have to adjust the objectives for each module according to the needs assessment and they have to define the relevant activities (exercises, discussions, group work, individual work, etc.) in order to reach these objectives. They also have to develop objectives for each plausible session throughout the module.

Part two of this manual is meant to be a help in this process.

How do people learn? Some journalists and other cross medial workers have learned the profession the hard way: On the job, trial and error, without much pedagogical help apart from the sub-editor's comment: Not good enough, try again! Others have studied journalism, communication or media at university level with only a little practical experience involved, if any at all.

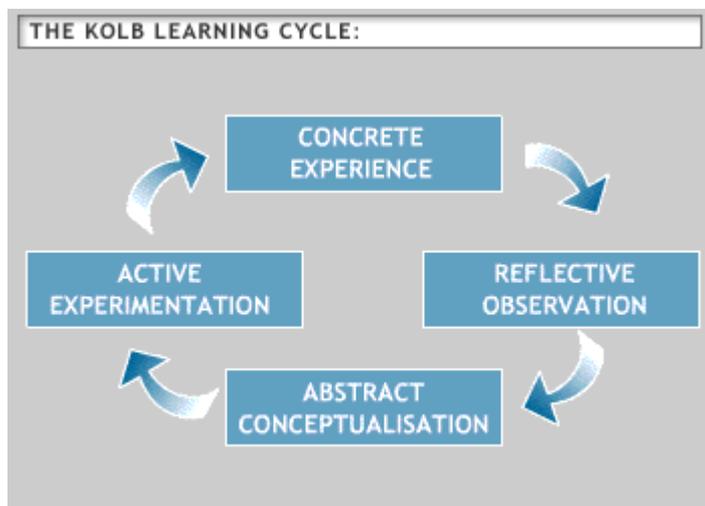
This manual believes in neither old fashioned theoretical lectures nor the old fashioned learning-by-doing-as-you-are-told method. The modern process of *learning by doing* combines the two with the sophisticated understanding that people also learn through reflection and participation.

The method is circular with four stages: 1. The trainee act (work, assignments, experiments), 2. thus the trainee gets new experiences, 3. upon which the trainee reflects, 4. and

the trainee finally readjust his or her theoretical understanding. Then the trainee is ready to 1. act again, but on a higher level.

The understanding of learning as circular is developed by the American scholar David A. Kolb, who in 1984 published the ground breaking book *Experiential Learning: experience as the source of learning and development*.

Kolb's Experiential Learning Cycle



That people develop preferences for different learning styles is a well-established fact. Over the years there have been a few theories on different learning styles. One of them originates from Kolb's Learning Cycle stating, that the four processes of the cycle reflect four learning styles:

- The Activist is Concrete Active and prefers learning from concrete experiences (simulations, case study, homework). The activist is ready for anything.
 - Training approach: Problem solving, small group discussions, peer feedback, and homework are all helpful; trainer should let the learner determine his or her own criteria for relevance of materials.
- The Reflector is Concrete Reflective and prefers reflective observation (logbooks, journals, brainstorming). The reflector wants time to think, before he or she decides.
 - Training approach: Lectures are helpful; trainer should provide expert interpretation (taskmaster/guide); judge performance by external criteria.
- Theorist is Abstract Reflective and prefers abstract conceptualization (lecture, papers, analogies). The theorist wants to analyse, how the different components relate to each other.
 - Training approach - Case studies, theory readings and thinking alone helps; almost everything else, including talking with experts, is not helpful.
- Pragmatist is Abstract Active and prefers to gain experience from testing the ideas (laboratories, field work, observations). The pragmatist wants to know how to apply the theory in practice.
 - Training approach: Peer feedback is helpful; activities should apply skills; trainer is coach/helper for a self-directed autonomous learner.

The point here is not to devote this manual to Kolb's doctrines and preach the ideas from one school of learning styles rather than another. The point is merely to underline: We are all different and should be met as such.

- which brings us to something completely different: From the Monty Python film »Life of Brian « - the scene where the crowd demands, that Brian is their Messiah, very much against his will. He tries to explain them, that he doesn't like the idea of having followers:

Brian: »You are all individuals.«

The crowd: »Yes, we are all individuals.«

Brian: »You are all different.«

The crowd: »Yes, we are all different!«

One lone voice from behind: »I'm not!«

Adult Learning Principles¹

**"Tell Me and I Will Forget;
Show Me and I May Remember;
Involve Me and I Will Understand."
Confucius 450BC**

There are many theories on learning and on how to make a course effective. But the short answer is that a good course takes a trainer who can engage the interest of the trainees, appropriate training methods and techniques, a well designed course, and good teaching materials. But most of all it takes good learners:

Autonomy and self-direction. Adult learners are self-directed and autonomous. The self-direction of the adult learner is a central point for the success of the training since in most cases the adult participates in the training of his own free will and thus his/her motivation to actively participate is very high. Self-directed and autonomous participants want to be included in the implementation of the learning process and even in the planning. They make a firmer commitment to activities in which they feel integrated and where they have contributed in defining the training needs. Their primary integration can begin with the needs assessment process and the formulation of training objectives. For the adult learner

¹ Cf. Stephen Lieb, *Principles of Adult Learning*. Under: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2...> dated 31.01.2006;
Cf. *Principles of Adult Learning*. Under: <http://www.teachermentors.com/RSOD%20Site/StaffDev/adultLrng.HTML>, dated from 07.03.2006;
<http://adulted.about.com/cs/learningtheory/>, dated from 31.01.2006;
http://www.southernhealth.org.au/cpme/articles/adult_learning.htm, dated from 31.01.2006
Cf. Rolf Meier, *Seminare erfolgreich durchführen. Ein didaktisch-methodischer Handwerkskoffer*. Gabal Verlag GmbH, Offenbach, 2003, p. 218-225;
Cf. Jochem Kießling-Sonntag, *Trainings- und Seminarpraxis*. Cornelsen Verlag, Berlin, 2003;
Cf. *Andragogical Model*, under: http://www.ucd.ie/adulted/resources/pages/facil_andragog.htm, dated 31.01.2006

it is more fun and more effective to discover and achieve training transfer by yourself and to plan how you will use what you have learned in your own professional situation. In addition, participant-orientated exercises and group work support a social training atmosphere in which the adult feels good. Thus the trainer has the role of a facilitator who guides the adult towards actively expanding his own knowledge as opposed to delivering facts to a passive recipient.

Life experience and knowledge. In contrast to children for whom learning means getting acquainted with new contexts, facts and information, adults already possess a rich portfolio of life experiences and also expectations which they involve and weave into the process of learning and allow to impact on the way they approach the training/workshop or seminar. Thus, the training should use instructional material based on the participants' living/working situation, their experiences and previous education as a positive source for the training. The training should be problem-focused or task-centred. This participatory and integrative approach uses instructions which reflect the context - life experience, working situation, professional experience - of the participants' lives. Taking a participatory approach ensures that training is seen as something useful and significant, particularly if role plays, exercises and examples refer to concrete situations in the participants' working situations. The transfer of training input the practice improves the reception and recall of information.

Goal-Oriented. Adult learners need a training pattern. They want to be informed about objectives, contents, methods and the schedule for the training. Transparency of the learning process is of key importance to adults. One of the main tasks of adult education is to provide transparency about the course design so that participants will achieve their goals and objectives throughout the training process.

Relevance-Oriented. Adult learners need to see the relevance of the training to their own life/professional situation. The training has to be applicable to their actual working life in order to be valuable for them and to guarantee a successful transfer of the training into the participants' lives. The trainer's task is to deliver specific relevance to the training input which will then automatically lead and strengthen the motivation of participants. By delivering relevance, the training becomes authentic for the participant and he/she achieves skills he/she will need and use in real-life working situations.

Practicality. Since most adult learners chose themselves to participate in the training, they want to see how useful training input is for them. They want to know how they may use the input of the training for their job and how they are able to transfer the newly achieved skills into their actual working life. The degree of the usefulness of the training input for the participant will also support the participant's recall of the information.

Competencies of the Trainer²

A successful trainer needs to possess certain competencies and skills in order to be able to respond to the needs of individual learners in an inclusive way. Such competencies include process competence, psychic-social competence, methodological competence, professional competence and personal competence.

Process Competence

Transparency about training needs. The trainer often finds himself caught between the trainees and their needs on the one hand and on the other hand the organizer of the training such as an employer, a hosting organisation, a funding agency or a training institute. This may lead to problems which the trainer has to address openly:

Sometimes the organizer's ideas about what the trainees need to learn do not match with their actual training needs.

In some cases the training conditions - in terms of time, duration, resources, etc. - are insufficient for training practical skills.

In other cases the organizer do not plan how the training can be followed up in the workplace after the training, and work conditions and structures may even jeopardize the achieved learning.

Finally, in some cases the motivation of the trainees is hampered by communication and management problems within the organisation of the employer or organizing institution.

² Cf. Rolf Meier, *Seminare erfolgreich durchführen. Ein didaktisch-methodischer Handwerkskoffer*. Gabal Verlag GmbH, Offenbach, 2003, p. 141-147, 199-217;
Cf. Jochem Kießling-Sonntag, *Trainings- und Seminarpraxis*. Cornelsen Verlag, Berlin, 2003;
Cf. *Effective Facilitation*, under:
http://www.ucd.ie/adulted/resources/pages/facil_effective.htm, dated from 31.01.2006;
Cf. for the topics "conflicts", "group work", "preparation", under:
<http://www.ucd.ie/adulted/resources/pages>, dated from 31.01.2006

The starting point for the trainer is to analyse what the organizer want and need on behalf of the trainees. This entails building an understanding of the development that the training should accomplish as well as an individual assessment of the training needs. An intensive assessment via briefings and questionnaire analysis will provide the trainer with some input on the actual training needs.

Designing the training project. After having adjusted the objectives and the content to the needs of trainees, the trainer may easily be able to design a training project including aspects of organisation and content.

However, an effective training design has to take possible challenges into account such as organisational problems. The training projects needs to be flexible enough to accommodate changes in the organisational process, for instance if the composition of the training group suddenly changes.

Psychic-social competencies

Understanding Group Dynamics/Diversity Management. One of the most challenging aspects of transferring knowledge, information and skills in combination with an active integration of the participants includes the successful management of diversity. All participants may have a different approach to the topic being taught and they may also have different levels of previous knowledge. So the trainer needs to work in a way that nurtures the individual potential of each learner within the specific group. Within this context, the ability to recognize and analyse group dynamics may be very helpful. The trainer needs to realize diverse perspectives and patterns of reflection within the group of participants and to integrate and involve them in a process where each participant achieves her/his individual objectives.

Team and conflict competencies. A successful analysis of group dynamics also includes conflict competencies in order to

handle difficult situations that may occur during training such as interruptions by an uninterested participant. In order to guarantee a successful flow of the training, a competent trainer needs to realize when conflicts begin and he or she should also be able to analyze and untangle misunderstandings and miscommunication and react adequately to interruptions and criticism.

Distinct communicative competencies. The trainer's essential and main activity is communication, not only with the trainees, but also with the organizer, facilitators and guest lecturers. The trainer may need various rhetorical and even persuasive skills, but most of all the trainer needs to be precise in setting goals and understanding the diversity of those he or she communicates with.

Methodological competencies. Generally the trainer needs to conceive a customized, tailor-made seminar with a design which takes all wishes, prerequisites and prior arrangements into consideration. Additionally, a transparent course design ensures the participant's understanding of the training method; that the participant has to set her or his individual training goals - and to achieve them.

The trainer needs to prepare the contents of the training including methods and media to be used in the training. A competent trainer should be also aware of intervention techniques in any case of interruptions of the training.

Organisational skills. Often the trainer must also be able to take care of some organisational aspects of the training, the planning and organisation of the local and media resources.

Professional Competencies

Knowledge about professional pedagogical topics. In order to shape and facilitate training processes, the trainer needs to

have a basic pedagogical understanding of course design and how people learn. This may include knowledge about didactics and methodology, psychological phenomena, communication and diverse training concepts.

Knowledge about the working conditions of the trainees. In order to guarantee a participant-integrative approach and a successful transfer of the training input, the trainer needs to know the participant's working world and its contents. This knowledge allows the trainer to better understand possible questions and problems participants may have and it may also be used to illustrate how similar problems within the training situation may be solved.

Personal Competencies

Authenticity. Due to their own life experience, adult learners have a critical approach to the trainer's personality. They want their trainer to be authentic and convincing and able to translate the knowledge and information adequately to the participants' real working situation. In this context authenticity means not only that the trainer is trustworthy in term of facts or actuality, but also is trustworthy in his or her role as trainer, not trying to be anyone else but him or herself.

Creativity. A trainer needs a high mental creative potential in order to respond to the different training situations, training needs and learning styles. The trainer should also be open to integrating new impulses and producing fresh and modern training concepts.

Emotional Stability. A trainer will very often be confronted with emotionally challenging and difficult situations. It is very important to understand that it is not a personal defeat to face problems in the classroom or to have problems with an individual participant. Such situations are to be expected and

foreseen as pedagogical problems which should be met as professional challenges and dealt with through pedagogical methods and understanding.

Designing Seminars³

Preparation

Analysis of participants. In order to guarantee successful training transfer for the participants, the trainer needs to analyze the profile of each individual within the group. After the briefing from the organizer, the trainer already has a fair idea of the training needs, but it must be supplemented with a needs assessment.

The questions to ask include:

What are the experiences, skills, knowledge and previous education of the participants?

What are their wishes and the objectives they want to associate with in the forthcoming training?

What are their needs and shortcomings?

By assessing the participants' individual needs and current position, a trainer may then support them in formulating the individual goals they want to set for the training.

Defining learning targets. Obviously defining learning targets is a process which has to begin before the training plan is set up. But the definition of the learning target is a road map which is not only drawn by the trainer but also by the participants. Adult learners often have a fair understanding of their own shortcomings and needs and may therefore be included in defining the training objectives. The optimum training objectives are defined in cooperation between the trainer and the participants.

³ Cf. Rolf Meier, *Seminare erfolgreich durchführen. Ein didaktisch-methodischer Handwerkskoffer*. Gabal Verlag GmbH, Offenbach, 2003, p. 218-247; Cf. Jochem Kießling-Sonntag, *Trainings- und Seminarpraxis*. Cornelsen Verlag, Berlin, 2003, p.11-32 111-121

It is crucial to differentiate between three types of objectives, namely objectives for awareness, skills or knowledge.

Awareness objectives includes goals sensitising or raising awareness, creating motivation, changing behaviour and facilitating new understanding. Such objectives are reached through discussions, eye-opening exercises, and exchange of experiences and knowledge.

Skill objectives are all about mastering new skills. Mastering skills takes practise, trial and error. The participant needs to reflect and evaluate the experience and to take in new knowledge to adjust his or her understanding. And then try again on a higher level. According to David Kolb, learning new skills is a circular process and it takes time!

Knowledge-objectives concern only transfer of new knowledge. They may in principle be reached by reading a book - if the participants are motivated and able to understand the text. However, the learning styles are different from person to person, and the learning process is seldom that easy.

Course design. To develop a course design is a process that has to embrace various pieces of information. The trainer knows what the organizer wants and the needs, wishes, profile and previous education of the participants. Combining this information with the timing and duration of the training, the organizational framework and the learning culture the trainer is capable of setting feasible objectives and deciding on the appropriate training methods. The trainer may now outline a program as a draft.

Describing a course schedule. After having developed the rough course design the trainer can finally make a detailed syllabus and a trainer's program in details with a tentative timing of each session, exact definition of the topics, the delivery methods, the media and training materials used for the training.

Introduction⁴

Reception of participants. The very start of a course is of crucial importance. In the first minutes and hours during the first session and the first day the participants decide if the course is worthwhile attending.

The most important moments during the start of a course is the reception and welcoming of the participants. The trainer should make the participants feel comfortable and welcome and create a "pleasant" environment within which the learning process will take place.

The trainer should introduce him or herself including his or her professional qualifications in order to gain the respect of the participants.

Introduction of participants. Prior to the course the trainer should have a general description of the participants in order to aim the course to the particular learning interests of the trainees. This approach makes not only the communication between trainer and trainees more effective, but it gives the trainer important prior knowledge about each individual learner. The trainer should try to find the best approach both to the group as a whole and to every trainee.

However, in most cases the trainer and the trainees have never met each other and the trainer's knowledge about the individual trainee is limited if existing at all. Often the trainees do not know each other and even if they do they may not know details about each others' skills, knowledge and experience.

Therefore the trainer may want to conduct a thorough initial introduction of the participants.

There are several methods for creating an instant profile of every trainee: One is to invite the trainees to make

⁴ <http://www.le.ac.uk/cc/rjml/etutor/introduction/introduction.html>
<http://www.le.ac.uk/cc/rjml/etutor/resources/learningtheories/kolb.html>
Learning materials for life long learning / series/ London 2000-2004
Integrating technology in learning and teaching / a practical guide for educators / Pat Maier, Adam Warren.

individual presentation of their qualifications, skills, reasons for joining the course and expectations to the outcome of the training. Another is to ask trainees to interview each other on these subjects and report to the class. A third is to ask the participants to complete a questionnaire (name; qualification and practical experience; skills of the participant; expectations from the training; motivation for learning...). The completed forms can be read by the trainer only or the participants can read them aloud.

The advantages by sharing the information about all participants with the group are several. Sharing will create group responsibility for the outcomes, it will build respect for the skills and views of the others, and it will build an understanding of the common objectives of the class and an ability to judge the general level of the acquired skills during the training.

Motivation of the participants. A trainer should be aware of the motivations trainees have for joining the course.

Cyril Houle identifies three categories of motivational styles: 1. The goal-orientated learners who use education to accomplish well defined objectives, 2. The activity-orientated learners, or social learners, who take part for the social contact, and 3. The learning-orientated learners who seek knowledge for knowledge's sake.

Often adults have less time for learning; they do not see themselves as learners, they work and have no time for learning, they seek information important for their work and they see the trainer as a source of information. To maximize adult learning it is important to understand the principles of adult learning and motivation.

Presentation of the content and learning targets. Presenting the contents of the course is another important part of starting the course. The learning targets and the participatory nature of the course must be known from the very

beginning - and it must be ensured that they match the expectations and the needs of the participants.

In this way the trainer and the trainees can draw up a "course contract" in which both parties commit themselves to work for the objectives - by participating in discussions, sharing experiences and knowledge, and completing assignments.

The presentation of the course may also include a presentation of topics and contents, the concept of group work and learning in a group, learning techniques and learning materials and technology.

Delivery methods

The delivery methods are divided into two categories⁵. *The passive method* through which the trainer gives pertinent information to participants who take notes and later ask questions. *The active method* through which the trainer uses methods that permit interaction with participants and the practice of diverse skills.

The main passive methods are traditional university lecturing, expert-delivered instructions, and speeches supported by audio-visual means.

One of the main active methods is to give trainees a practical task. Another is group discussion, either with the whole class or in small groups, followed by discussions in plenum where conclusions are drawn with the help of all participants. Others are exercises and games that stimulate reflection on the parameters of a given task or reflection on certain types of behaviour. Others again are simulation of activities, role playing, followed by comments delivered by the entire group under the supervision of the trainer.

The identification of the proper delivery method is based on the fundamental principles that lead to choosing one method over another. The use of passive methods, especially in traditional university lecturing and the use of audio-video presentations, are not recommended for a training session.

The active methods are more useful, beginning with the presentation of the learning objectives together with demonstrations of the type of knowledge and skills to be taught.

The active methods stimulate the skills specific for different learning tasks and permit the participants to practice these tasks. They also contribute to the creation of a team spirit inside the group. The active methods, if well

⁵ Păuș, V., (coord.), *Parteneriat și dialog social - Ghidul formatorului (Partnership and social dialogue, Trainer's guide)*, ed. Vanemonde, 2003, pp.25-26.

conceived and controlled, permit a continuous evaluation of knowledge and support the progress of the training.

The method of argumentation. A superior type of thinking is based on the ability to reason correctly, coherently, logically, based on sufficient, solid and valuable arguments. It implies analysis, synthesis and evaluation based on social criteria and values, assumed by the individual and practiced with knowledge and efficiency⁶.

The task of a trainer or a moderator⁷ is to make a group progress to fulfil the objectives it assumed at its initial configuration point. Group notions are essential. A group is not only the sum of its members, it represents a sociological entity - it corresponds to an assembly of individuals that, at some point, have a common objective and make together a product, be it intellectual or material.

The trainer had the task of creating the group, of cultivating it and to guide it during its existence depending on the desired objectives and products.

The group as such has to be a resource for the individual members. This is why the trainer has to pay attention to differences, oppositions and conflicts that arise inside a heterogeneous group, by its nature. For this goal, the trainer has to enrich the group potential, to permit it to express sufficient points of view and ideas that can be synthesised afterwards in a group product.

The method 'I know/ I want to know/ I've learned'. This is a learning technique used for developing the critical thinking that helps each participant realize what he thinks he knows about a theme or a subject under discussion, what he would

⁶ Dumitru, I. Al., Dezvoltarea gândirii critice și învățarea eficientă (The development of critical thinking and the efficient learning), Editura de Vest, Timișoara, 2000, p. 26.

⁷ Păuș, V., (coord.), Parteneriat și dialog social - Ghidul formatorului (Partnership and social dialogue, Trainer's guide), ed. Vanemonde, 2003, pp.27-28.

like to find out (own expectations) and finally what he found out.

Thus, the starting point, the expectations and the final acquisitions are clearly shown. A table like the one below can be provided to the participants to be filled in⁸.

I know	I want to know	I've learned
The participants make a list - individually or in small groups - of what they think they know about the topic	They write the doubts they have or what they would like to know more about.	At the end of the training session they write what they have learned

The method can be used so the trainer can adapt the different materials to the specific environment he or she works in. The trainer has to show openness to group ideas and to changing the session's initial objective if the need arises.

Group work. Group work is organized in pairs or groups of three-five participants - and has many advantages:

- ensures maximum participation of participants;
- uses their knowledge;
- uses their intellectual capacities;
- ensures the transition to new situations;
- contributes to generalizing knowledge;
- stimulates creativity, spontaneity, combining partial solutions into final solutions;
- helps develop cooperation, listening skills, communication, problem solving, tasks dividing activities;

⁸ Dumitru, I. Al., *Dezvoltarea gândirii critice și învățarea eficientă (The development of critical thinking and the efficient learning)*, Editura de Vest, Timișoara, 2000, p. 72-73.

- has a stimulating psychological effect for most participants - especially for the timid ones who often feel inhibited

The trainer can organize the groups in three main types:

- the less structured type - the trainer gives general indications, and the participants are allowed to organize themselves;
- a more structured type - the trainer sets roles inside the group;
- the third type - the trainer recommends some roles in the group, but permits the members to distribute the roles (for a discussion, for example, role distribution is not recommended).

Group reporting strategies⁹

- All the groups have the same tasks to accomplish. After each group has reached a solution, the commentaries of two groups are presented to the rest of the participants. The other groups are asked to add what is missing.
- All the groups have different tasks, so that the work of each group becomes vital for the completion of the collective task for the class. Each group has to undertake a distinct activity on a given theme.
- The participants are asked to use the group work results as the basis for a different task.

Brainstorming. An efficient technique to transmit information and to generate an impact on the participants is the brainstorming method¹⁰. It is a simple and efficient method to

⁹ Keen, E., Tîrcă, A., *Educația pentru cetățenie democratică, ghid pentru profesori (Education for a democratic citizenship, Trainer's guide)*, ed. Radical, 1999, p. 58.

¹⁰ de Peretti, A., Legrand, J.A., Boniface, J., (coord.) *Tehnici de comunicare (Communication techniques)*, ed. Polirom, Iași, 2001, 107-109, Charles, R., Williams, C., *La communication orale*, ed. Nathan, 1992, Dumitru, I. Al., *Dezvoltarea gândirii*

generate new ideas. Now it is the most used technique to stimulate creativity inside a group. The brainstorming principles are:

- Quantity determines quality - the more ideas, the more chances to find valuable and useful solution in solving a problem. The free association of several ideas (even bizarre ideas) may lead to the development of new and viable ideas.
- Delaying the evaluation/ judgement of others' ideas - this gives the each participant the possibility to put forward any idea, to free himself from it and to drop all forms of censorship. Brainstorming does not tolerate critiques.

As a characteristic this group discussion method mobilizes the ideas of participants through an intense associative technique that stimulates the participants to find the right solution.

Development rules: A problem is launched for discussion in a 20 to 30 persons group; the task is to express all the ideas and hypotheses one has on the problem. In this phase, the accent is on quantity. Judgment is not allowed. All ideas are listened to. The participants are encouraged to build on the ideas of others, to make free associations. The evaluation is left for later (if possible, the second or the third day). The ideas are discreetly recorded.

The cluster method. The cluster is a more flexible method to be used either individually or as a group activity. When it is used individually, the theme has to be known to all participants, because they don't have the possibility to obtain information or ideas from the rest of the group. The

critice și învățarea eficientă (The development of critical thinking and the efficient learning), Editura de Vest, Timișoara, 2000.

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cluster method can be a break in the brainstorming session, allowing each participant to find out about the others' ideas and make logical connections between them¹¹.

The cluster technique can be used either freely with no prescriptions or restrictions, or as a semi-structured cluster where the participant follows the trainer's indications about the categories of information to be identified.

Characteristics of this method are that it

- encourages free thinking and creativity;
- is a mode of building new associations of ideas or to identify new meanings;
- permits criteria based groupings of ideas and information;
- facilitates idea fixation and helps structuring information, for a better understanding and retention;
- is a technique that shows the way an individual understands a certain theme or content.

Development rules: the trainer writes a word or a phrase on a flip-chart page. The participants are asked to write words that come up in association with the proposed theme/problem. Lines are used to show the connection between ideas. The exercise continues until the time expires or all the ideas are expressed. No judgment is made and group spontaneity is encouraged.

Discussion. There are several types of discussion which can involve all participants in the group¹²:

- The dispute type of discussion:
 - o Provocative;

¹¹ Dumitru, I. Al., *Dezvoltarea gândirii critice și învățarea eficientă (The development of critical thinking and the efficient learning)*, Editura de Vest, Timișoara, 2000, pp. 73-75.

¹² Keen, E., Tîrcă, A., *Educația pentru cetățenie democratică, ghid pentru profesori (Education for a democratic citizenship, Trainer's guide)*, ed. Radical, 1999, pp. 62-63.

- o Different perspectives of the persons involved in the discussion;
 - o Sporadic interventions to make constructive suggestions or to understand the position of the other person.
- Cumulative type of discussion:
 - o Developing the discussion based on the position of one person;
 - o Blueprint of points of agreement;
 - o Certain restraint in pointing out differences and solving questions of disagreement.
- Exploratory discussion:
 - o Takes place in atmosphere based on trust and mutual respect;
 - o Trying to understand opponents to see where their points of view come from;
 - o Trying to cooperate and to clarify concepts and problems that appear in the discussion.

Discussion rules: The trainer sets a short list of rules all participants have to understand and respect. The alternative is to ask the participants to make their own rules that will help them understand and follow the rules better.

Principles to be followed in discussion:

- Listen to the person who speaks;
- Raise your hand if you want to speak;
- Do not interrupt;
- Criticise the idea, not the person expressing the idea;
- Avoid being ironic;
- Encourage others to participate.

Discussion management techniques: The trainer plays the role of integrator. He or she directs the participants' contributions, introduces and limits the ideas to be discussed and presents issues. The trainer launches the initial conversation by presenting new elements or hypotheses to encourage discussion. The trainer mainly coordinates the

efforts of participants to develop new ideas. A good trainer has made a functional guide for the discussion in advance which include

- Key problems to be discussed;
- Possible questions to encourage discussion;
- Desirable conclusions¹³.

Using questions. Using questions during a discussion¹⁴ has the aim of developing reflexive and critical thinking. Questions like: *Why? How? What? Do you mean that...? What did you mean by...?* can encourage the participants to clarify their opinions.

Closed questions that can be answered with Yes or No, and leading questions like *Isn't it true that...?* have to be avoided unless they have a specific purpose.

Types of questions:

- Questions about the understanding of contents are reproductive questions that offer psychological comfort because the fear of failing is minimal;
- Empathy questions - necessitate transforming information and imagining the described situation: what does a person in the situation feel, see or hear.
- Interpretative questions help participants discover the connections among facts, events and ideas. These questions stimulate speculative, critical ideas.
- Questions of application demand assessment of how problems encountered in daily practice can be solved.
- Synthesis questions lead to creative problem solving based on original thinking. They help identify alternative solutions to a given situation.

¹³ Păuș, V., (coord.), *Parteneriat și dialog social - Ghidul formatorului (Partnership and social dialogue, Trainer's guide)*, ed. Vanemonde, 2003, pp. 37-38, Charles, R., Willieme, C., *La communication orale*, ed. Nathan, 1992, p. 74.

¹⁴ Keen, E., Tîrcă, A., *Educația pentru cetățenie democratică, ghid pentru profesori (Education for a democratic citizenship, Trainer's guide)*, ed. Radical, 1999, pp. 65-66.

- Evaluative questions demand assessment and judgment about facts, events, etc.

Questions that stimulate critical thinking

- o What happened? Why did it happen? Did it have to happen? Understanding causes and effects and the consequences of deeds is encouraged.
- o What made you act like that? What were the reasons? The trainer creates the possibility of moving the accent to internal motives and encourages exploration.
- o Could this have been done differently? The trainer encourages the idea that actions are the result of choices and that the outcome is influenced by the choice.
- o Who was responsible? What would have you done in this situation? Why do you think the other person acted like that? The trainer encourages empathy.
- o Was it a good decision? Why? Essential questions to be asked as often as possible to monitor group development.
- o Was it a good think for the group? This question is used to encourage empathy and understanding the effects of deeds and words on others.
- o Why do you think that? Helps participants motivate their answers.

Socratic questions. Questioning must be encouraged because textbook answers are thought-stopping answers. It is said, that 'thinking is driven not by answers but by questions [...] only students who have questions are really thinking and learning'.

Already Socrates knew about this way of cultivating critical thinking.

Trainers engaged in a Socratic dialogue should:

- respond to all questions with a further question that calls on the respondent to develop his or her own thinking;
- seek to understand, when possible, the ultimate foundation of what is said or believed, and follow up the implications of those foundations with further questions (the trainer should have the agenda and frame of reference of each participant in mind);
- treat all assertions as connecting points to other thoughts;
- treat all thoughts as being in need of development;
- recognize that all thoughts can exist fully in a network of thoughts
- recognize that all questions presuppose prior questions and all thoughts presuppose prior thoughts (taken for granted or assumed).

How to ask?¹⁵

Closed questions

1. Closed questions with short and precise answers, usually yes or no: *Do you like to work in a team? Do you have any radio training?*
2. "Cafeteria" questions are closed questions where the respondent can choose between a set of proposed answers: *Did you find the training very useful/ useful/not very useful/ useless?*

Open questions

1. Informative questions permit essential information gathering on a subject: *What? What was it all about? Who are you talking about? When?*
2. Mirror questions permit deepening of the dialogue and ask for additional information: *'I find that*

¹⁵ Charles, R., Williams, C., *La communication orale*, ed. Nathan, 1992, p. 36-37.

his solution not viable!' - *'Not viable?'* - *'Yes, because...'*

3. Relay questions permit the exploration of the participant's answers. The trainer addresses the question he was asked to a different participant:
Participant: 'What do you think about this solution, Mr. M? I find it not viable.' - *Trainer: 'Not viable? Is that your opinion too, Ms. V?'*
4. The test question. A participant is asked to identify the meaning of a body of work or an obscure expression to which participants attribute several meanings: *What do you understand by "cross media"?*
5. The boomerang question is directly based on a point in the answer from a former speaker: *Mr. M. has just told us how he acted in that situation. How do you see these things, Ms. V?*
6. The echo question asked by one of the participants is forwarded by the trainer to another participant: *Please tell me, Ms. V., what answer do you think I should give to this question?*
7. Check up questions to ascertain if a person has understood correctly what he or she has been asked to do: *What are you going to tell us about?*
8. Suggestive questions drive the answer. The person asking the question is in a position of power: *Would you agree that this is the best solution?*
9. Opposing questions makes the respondent formulate a contradictory answer. The person asking the question is in a position of power: *Do you still maintain that the person who carries out the task should not be listened to?*
10. Concluding questions aim to goal sum up the information from a discussion. The person asking the question is on an equal footing with the rest of the group: *What conclusions can we reach after this analysis?*

Answering questions. The trainer has to set aside some time to answer the participants' questions. This form of interaction gives the meeting a more dynamic character and is also a source of information and feedback.

There are several steps to be considered in answering a question: identifying the meaning of the question; elaborating an answer; and verifying interlocutors' understanding¹⁶.

Identify the type of the question. A closed question demands a precise answer like Yes or No. The answer can be completed; in this case the question is rephrased at the beginning of the answer. With an open question, the answer must usually include a personal opinion or an argumentation. In this case, the answer has to be formulated first mentally.

Establish the boundaries of the question. Identify the field of the question from the key words used to formulate the question. Several situations may occur: The question is about a detail. In order for the answer to make sense, it is sometimes necessary to refer to the larger context of the problem. In other cases the question may be too general - and it is necessary to reduce the field and it maybe illustrate the answer with examples. The particular case is considered emblematic for the whole situation. Finally the question may include an implicit assumption (a trap question). Before answering, look for the hidden assumption, then expose it in the answer. An example: *Is it OK to do this material only for TV and radio?* Even if the answer is affirmative or negative, the question implies that that material can be done primarily for TV and radio.

Role playing is an interpretation by two or several persons of how to solve a particular scenario. The scenario is prepared by the trainer and interpreted by the participants. The goal of role plays is to help participants gain new knowledge,

¹⁶ Charles, R., Williame, C., *La communication orale*, ed. Nathan, 1992, p. 40-41.

abilities and skills in a stimulating way. The advantage is it offers participants the opportunity to treat serious work problems in a relaxed and positive way¹⁷.

Development guidelines:

- Each participant gets a text with a situation or a situation is presented orally;
- Each participant is asked to make an appreciation of the situation;
- The participants are asked to pick a partner to discuss their own opinions;
- The entire group discusses reactions to the situation presented; participants are encouraged to express the reasoning for their opinions;
- Participants are asked to assume a role and interpret the situation from the moment the problem was identified;
- Three or four pairs are asked to present their role plays to the group;
- Conclusions are drawn in the group about the problem/situation presented.

Simulation is a method close to role playing but participants are asked to interpret the roles and immerse themselves in a certain frame in order to re-interpret reality.

Characteristics are:

- Is a reality exploration technique;
- Serves to explain abstract notions and theories;
- Is a heuristic strategy;
- Leads to the discovery of new knowledge and logical links between what is already known;

¹⁷ de Peretti, A., Legrand, J.A., Boniface, J., (coord.) *Tehnici de comunicare (Communication techniques)*, ed. Polirom, Iași, 2001, pp. 352-353, Keen, E., Tîrcă, A., *Educația pentru cetățenie democratică, ghid pentru profesori (Education for a democratic citizenship, Trainer's guide)*, ed. Radical, 1999, p. 66.

- Consolidates and develops oral abilities;
- Permits feedback about the consequences of some actions;
- Is a method of mind shaping.

The trainer's role, both in role playing and in simulation, is that of activity leader. He or she picks the subject, establishes the objectives and stresses the important points to remember.

Journalistic task fulfilment - as in rewriting a piece for different media - is a type of simulation that involves acquiring and practicing new abilities. Another more developed form of simulation is the media conductor game developed to improve the understanding of the dynamics in a cross media newsroom.

The case study uses the presentation of a situation which in a professional or private context would involve management, organization, negotiation or other kinds of actions. The situations presented are usually complex. Resolving the problems usually requires the ability to make decisions, manage projects, undertake negotiations and formulate proposals¹⁸.

The case study is based on a real example or the real life experiences of participants. The goal is to help participants acquire new skills and to change their perceptions. The advantage is that it allows participants to discuss important aspects of their work without talking critically about their own organizations.

The trainer can present the case study either as whole including solutions; as an analytical study with part of the solution; or by leaving the participants to solve the case.

The case study goes step by step: case presentation; analysis and diagnosis of problems (usually done in a team); discussion and development of proposals for intervention; search for solutions, analysis and presentation; and finally and eventually a phase of experimenting. If the case is

studied by several teams the fifth phase may be one of confrontation where participants together evaluate the proposed solutions to reach a decision about what to do.

Characteristics¹⁹ of the case study are that

- it efficiently involves the participants;
- has a great heuristic and applicative value;
- involves the direct confrontation with a real situation;
- involves problem cases/ typical examples
- supports generation of inductive knowledge (from particular to general) and deductive knowledge (from general to particular).

The trainer is a mediator and an animator. He or she presents the case and organizes and leads the process of analysis. Solutions can be evaluated on parameters such as advantages/disadvantages/consequences²⁰:

	Advantages	Disadvantages	Consequences
Solution I			
Solution II			
Solution III			

¹⁸ Charles, R., Williame, C., *La communication orale*, ed. Nathan, 1992, p. 94.

¹⁹ Păuș, V., (coord.), *Parteneriat și dialog social - Ghidul formatorului (Partnership and social dialogue, Trainer's guide)*, ed. Vanemonde, 2003, p. 51.

²⁰ Păuș, V., (coord.), *Parteneriat și dialog social - Ghidul formatorului (Partnership and social dialogue, Trainer's guide)*, ed. Vanemonde, 2003, p. 52-53.

Using media

Black board. A black board or white board is probably the most widely used workshop tool. It is important that you know why you are using the board (headings, agenda points, capture of information etc.). The black board is appropriate to use for presentations to 2 -20 people. Trainers need to make appropriate use of the board to ensure that it serves its purpose as a valuable training tool. Advantages of the black board - and the flip over for that matter - are primarily that it is easy to use and a flexible and spontaneous medium which can be used at normal day-light in the room,

Flip over. The advantages of the flip over compared to the black board are twofold: You can prepare flipcharts in advance (so participants do not have to wait while you draw up the chart) and you can save the writing for later (maybe use the flipchart as a poster). Another advantage is that a flip over is portable. Disadvantages of the flip over include: preparation of good flipcharts may take up a lot of time, they may be difficult to see, and the paper might tear.

Overhead projector. It is appropriate to use an overhead projector in groups of up to 100 people to present key elements of a presentation, headings, agenda points, information captured, presentation of case studies, etc. Advantages of the overhead projector are that it can be used at normal day light; slides can be prepared beforehand or during the lecture; it is easy to handle; slides can be used again; slides are easy to carry around and provide an excellent overview of the duration of presentation. Amongst the disadvantages are that too many slides will lull participants to sleep and make the presentation boring.. Consider putting summaries of each slide in the "note" portion of your presentation and print them out as handouts to the audience. If it is necessary to use handouts, only hand them out at the time when they are needed so that the audience is

not distracted by and/or play with them. If they are handed out early, ask the audience to keep the print side face down or direct their attention to a specific page so that they are always following the progress of the presentation. Always number the pages if there is more than one. This will help in case some one accidentally gets the pages out of order. It is best to wait till the end to give out handouts.

Posters/Collages. Keep these visual aids concealed until they are needed. If they are left in the open while the presentation is taking place, the audience will not pay attention to the presenter but focus on the poster/collage. After the visual has been used, conceal it again for the same reasons. Make sure that the visual is visible from all parts of the room. Collages may appear cluttered at times, but it is best to avoid this for posters. Include a manageable amount of information that will get the point across but still makes the visual appealing. Be sure to keep the typography of the poster readable even from the back of the room. A large and clear font should be used at all times. It is also important to choose a text colour that stands out from the background colour.

Task board. A task board provides an overview of tasks already accomplished and those still waiting. Task boards should be visible and big enough to allow for continuous updating. Task boards are rarely used in presentations and lectures and might be more appropriate for trainings and work meetings as they enable participants to chart detailed progress of accomplished tasks and things still to do.

PowerPoint. Presentation software such as PowerPoint, Keynote and StarOffice provide tools to build, organize and deliver information to the audience as well as allowing you to customize the way you want your presentation to look. Some of the benefits are: increased communications with the audience; improved effectiveness of what you are trying to communicate;

reduced manual presentation processes, easily organized information, use of template or customized presentations. Advantages also include: easily created visually attractive material; it is easy to make low level interactivity/animation; you can hyperlink to other documents or websites; self paced learning with the possibility for choice of routes according to learner needs/interests. As another advantage you can easily combine audio, video, graphics, spreadsheets and tables from your other files, and practically any other source, to enhance your presentations (AIF Audio, AU Audio, AVI, CD Audio, MIDI Audio, MPEG Audio, MPEG Video, Quicktime Video, Vivo Video, and WAVE Audio). However, use animation sparingly, so it will not distract the audience.

Caution on presentations: keep characters large enough to be read by your audience - minimum 18 pt font. Consider the place where the presentation will be delivered and also the visual ability of your audience. Use bullet points sparingly, use visual images instead as these will increase message retention; avoid tables with too many rows and columns (when people cannot read the characters, they become pointless); avoid jamming too much content onto a page - break it into two or three pages with only a few points on each page. Keep the slide layout and color scheme constant to make the presentation look professional and non-distracting. Limit the color scheme to two or three colors so that the slides do not look too complicated. Transitions and animations may be fun, but they should be used sparingly so that you do not distract the audience. Also, when presenting, use slides as an outline. Do not put all of your information onto a slide. Keep notes with you so that you can speak freely and do not have to read the slides for help.

E-learning is the use of electronic technology to deliver, support and enhance teaching and learning as well as use of new multimedia, information and communication technologies and the Internet to improve the quality of learning by

facilitating access to resources and services as well as remote exchanges and collaboration.

Advantages of e-learning are the A4 of e-learning - anytime, any place, any pace, any subject. E-learning materials can be accessed at the most convenient time for the learning process. If the course material is well constructed then learning can take place in short segments and can be customized to suit the learner's needs. With e-learning students are in charge of their own learning process as e-learning material can be accessed in a non-sequential way which allows students to navigate content in different ways or obtain a global view before tackling the details of individual units. E-learning is cost effective: large numbers of students can have access to the same materials with peer-to-peer or student-to-tutor support services that reduces the cost of delivery. It is easy to keep e-learning materials up-to-date as course contents is located in one place and can easily be supplemented with direct links to supporting materials such as Internet and library resources. With e-learning students can learn in a relatively anonymous environment without the embarrassment of failure and/or socio-cultural bias from personal contact. E-learning is interactive as well constructed materials will have elements of interactivity through simulations etc. which will underpin and enforce the learning process.

Disadvantages of e-learning include dependency on technology as learners will need access to a machine with minimum specifications dictated by the e-learning supplier and/or have access to a service with a high bandwidth to transfer the course materials in a timely way. It is also a problem that some e-learning materials designed for one particular system will not function properly on another (for example Apple Macintosh and Windows PC). E-learning may be unsuitable for certain types of learners as e-learning requires a high level of self-discipline and personal time management. E-learners need to be highly self-motivated to take full advantage of the medium as the online learning

experience can be quite impersonal. Electronic communication does not necessarily provide a good match for face-to-face communication and is more linear than face-to-face discussion. Other learners may have limited IT skills or be uncomfortable with electronic communication and they will therefore need to learn how to use the medium effectively.

Display screen technologies aim to enable access to and use of digital resources for the benefit of the whole class whilst the role of the tutor lies in guiding and monitoring learning. The most significant factor is the ability to focus the whole class's attention on, for example, one word within a piece of text, to discuss it with the class, and to make amendments in line with the discussion. This is where technology adds value to the learning process. A diversity of multimedia resources are employed and practitioners have started to create their own resources. There is genuine interaction and the learners play an active role. Advantages include: learners show increased motivation and enjoy the interaction the technology offers; the subject becomes 'alive' and captures the attention of learners; it encourages the involvement of learners in the subject; and tutors are able to share multimedia resources and the internet with a whole class. Types of display screens: CleverBOARD, Mimio, EBeam, Plasma Screens, Interactive Whiteboards, Projectors, TV.

Motivating participants

The saying goes that "there are three things to remember about education. The first is motivation. The second is motivation. The third is motivation."

But it is still difficult to give a simple answer to the 100 dollar question: "What turns on that motivation force in people?"

However, we know that it is within their motivation that trainees find fuel for learning. And their motivation force comes from within. Rather than motivate the trainees the challenge for the trainer is to create the conditions that will help trainees to motivate themselves. From this point of view it is necessary to plan motivation, but it presupposes an understanding of how people learn and the differences in learning styles.

The trainer as a facilitator. In this manual it has been stressed several times that adult learners rarely learn from listening to lectures only. Especially action-minded people like journalists and cross medial workers are seldom prepared to listen to long lectures. Even if they do listen to an entertaining and wise lecturer, the knowledge passed on may not take root in the brain of the adult learner. It might go in one ear and out of the other. We know that.

Therefore we need to motivate them to listen and learn. When they have an immediate need for the theoretical knowledge and understanding, adult learners will listen and understand. That is why we often want to connect the (academic) lectures to a subject the participants are already working on - or to a controversial subject which they are (currently) preoccupied with.

The best way to create a motivation for - or an immediate need for - certain knowledge is to make the trainees experience the difficulties in their own practical work and in the reality outside the class room.

To be motivated for theoretical learning many journalists need to connect to their own hands-on experience and to real-life experiences in general. The trainer is the facilitator who makes sure that this motivating connection is always present present.

The method of "learning by doing" is based on the experiences of the participants, extracted from exercises, workshops and work experience in the real media, as well as on the trainees' own reflections and discussions.

The trainer as a moderator. Most of the time trainees need to reach conclusions by themselves. Therefore training is conducted in a highly participatory fashion which engage trainees in discussing their own experiences in groups or in the class. The participants themselves are the experts, sharing their personal experiences, and the trainer is mainly there to facilitate discussions and summarize on higher levels.

The trainer's ability to lead the plenary discussions is very important for *the participatory approach*. Through his or her moderation the trainer transforms the discussions into real learning:

- by inserting provocative questions into the discussion in order to focus it
- by throwing his or her own professional experience into the discussion - and asking for the participants experience - and thus secure *the real life approach*
- by summarising and making halfway conclusions throughout the discussion in order to raise the level of the discussion
- by leading the discussion onto theoretical conclusions, including repetitions - preferably guiding the participants to reach the conclusions themselves.
- by interrupting cantankerous persons with a firm hand and stop attempts to nonsense discussions.

- by functioning actively as an moderator and ask direct questions so that quiet participants as well as more outspoken ones contribute with their opinions.

Of equal importance is the trainer's ability to supervise group work, especially in the phases of developing ideas and planning the project. In group work the role of the trainer can be compared to that of a coach in a basketball match:

- The trainer does not participate, but merely follows the group's discussions from the bench
- If necessary, the trainer can insert his or her comments, but the trainer may do better by calling for a timeout in order to add new things to the discussion or even reorganize and guide the group.
- However, just like the basketball coach the trainer mostly wait for breaks to occur and take advantage of them to take stock and insert new theory.
- After group work the trainer will let the class analyse and evaluate, taking note of the training needs for each player.
- A good coach knows the importance of praising the players for all the good they have to offer.
- A good coach knows the necessity of building progress on the capabilities of the people's capability, not on what they lack.
- And a good coach knows that in order for a person to develop is has to be with the strength and motivation that comes from inside.

However, journalistic coaching is basically talking about journalism and the actual work at hand, e.g. cross media reporting, editing, layouting, photographing. It is basically the journalist who is doing the talking, while the coach is listening, asking clarifying questions that make the reporter elaborate on the subject. Like the good moderator the good

coach guides the people coached to reach the conclusions themselves.

Need to Learn, Ready to Learn. Adult learners in general, and media professionals in particular, are driven by two main motivators: Their Need to Learn and Their Readiness to Learn.

Nothing happens unless the learner wants it to happen. "You can drag the horse to the water, but you can not force it to drink!"

The training must be as relevant to the daily lives of trainees as possible. It is of outmost importance to understand the training needs of the participants and set the objectives of the training accordingly. If there is no coherence between the task and the need to know, the trainee may not be motivated to fulfill the task.

However, the objectives must be realistic for the trainee. It is a basic assumption that the prospect of success is a stronger *motivating force than the prospect of failure*. On the other hand the objectives must be challenging and the task not too easy; learners can accept an temporary uncertainty in order to learn what they need to learn.

In successfully organized training, the needs of the trainees are coherent with the overall objectives of the course. But it is crucial for the trainer to understand that the individual trainee translates the common objectives into individual goals - and that the trainer subsequently should provide informative feedback on the progress toward such individual goals.

Even so the learning process normally produces a mild level of anxiety because it implies change in the learner's beliefs and behavior. Mild stress is useful in motivating the individual but with severe anxiety and a high degree of stress the learner's perception of what is going on is limited. The trainer must be able to foresee anxiety and has a

responsibility to avoid it by setting realistic but challenging objectives for the training.

However, when it comes to the intermediate objectives, e.g. for one particular session or module, the training needs will vary in the class. For instance, some will need repetition, some will not. Or some will need the exercise, some already have the necessary experience. For some trainees that particular intermediate lesson may be of no relevance at all; they simply do not need to learn it.

When it comes to trainees' Readiness to Learn, we have a similar situation. Some of the trainees are ready to harvest the lessons learned now, today, others need yet another eye-opener, another personal experience or a thorough explanation.

Because of the different learning styles we may experience a similar situation even if all trainees need to learn about the subject and are all set to learn it. Some of the trainees need to start with theoretical understanding, others with experimenting, others again with a step-by-step instruction and others again may need to reflect on both theory and action. It is not possible for the trainer to accommodate all needs at one time.

In all three situations some of the trainees are motivated by their needs while other are in danger of experiencing a motivation drop.

In all three situations the solution is to identify alternative motivational forces.

- The most important thing is to recognize those who are not accommodated by the current activity. The trainer must say or signal: "Yes, I know this is not for all, and not for you in particular, but please be patient, your turn will come".
- A great motivating force is the understanding of the bigger picture: The interconnection between activities, intermediate objectives and the overall objectives. Included in the bigger picture is the understanding of the participatory training methods and the different learning styles. If the trainee does not know why a

certain activity is necessary, he or she is not motivated let alone enthusiastic. It is like the story of the two stonemasons; one seems moody, slow and certainly not motivated, while the other is happily carving stone by stone. Asked what he is doing the first replies: "I am carving these damned stones for my master". The second stonemason is, however, informed of the bigger picture and answers: "Me, I am building the new cathedral."

- A motivator closely related to recognition is praise: "You have learned this already, so you can afford to be patient".
- A fourth motivator is to ask the successful learners to assist the process by sharing with their peers: "You have knowledge on this, please share with us." Or: "Please tell us how you learned that."
- Another motivator is to set additional learning objectives, e.g. perfection this, combining that with other objectives. However, by doing so the trainer needs to secure feedback on this level too.
- For those who are anxious about a certain activity, reassurance is a motivating factor - and it helps to break the activity into possible steps.
- For those who are not ready to take in the theoretical and systemic approach the motivator is similar: Assure them that they will eventually learn and give them bricks of understanding they can step on.

Other motivators. Learners are not only motivated by their need to learn. Some are even more motivated by being part of this great community of enthusiastic learners, others by the thrill it is to learn and off-learn. The scholar Cyril Houle identifies three categories of motivational styles:

The goal-orientated learners who undertake training in order to reach well-defined objectives

The activity-orientated learners, or social learners, who take part for the social contact.

The learning-orientated learners who seek new knowledge for the sake of knowledge.

The three styles can have a positive influence on each other. People seek each other to compare their abilities, opinions, and emotions. The social acceptance and the mere presence of others may very well reduce their anxiety and fuel the courage to experiment. However, such social motivators may also lead to dull conformity or devastating competition or other forms of behaviour which may not be constructive.

Therefore teambuilding is important in order to understand differences in the class. It is crucial that the trainer has an eye on how trainees work together and their different roles in group work as well as in the class.

Of course the trainer's ability and attitude can also be both motivating and de-motivating.

Trainers who can present themselves as inspiring, well-prepared, structured and professionally capable will create trust and thus promote motivation.

Trainers who create a warm and accepting yet business-like atmosphere will promote motivation.

Trainers who communicate well and prepare exercises, energizers and interesting visual aids motivate learners by capturing their attention and curiosity.

Trainers who use incentives well, will motivate by giving praise, rewards or even privileges. The trainer decides which incentive that is likely to motivate the individual learner at a particular time.

Other tips. The following tips are widely found on the internet and may be googled for further explanation (the original source is however lost in cyberspace):

- Capitalize on students' existing needs
- Make students active participants in learning

- Ask students to analyze what makes their classes more or less "motivating"
- Hold high but realistic expectations for your students
- Tell students what they need to do to succeed in your course
- Strengthen students' self-motivation
- Avoid creating intense competition among students
- Be enthusiastic about your subject
- Work from students' strengths and interests
- When possible, let students have some say in choosing what will be studied
- Increase the difficulty of the material as the semester progresses
- Vary your teaching methods
- Give students feedback as quickly as possible
- Reward success
- Introduce students to the good work done by their peers
- Be specific when giving negative feedback

Dealing with conflicts, difficult situations and difficult participants

How you deal with conflicts and difficult participants in difficult situations depends on the character of the conflicts and the people involved.

The main message of this brief chapter is: As learning is a risky business for the adult learner, the trainer has to expect conflicts and must see difficulties as an integrated part of the training and learning process. The good trainer understands and utilizes resistance as useful feedback from the participants.

It is of outmost importance to stress that facing problems in class is not a personal defeat but an expected and foreseen pedagogical challenge. The trainer must deal with it, not by blaming him or herself but through pedagogical methods and understanding.

Identifying conflicts at an early stage is important in order to avoid unnecessary escalation of the conflict. Un-addressed conflicts tend to spread and multiply.

From the trainer's point of view there are two types of conflicts in training: Conflicts amongst the participants and conflicts between the trainer and the participants.

As participants are different people with different needs, different learning styles, different ways of working, different personalities - and all of them under the pressure of learning and unlearning - conflicts are inevitable. The challenge for the trainer is to identify the cause and character of the conflict. Some conflicts must be solved through immediate conflict management, involving the participants in the solution. Conflicts can arise from simple misunderstandings of the task or from destructive competition on how to deal with it.

Other conflicts are rooted beyond immediate appearances and may only be solved through acceptance of the differences. Maybe some participants should simply not work together on a

certain task or maybe they need help defining their roles in the cooperation.

Similarly there may be many different kinds of conflict between the trainer and the adult learner. A conflict can be caused by simple misunderstandings of words said or not said - or it may arise because the psychological profile of the trainer does not match that of a participant. They may not like each other at all, or the trainee may compete with the trainer, or the trainee is afraid of the trainer, or - even worse - the trainer is afraid of the trainee.

It is the job of the trainer to take charge of all such conflicts and ensure that they do not jeopardize the learning of the participant. And the great danger is if the trainer overlooks a developing conflict because of the unpleasant nature of the conflict.

In many cases even trainers with pedagogical training need to seek supervision from other trainers to identify and deal with a conflict.

In most cases, however, the conflicts are banal and have to do with anxiety, resistance and specific learning barriers.

Facing resistance in the classroom is an inherent problem in training. Resistance may appear in many ways: talking in class, being late, passivity, loud sighs, attempts to divert discussions, competition, confrontation and subversive activities such as creating alliances against the teacher, the subject, the method or anything else.

What the trainer should do is to interpret it all as feedback - poorly articulated maybe - but still feedback on the training, which should be used to improve the learning.

There are three types of students: Those who go for it right from the beginning; those who are hesitant and have to be won over; and those who are reluctant and whose resistance has to be conquered. It is important to identify the reluctant trainees from the outset. They must not be allowed to take more space than they are entitled to in class, during breaks or on the mind of the trainer!

Reluctant and negative trainees are a bit like a strong magnet; they either repel the trainer's attention (and the trainer will miss the problem), or they will attract the attention of the trainer who may therefore give them too much space. The trick for the trainer is to get out of the magnetic field and help them to learn!

In a classroom all different types of participants will be represented: The break-eater who eats up all your breaks, the silent but suffering type, the grumbler who just likes to argue, the creep who prefers to agree to understand, the sniper who sees the written evaluation as pay-back time... They are all there amongst the mostly very positive participants, it is just a question of identifying them and dealing with them on a professional level.

Resistance towards learning often occurs when the learner feels insecure about his or her ability to perform. Unlearning old habits and understandings leaves the trainee in an insecure temporary vacuum until new ways and understanding takes root. The adult learner puts his or her present status at stake just by accepting the need to learn more. Finally the learning process is a process of trial and error where everybody is expected to make mistakes which again is a risky business. Resistance may occur because of different learning styles, differences in working patterns and so on. All this may feed a resistance towards learning of which the learner may not be aware. But the experienced trainer certainly will.

Resistance is likely to be the result when a trainee clashes with his or her personal and mostly unrecognized learning barriers. A learning barrier can arise from many things. It may have been created way back at school, e.g. by a rigid language teacher, by the experience of being bullied or whatever. A learning barrier may be caused by a minor difficulty amongst the learner's many challenges, for instance a difficulty of being direct in expression, a difficulty with a certain subject, a difficulty with being creative in the

morning, a difficulty with technical terms... there can be so many unrecognized hindrances for a learner.

The challenge for the trainer is to be understanding and to think in terms of learning barriers. Sometimes they are obvious, sometimes impossible to comprehend. Sometimes the trainer can successfully confront the barriers, and at other times it is better to bypass them in silence.

Resistance will often arise from lack of motivation - e.g. if the objectives do not meet the needs of the learner or if the trainees feel they have little use for the subject matter - and it should be dealt with as described above.

Resistance can also be caused by situations outside the class room. Bad mood, toothache, problems with a girlfriend, a sick child or other genuine worries. The solution is to be compassionate and just ask: What is wrong? It is more difficult if the resistance is caused by a counter-productive atmosphere at the workplace of the trainees. If there is a problem with cooperation with the management, if the trainees are forced to undertake training by a bullying manager, or if the manager in other ways is seen as an enemy, then the trainee will be very resistant to succeed in training. The manager would see it as his success and with this strange conflict-logic the trainee may not want this to happen even if the price he or she pays is to waste a chance of personal development.

Closing courses

The termination of a course involves three major steps: reinforcement of the lessons learned, evaluation and making a plan of action for how to implement lessons learned.

The reinforcement of the transfer of learning during the course may not be so different from the reinforcement of learning at the end of the day or at the end of a module, e.g. through the participant's personal diary or logbook or through a web log.

The evaluation concerns the actual course or module. The trainer may conduct an oral evaluation or talk personally with each participant as a way of supplementing information gathered through the training organizer's standard evaluation form. Another way of getting feedback is to open a special feedback weblog.

After the course the participants should make a personal action plan on how they will apply what they have learned to their daily work and how they will follow up with subsequent training on the job. Initial questions could be:

- Did you reach the training goal you set at the start of the course?
- Name three things you have learned.
- How are you going to implement these in your work?
- Could you name three concrete actions you are going to undertake in the coming two months?

When the participants are asked to set goals for the follow up of their training, it is important the goals are both operative and feasible. In this context the **S-M-A-R-T** formula could be used to formulate and define goals.

The goals need to be defined in a simple and **S**pecific way that is easy to understand. The goals must be **M**asurable in the sense that the adult learner must be in a position to realize when she or she has achieved the objective. A goal also needs to be **A**chievable in the sense that the participant will be able to achieve the goal. Goals must be **R**elevant since

only relevant objectives are interesting to integrate into real-life working situations. As a final characteristic the goal must be **T**ime-based. The participant must set a deadline for when she or he must have achieved the training target.

It would be effective to follow up on the plan of action, e.g. two months after the course. The follow-up could be in the form of a central meeting or it could be through email or SMS contact.

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