

**Minutes from
TRAINING OF TRAINERS (1.part)
with evaluation**

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Modra, 14. - 16.February 2012

Facilitators:

- Ankie van den Broek
- Margret Steixner

Participants:

- Lenka Jančovičová
- Juraj Jančovič
- Martina Žáková
- Monica O ´Mullane
- Alexandra Bražinová
- Marek Majdan
- Adriana Ondrušová
- Zuzana Fialová
- Ondrej Botek
- Zuzana Králová
- Kristína Grendová
- Ladislav Bučko
- AAlena Uričková
- Eva Nemčovská
- Mária Kvaková
- Miroslav Švaro

Other representatives of project partners:

- Barend Gerretsen (Royal Tropical Institute)
- Anja Fischer (Horizont 3000)

Day 1: 14.02.2012

Introduction: Juraj - Brief info about training and technical provision

- Writing the reports from ToT: Lenka, Saša, Monica, Zuzana F., Eva, Marek
- Introduction of all participants

Introduction by Ankie: **Power Point Presentation about program** for ToT:

- day 1: Foundation of principles of learning & cultural sensitivity
- day 2: Teaching methodologies & Preparing session
- day 3: Implementing - micro-teaching

Warm up exercise (Margret)

- Story telling exercise, little anecdote, story
- Topic: "Think of a person who was a good module for you as a teacher"
- Think what could be a heading of the story?
- 15. Min. discussion in small groups, everybody write the heading on the paper and put it on the wall, everyone can ask anybody any question regarding the heading
- Conclusion of the exercise: Different "thinks" can learn people different ways of learning

Learning objectives (Ankie)

Participants are speaking about their ideas of learning objectives of ToT, Eg:

- To learn practical things,
- New interactive methods,
- creativity into teaching process,
- approaches for adults, (postgraduates)
- to handle group dynamics,
- new approaches & ways for teaching
- what to avoid by teaching
- "do's & don'ts"

Expectations of participants (Ankie)

Participants are speaking about their expectations:

- Team building
- To ensure where we are good in
- To have a good time (food)
- To know each other better
- To learn from each other
- Active learners

Ankie showed us the **Power Point Presentation** about it

Discussion about roles or lecturer, facilitator, trainer, "up & down" position = not position of teacher

Rules & responsibility

Participants are coming with the ideas. Eg:

- Cell phones: no disturbance,
- No beer during T session,
- Timing: coming on time,
- Someone goes tout = don't wait
- Listening to each other
- Give room to others
- Respect the each other opinion, differences, way on presenting
- Openness for work pointing improvements (speaking about it during the process, what we want & don't want)

Learning Cycle (Margret)

Add **Power Point Presentation** about Learning cycle (having and experience – Reviewing the experience – Concluding from the experience – Planning the next steps)

Learning by intuition: "CE" Concrete experience, "feel"

Activist: "AE" Learning by doing, (trying new things), methods: field work, group work, group discussion,

Reflectors: "RO" Learning by perception, reflective, observation, methods: storytelling, Learning journals, case studies

Pragmatists: "DO" Active experimentation, Solid knowledge, I have learned something, Methods: Simulation, group discussion, research reading

Theoretists: "think", methods: lectures

Learning by thinking: "Think" Abstract conceptualization" "AC" , models, analytical structure,

Conclusion: different ways of teaching, 4 different ways of learning

Adult learning (Ankie)

From **Power Point Presentation** about Adult learning

- Adults often are pragmatists
- Adults need to know why they need to learn something
- Adults maintain the concept of responsibility for their own decision, their own lives
- Adults are ready to learn those things that they need to know to cope effectively with real life situations
- Adults are life centered in their orientation to learning
- Adults are more responsive to internal motivators than external motivators

Exercise: Professional school for cook

You are teachers in the school for cooks. You have to prepare 1 session for a wedding menu: 1. Group Tomato soup, 2. group goulash with potatoes, 3. Group Italian lemon cake. The workshop is 2. Weeks before the wedding (80 persons). 3 groups (8 people in group) are having app. 30. Min. time for prepare the session (to build up, don't have kitchen, not skills training,). Presentation of session and group work.

Session lead by Ankie

Everyone writes down in Learning Journal what we've learned so far

Group presentation of posters from before the lunch exercise (Workshops for wedding cooks)

Group 1 output: presented by Marek, Ankie summarized

Group 2 output: presented by Zuzana F., Ankie summarized

Group 3 output: presented by Ondrej, Ankie summarized

In the next step of the exercise Ankie asked each group to praise other group's ideas Margret and Ankie commented on the group work and asked questions on some details of the posters, group discussion followed.

Ankie circulated **Bloom's taxonomy** (BT). Group discussion followed on to what level of BT each group came to in the exercise.

Group 1 and 2 came up to the level Analysis, Group 3 came all the way to Evaluate level (by including the Risk management part)

Energizer by Margret – **Yodling**

Taks: next energizers during ToT will be done by: Maria, Lenka, Sasha

Session lead by Margret

Cultural sensitivity – power point presentation by Margaret.

Presentation and group discussion on What is culture and different Models of culture.

Parabel Exercise in groups: Hernando, Rosemary, Sven, ...

Presentation of group outcomes and discussion.

Ankie - multicultural joke: 3 men – Asian, African, Western European – get a question: You are in a boat with your mother, wife and daughter. The boat starts to sink and you are the only person that can swim and you can save only one person besides yourself. Who would you save? – this is a question to the audience

Answer is: African will save his mother, because wife he can easily replace and have other children. Asian will save his wife, because if she would die, he would have to pay all this money back to her family. Western European thinks, his wife and mother are adults and can take care of themselves, but he is responsible for his daughter, so he will save her.

Margaret finished the **presentation on Modes of Cultural Dimensions**, with different styles.

Exercise: in groups of 3 describe implications of different cultural styles for teaching. Each group presented outcomes, Margaret summarized.

Exercise: Everyone wrote what they liked and did not like in ToT so far.

DAY 2: 15.2.2012

1. Started the session with **Speed Dating exercise:**

Couples start by sitting opposite to each other in two rows; one row of people has blue pens and the other have red pens. Every person has a pen (marker) and sheet of paper. On the ground in front of us there are sheets of card paper with words on them, topics for the exercise, for example, 'Facilitator for group discussion.' When the coordinator (facilitator) rings the bell, one row moves left by two places. One person speak s for one minute in favor of the topic (person with blue pen) and after one minute (facilitator used the bells to indicate the time) the other person talks

about what he/she dislikes about the topic (red pen). When you are moving to another place, you must place the sheet under the chair- leave it behind you. Finish the exercise after each person has had three tries- then put the comments on the wall underneath the appropriate topic- e.g. power point presentation; presenter; facilitator; introduction for exercise; facilitator of group discussion... After this, the facilitator (in this instance, Margaret) led the discussion on the comments. Margaret summarized each topic with the group, extracting the main points. Ankie was writing the summaries on the flip chart (ref. please refer to flip chart). Everybody sat in a group circle again after the discussion.

Ankie made good suggestions about power point presentations:

- 24 font size
- 7 words per line (max.)
- 7 lines per slide (max.)
- How many slides? For a rough estimate- 2 minutes per 1 slide

2. Reflection of yesterday

This was led by Ondrej and Zuzana Kralova as they volunteered to summarize the main points from the evaluation sheets at the end of the day yesterday. They presented to the group what people learned, what they liked, what they disliked. Then there proceeded a discussion about the positive and negative aspects. Ankie and Margaret asked us if they could now assign us with role play position.

Ankie reads out instructions for role play. Then Eva and Lacko are selected as the facilitators and Margaret distributes the roles to others; some people are assigned roles for the group discussion, others are assigned as observers. Margaret asks that the observers check if the rules will be kept or not. Each of the two role plays will last 5 minutes. The participants are asked to do a similar type of discussion for both facilitators. Everyone is also given a sheet entitled, 'ten tips when doing group discussion.' The topic of the role play was "how can you contribute to a sustainable environment by doing shopping for a gulash for 80 people."

Afterwards, Ankie asks Eva and Lacko to describe their feelings during the exercise. Ankie asks group members if the discussion was helpful- would this method be helpful in the future course? Ankie asks for the participant feedback and then from the observers.

Ankie reminds the group that the role of facilitator is important but what the facilitator gets out of it isn't important- it's what the group gets out of it, which is what's important. Facilitator must have curiosity in the subject matter- not necessarily an expert in the topic, but curious about it. Eva and Lacko said they felt intimidated and Eva asked for rules within the group when this happened to her.

When the facilitator devalues one member – "cannot have a meatless gulash"- then instantly this causes a two sided discussion with the facilitator on one side. The feedback was- one of the facilitator's didn't take control; the other wasn't neutral.

Neither facilitator asked about setting a goal- which is necessary for narrowing the topic. It's an important responsibility of the facilitator to narrow the topic for discussion.

When discussion becomes chaotic, facilitator can put in place a structure and say 'stop!' Can decide how to continue, can take authority.

Margaret noticed that Eva and Lacko said they'd be more comfortable in their own field of expertise, however the emphasis as facilitator is not on knowledge, but on methods (flip charts, guiding discussion etc). Content is not as important as techniques.

3. Critical incidents method

This is used in intercultural training. It is structured by a table such as below:

REACTION	BACKGROUND	STRATEGY

Everyone is given 'case studies' though they are shorter than full case studies- they are to illustrate how to use CI. By reading the case studies (which everyone is given) decide how your reaction would be to a situation, background, and what could be a useful strategy.

After looking at what people said about the 4 case studies, Margaret going to look at more strategies, other than what came from the group [more discussion]

Other strategies can be used:

TEACHER / PARTICIPANT

- Need clear rules
- Need to be flexible, important not to stick to the programme
- Be aware and understand the group dynamic (e.g. maybe group is tired and needs a break). Always have something like an energizer or icebreaker in your 'trainer bag.'
- Give more space to participants, but be clear here about the rules (give him a specific role- not unlimited space to talk).
- Check the mood of the group (e.g. use mood barometer)

Margaret has a hard copy handbook which she'll give to Juraj- written by "Thiagi" PDF version will be made available to the group.

GROUP CONFLICTS

- Ground rules
- Keep an eye on the persons in conflict
- Make participants aware of the differences
- Remain neutral in resolution
- Every context of discussion will be different- be sure to diagnose a problem in the group if there is one

- Role- be aware that a direct way of resolving conflict may not be accepted by all- may need to be sensitive to culture especially if a sensitive issue

STRATEGY- WHAT DO YOU DO WHEN THERE'S A CHALLENGE IN YOUR TEAM?

- Give time for setting rules as a team
 - All should be involved in preparation together
 - Set roles
 - Open it gently- not in a way to fight with facilitator but open it...
 - Make time afterwards for evaluation- what worked, what didn't work
 - Use techniques
 - Decide on team work
 - Respect your co-facilitator
 - Use humor!
4. 5 minutes left- **discussion of role play from the morning** (Ankie leading this)
- Look at do's and don'ts during the role play
 - When facilitating a role play with group discussion, don't choose the most vulnerable person or most confident person to be facilitators. Give facilitators the opportunity to refuse also.
 - Give clear rules and instruction; separate observers from participants
 - Sit directly behind the facilitator in the role play, so you see what they see.
 - Stress first positive issues of the role play, then areas of constructive criticism.

ROLE PLAY (written on flip chart)

- Choose roles
- Clear instructions
- Observe the group
- Use feedback rules
- Say that role play is not real life- be explicit
- Help people get out of roles- ask them their feelings
- **Debrief**- there is a nice debriefing exercise in the handbook that Margaret referred to earlier

Energizer: Maria – **holding hands and "knitting" people themselves**

Debate as an education method:

People sitting in two lines against each other, 8 and 8

Trainer's introduction: Difference between discussion and debate – in discussion you are interested in the variety of opinions, you are collecting opinions, people are learning from each other. Debate is different – you are searching arguments to CONVINCE others.

Statement for exercise: ACADEMICS ARE NOT GOOD TRAINERS IN ADULT EDUCATION BECAUSE THEY FOCUS TOO MUCH ON THEORIES.

Exercise: 1 person from each group = leader, s/he starts to argue and cannot change opinion (Marek, Adriana). One group FOR, other group AGAINST. All other people can move towards the group more convincing.

A: academics are better prepared for training

M: academics are away from real life

A: academics know how to put together theory and practice

- I am a researcher, I am not a good trainer
- Academics have experience to transfer the knowledge
- Don't mix lecture with training
- Training is just a part of teaching

The group of Marek = FOR has won, got more people on their side

After the exercise trainer asked both leaders: Was it difficult to keep your people here?

Some answers:

- I was not thinking about the group, but about the arguments
- I became loyal to this side though my real thinking is the opposite

Trainer: You have to look also on people, whether they agree with us, not only search for words that are right, but for those that are nice to people

Review of arguments used in debate

Structure is important

When we use the DEBATE as an education method:

- Policy
- Controversial things
- Learning how to formulate arguments
- Different models and theories
- Problem-based learning

Other type of debate: 4 groups, first preparing arguments and then each group has 10 min time and only 2 people can speak

Skill in debating – whether to bring argument at once or just on time

Other forms of debate:

- standing on the line
- exchanging sides, those who were FOR are now AGAINST

MOST IMPORTANT: strict rules. Students like it because they can be controversial, outspoken, open.

Intercultural training: problem how to hang the toilet paper. How quickly we establish a group and we stick with it – cultural issue. We lose our flexibility to change opinion – stick to the people and arguments

In development the method can be useful to argument with the people from government

Serious gaming

- competition in the group
 - like MONOPOLY, you make teams, sometimes it is taking 2 days
 - little snake game
 - jokes, questions, exercise
 - takes a lot of time and energy
 - when you invest the energy, it will persist
-

Mapping:

- drawing a map
- you can see the importance of various things for various people
- divide people according to origin and draw map of Amsterdam. People born in Amsterdam don't see things that Africans see.
- People in a village – men draw big pub, women draw big hospital or school...

Body mapping:

- Drawing on the big picture of a body
 - Sensitive issues like sexuality
 - Map of a body on the floor
 - What are important parts of body for sexuality (HIV)
 - First they just laugh, then they are more open
 - You may do it in groups
 - You de-personalize sensitive issues
-

Story with a gap:

- 2 pictures, we have to say story in between
 - Healthy man and sick man
 - You can get some of the background of people, you see what is the main problem for them (HIV, violence, infection disease)
-

Preparation for the practical exercise: Lectures from the modules
Each group will prepare a lecture within a Module. 3 parts: introduction, activity, summarizing.

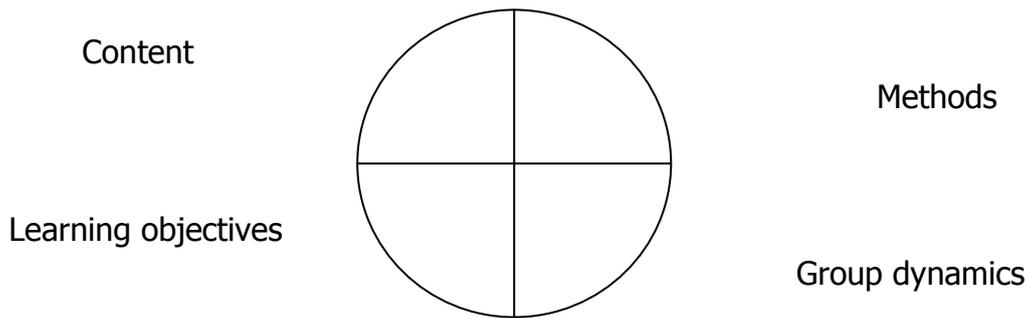
Methods for selection (each group 2): storytelling, case studies, group discussion, mapping, role play, presentation, critical incident, debate, group work...

- Time for preparing lecture for tomorrow – 1,5 h.
-

Evaluation of the day:

Picture of a target (terč), participants were sticking colorful dots. The best evaluation was in the middle, worst on the sides. Evaluation was made in 4 areas: content, learning objectives, methods, group dynamics.

Participants were sticking dots, afterwards trainers discussed the results with the group. Those who wanted commented on the picture, why they put their dots there and there...



Day 3: 16.2. 2012

Session facilitator: Ankie, Margret, Barent

Speakers: All partners

9,00

Introduction

9,10

Ice-breaker (group game)

- a) I am afraid of something, ...
- b) I am confident of something, ...

9,20

Learning objectives (Ankie)

- to apply and reflect on training/ facilitation techniques

9,30

Debriefs & Feedback

- instructions for next sessions of day;
- 20 minutes topic/module presentation + 20 minutes feedback;
- after Module presentation = 3 good things + 3 things to improve + **expert advice** (Ankie, Margret, Barent)
- "What have I learned?"; "Impact of future teaching/ ...?" = **group feedback**
- Scheme to make feedback: group 1 versus 3, group 2 versus 4 – every group had its own "**control group**" for feedback

10,00

PUBLIC HEALTH – presentation + feedback (Topic: Introduction to Public Health)

Members: Marek, Monica, Eva, Maria, Miro

Structure: Introduction, Mapping of critics points in developed countries, Ice-breaker – Hand washing, Group discussion

Control group:

- + clear message; clear instruction; continuous activity; adult discussion; dynamics of group; good structure (intro + main body + summary), useful ice-breaker;
- many facilitators for 20 minutes; not everybody understood the message; other opinions after mapping; repeated summary; give time to ask questions; poster with wrong visualization (size of letters, color)

Expert advice:

- + beginning with knowledge of participants; good facilitator; good analyzing between points
- the answer to group from mapping was not given; there were missed summary of mapping; to give more time for thinking in group discussion

Group members' message:

"Do not hide the mapping points", "Keep structure"

10,45

PROJECT MANAGEMENT – presentation + feedback (Topic: Project evaluation)

Members: Saša, Zuzana F., Adriana, Kristina

Structure: Introduction, Presentation about project evaluation, Exercise – critical incidence (two topics to analyze with reaction + background + strategy)

Control group:

- + Nice introduction; good presentation (visual, design), time managements, summary, clear message, good exercise
- Questions are needed during presentation, dynamic missing, time was short (30 min.), connection between part was missing

Expert advice:

- + Nice introduction, presentation well-structured a visualized, good exercise

- Timing with exercise/ game – could be better to break the groups; connection between exercise and presentation and back was missing; when you skip point on slide – you can tell it “I am going to skip ...)

Group members’ message:

“Pay attention for preparation and connection”, “Techniques will be used in teaching process”

11,30

CULTURAL SENSITIVITY IN DEVELOPMENT WORK – presentation + feedback (Topic: Security of development and humanitarian workers)

Members: Juraj, Lenka, Laco, Alena

Structure: Introduction with background presentation, Exercise –case studies in two groups with leaders Saša and Ad’a

Control group:

- + Very well introduction with experiences and examples, pictures in presentation, good leading of exercise
- Time management; the exercise need more time; connection between presentation – case study – summary was missing;

Expert advice:

- + Nice introduction, good facilitating role
- What was the learning objective, explain the connection between 1st and 2nd part; put critical point into case study process

Group members’ message:

“Be prepare as a group”, “Make more deeply the exercise”, “Use new methods”

12,40

VOULNERABLE GROUPS – presentation + feedback (Topic: Human trafficking - myths)

Members: Ondrej, Ma’a, Zuzana K.

Structure: Introduction, Ice-breaker; Video; Group work (truths and myths in human trafficking); Analyzing of group work; Conclusion with analyzing the results and put handouts;

Control group:

- + Nice and interesting topic, effective introduction with video in the beginning; clear message; good time for energizer; good to divide the groups for exercise;

- Not so clear sentences in the exercise; some people did not have a space for speaking; to show that you are an expert;

Expert advice:

- + Introduction with film was strong and emotional (be careful what to do with emotions); good idea with statement exercises;
- lost learning objectives; more clarify the statement game, source of video could not fit for other audience; be careful with ringing in timing of session;

Group members' message:

"The preparation for lesson/meeting is important", "I will be more careful with using the sources in video section"

Discussions in the afternoon lead by Margaret.

Introductory thoughts by Margaret:

- TOT is not a onetime event, has its trajectory and is based on needs
- Important to practice the newly learned skills – need to set up a plan until May

Suggestion by Margaret:

- Assign a sparring partner to everyone – to motivate and advise when implementing new teaching techniques (a close colleague preferably)
- Between February and May plan participatory teaching session and try methods not tried yet
- Subsequently discuss with sparring partner – sparring partner fills observing sheet.

Introduction and applying the ORID tool on the TOT by Margaret:

-ORID tool used for evaluation

O- Objective level

R- Reflection level

I – Interpretation level

D- Decisional level

O - Objective level

Question: what have you learned?

Responses of participants:

Maja: learned planning, organizing, conducting sessions, misses evaluation skills

Monica: learned applying principles of adult learning

Saha: learned effective training methods

Zuza: liked the way of introducing cultural cross cutting issues into the training

R- Reflection level

Question: what did you like?

Responses of participants:

Marek: room for trying new methods for everyone

Monica: bonding of the group

Martina: clarity about what I like and dislike

Question: what did you dislike?

Responses of participants:

Lenka: too little time to try the methods and practice them

I – Interpretation level

Question: what does it mean? How can I connect it to my real teaching life?

Responses of participants:

-use effective methods

-implement sparring system

-better use of learning objectives

-importance of accepting feedback

-importance of working with the feelings and emotions in the group

-considering the group dynamics

-realize that use of different methods can elevate the learning to higher level
(referring to Bloom's taxonomy)

D- Decisional level

Question: What does it mean for the next TOT?

Responses of participants:

Sasha: gain more module specific skills (method and content)

Monica: analyze the process of sparring partner system

Zuza: Something to go from the objectives to methods to implementation and evaluation – e.g. planning the whole sessions and modules

Ankie: Quality assurance of the modules

Barend: Assessment techniques; finalize module descriptors and topic sheets

Training of trainers workshop (1.part) was subjected to evaluation by attendants. The evaluation was divided into 3 parts:

- the first two with items scored from 1 (excellent) to 6 (not relevant),
- the last part provided a space for free text to note comments, suggestions, etc.

Results

The first part, focused on formal attributes:

	1	2	3	4	5	6
Presentations skills of the speakers	5	5	0	0	0	1
Used materials - review, handout, slides	5	2	2	0	1	0
Organization of the event	7	3	0	0	0	1
Relevance of the event to participants profession	6	4	0	0	0	1

Second part, focused on contents:

	1	2	3	4	5	6
Basic learning theories for training design and implementation	4	4	1	1	1	0
Role of the trainer	3	6	1	0	1	0
Planning and preparation	4	4	2	0	1	0
Implementing the training	4	4	2	0	0	1

Third part collected comments and suggestions regarding the event or the project.

Here are some comments & suggestions from participants:

- Very understandable language – thank you.

- Nice venue and good organization.

- Facilitators were excellent, venue was perfect, I learned so much – this will greatly improve and strengthen my teaching at the university.

Minutes written by:

Lenka Jančovičová, Alexandra Bražinová, Monica O'Mullane, Zuzana Fialová, Eva Nemčovská, Marek Majdan

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