

# Instructor Development التطوير التعليمي

## Participant Guide



مركز تدريب وتطوير القدرات النسائي في  
المملكة العربية السعودية

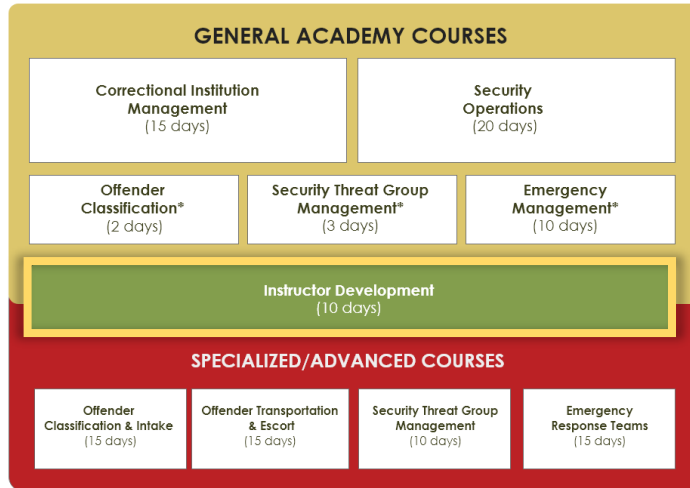
Kingdom of Saudi Arabia  
Female Training Center

## INSTRUCTOR DEVELOPMENT

Instructor Development, also called 'Train-the-Trainer,' provides participants the theoretical and practical knowledge of how to effectively facilitate the curriculum.

## COURSE DETAILS

This 10-day course is a bridge between the General Academy and the Advanced curriculum.



Instructor Development	
<b>Level</b>	Intermediate
<b>Prerequisite</b>	General Academy
<b>Duration</b>	10 days
<b>Location</b>	Riyadh, KSA
<b>Class size</b>	25 participants
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Facilitating Adult Learners</li> <li>• Creating an Effective Learning Environment</li> <li>• Designing and Using Effective Learning Aids</li> <li>• Training in the Classroom</li> <li>• Conducting Field Exercises</li> <li>• Assessing Training Effectiveness</li> <li>• Capstone</li> </ul>

## INSTRUCTIONAL APPROACH

- ☑ **LEARN:** During this course, you will learn the concepts, ideas, and processes of how to effectively implement and facilitate the curriculum.
- ☑ **APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context by using the methods and activities in your training.
- ☑ **TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

## COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
<b>1 Facilitating Adult Learners</b>	<ul style="list-style-type: none"> <li>Describe the different ways in which adults learn</li> <li>Differentiate between facilitating and lecturing</li> <li>Describe four basic facilitation skills</li> <li>Describe adult learning principles</li> <li>Explain the learning process</li> <li>Plan a lesson using knowledge gained in this module</li> </ul>	1
<b>2 Creating an Effective Learning Environment</b>	<ul style="list-style-type: none"> <li>Explain how to influence learners</li> <li>Identify strategies for creating and maintaining a positive learning environment</li> <li>Describe how to set expectations</li> <li>Explain how to captivate and motivate learners</li> <li>Determine how to instill ownership</li> <li>Create a checklist for managing logistics</li> <li>Provide effective and timely feedback</li> </ul>	2
<b>3 Designing and Using Effective Learning Aids</b>	<ul style="list-style-type: none"> <li>Describe the purpose and value of learning and teaching aids</li> <li>Discuss the different types of learning aids and pros/cons of using them</li> <li>Summarize the power of visual design</li> <li>Create an effective learning aid or a design plan</li> <li>Critique the use of a variety of learning aids based on criteria</li> </ul>	2
<b>4 Training in the Classroom</b>	<ul style="list-style-type: none"> <li>Incorporate effective facilitating techniques in the classroom</li> <li>Explain the cone of learning concept</li> <li>Lead a discussion</li> <li>Create a small group activity</li> <li>Discuss how to prioritize information</li> <li>Demonstrate effective training methods that enable learners to acquire, build upon, and retain knowledge</li> </ul>	1
<b>5 Conducting Field Exercises</b>	<ul style="list-style-type: none"> <li>Describe best practices for field training</li> <li>Prepare for field training</li> <li>Describe the four stages of field training</li> <li>Brief the skill and its relevance</li> <li>Write a scenario for corrections training</li> <li>Write a skills assessment</li> <li>Describe steps to take in facilitating field exercises</li> <li>Determine logistics for field training</li> </ul>	2
<b>6 Assessing Training Effectiveness</b>	<ul style="list-style-type: none"> <li>Describe the alignment of training</li> <li>Describe the purpose of learning objectives</li> <li>Name components of a learning objective</li> <li>Write effective learning objectives</li> <li>Discuss the importance of assessing learning</li> <li>Match the correct assessment to the learning</li> <li>Design assessments that support the learning objectives</li> </ul>	1
<b>7 Capstone</b>	<ul style="list-style-type: none"> <li>Recognize elements of effective training</li> <li>Apply team-teaching skills and strategies to the curriculum</li> <li>Use feedback to improve instructional skills</li> </ul>	1

## COURSE AGENDA

### Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Intro/Pre-Test <b>Facilitating Adult Learners</b>	<b>Creating an Effective Learning Environment</b>	<i>Continued</i>	<b>Designing &amp; Using Effective Learning Aids</b>	<i>Continued</i>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>

### Week 2

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
<b>Training in the Classroom</b>	<b>Conducting Field Exercises</b>	<i>Continued</i>	<b>Assessing Training Effectiveness</b>	<b>Capstone</b>
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	<i>Continued</i>	Post-Test Course Wrap Up/ Evaluations

## POLICY REFERENCES & RESOURCES

Each course includes a policy reference template with space to include relevant national laws, policies, executive orders, and institutional policies/procedures. This section also includes a definition of key terms and international resources used to develop this course.

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
<b>Bureau of Experts at the Council of Ministers</b>	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> <li>▪ <a href="https://www.boe.gov.sa">https://www.boe.gov.sa</a></li> <li>▪ <a href="#">Imprisonment and detention</a></li> </ul>
<b>National Center for Archives</b>	Directory of documents and archives	<ul style="list-style-type: none"> <li>▪ <a href="https://ncar.gov.sa">https://ncar.gov.sa</a></li> </ul>
(Placeholder)		<ul style="list-style-type: none"> <li>▪</li> </ul>
(Placeholder)		<ul style="list-style-type: none"> <li>▪</li> </ul>

# COURSE OVERVIEW



INSTITUTIONAL POLICIES & PROCEDURES		
General Directorate of Prisons		<ul style="list-style-type: none"> <li>▪ <a href="#">GDP website</a></li> </ul>
(Placeholder)		<ul style="list-style-type: none"> <li>▪</li> </ul>
(Placeholder)		<ul style="list-style-type: none"> <li>▪</li> </ul>

U.S. RESOURCES
Relevant Resource
Gamestorming <a href="https://gamestorming.com/">https://gamestorming.com/</a>
Designing How People Learn, Second Edition by Julie Dirksen
Visual Design Solutions, Principles and Creative Inspiration for Learning Professionals by Connie Malamed
Wired to Grow 2.0, Harness the Power of Brain Science to Learn and Master Any Skill by Britt Andreatta, PhD
Characteristics of Adult Learners <a href="https://thelearningcoach.com/learning/characteristics-of-adult-learners">https://thelearningcoach.com/learning/characteristics-of-adult-learners</a>
Learning Through Visuals <a href="https://www.psychologytoday.com/us/blog/get-psyched/201207/learning-through-visuals">https://www.psychologytoday.com/us/blog/get-psyched/201207/learning-through-visuals</a>
Psychology: How many senses do we have? <a href="https://www.bbc.com/future/article/20141118-how-many-senses-do-you-have">https://www.bbc.com/future/article/20141118-how-many-senses-do-you-have</a>
Designing for Mental Models <a href="https://thelearningcoach.com/learning/designing-learning-for-mental-models/">https://thelearningcoach.com/learning/designing-learning-for-mental-models/</a>
6 Psychological Triggers That Make UX Design Persuasive <a href="https://www.useresting.com/blog/6-psychological-triggers-that-make-ux-design-persuasive">https://www.useresting.com/blog/6-psychological-triggers-that-make-ux-design-persuasive</a>
Using Bloom's Taxonomy for Effective Learning <a href="https://www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869">https://www.thoughtco.com/blooms-taxonomy-the-incredible-teaching-tool-2081869</a>

## KEY TERMS & CONCEPTS

TERM	DEFINITION
Adult learning principles	<ul style="list-style-type: none"> <li>▪ The six principles of adult learning: adults are self-directed, bring in previous life experience and knowledge, are goal-oriented, are relevancy-oriented, are practical, and want to be respected.</li> </ul>
Learning Aid	<ul style="list-style-type: none"> <li>▪ Anything that enhances learning potential by helping participants retain facts, concepts, procedures, processes, models, strategies, and ideas</li> </ul>
Visual Design	<ul style="list-style-type: none"> <li>▪ The use of imagery, color, shapes, typography, and form to enhance usability and improve the learning experience.</li> </ul>
Unconscious Inference	<ul style="list-style-type: none"> <li>▪ Refers to the idea that people will make assumptions and conclusions about what they see and interact with from incomplete data, based on their previous experience</li> </ul>
Motion Graphic	<ul style="list-style-type: none"> <li>▪ Pieces of animation which create the illusion of motion or rotation, and are usually combined with text and audio for use in multimedia projects</li> </ul>

# COURSE OVERVIEW



Schematic	<ul style="list-style-type: none"><li>▪ A representation of the elements of a system using abstract, graphic symbols rather than realistic pictures</li></ul>
Infographic	<ul style="list-style-type: none"><li>▪ Visual representation of information, data, or knowledge intended to present information quickly and clearly</li></ul>
Data Visualization	<ul style="list-style-type: none"><li>▪ Graphic representation of data, using visual elements like charts, graphs, and maps. It provides an accessible way to see and understand trends, outliers, and patterns in data.</li></ul>
AR (Augmented Reality)	<ul style="list-style-type: none"><li>▪ Involves overlaying visual, auditory, or other sensory information onto the existing world in order to enhance one's experience</li></ul>
VR (Virtual Reality)	<ul style="list-style-type: none"><li>▪ Refers to a computer-generated simulation in which a person can interact within an artificial three-dimensional environment using electronic devices, such as special goggles with a screen or gloves fitted with sensors.</li></ul>
Social Proof	<ul style="list-style-type: none"><li>▪ A psychological and social phenomenon wherein people copy the actions of others in an attempt to reflect correct behavior in a given situation.</li></ul>
Scarcity	<ul style="list-style-type: none"><li>▪ An economic term for insufficiency or shortness of supply. In social psychology, it is a heuristic that states the more difficult it is to acquire an item, the more value that item has.</li></ul>
Framing Effect	<ul style="list-style-type: none"><li>▪ Describes a judgmental heuristic where individuals react systematically different to the same choice problem depending on how it is presented</li></ul>
Salience	<ul style="list-style-type: none"><li>▪ The quality of being particularly noticeable or important; in social psychology, salience is usually produced by novelty or unexpectedness</li></ul>
Contrast Effect	<ul style="list-style-type: none"><li>▪ An unconscious bias that happens when two things are judged in comparison to one another, instead of being assessed individually. Our perception is altered once we start to compare things to one another</li></ul>
Learning Objective	<ul style="list-style-type: none"><li>▪ An explicit statement that expresses what the participant will be able to do at the end of a training</li></ul>
SMART	<ul style="list-style-type: none"><li>▪ An acronym that refers to Specific, Measurable, Achievable, Relevant, and Time-bound</li></ul>
Formative Assessment	<ul style="list-style-type: none"><li>▪ Measure learning during the learning process; any means by which learners can use guiding feedback on their performance to help them improve</li></ul>
Summative Assessment	<ul style="list-style-type: none"><li>▪ Measures learning at the end of an instructional unit by comparing it against some standard or benchmark, e.g., capstone, final project</li></ul>
Capstone	<ul style="list-style-type: none"><li>▪ Multifaceted assignment that serves as a culminating academic and intellectual experience</li></ul>

Knowledge Survey  
المسح المعرفي



## **INTERMEDIATE COURSE: Instructor Development Knowledge Survey**

1. A key benefit of facilitation is that it:
  - a. Is easier for the instructor
  - b. Provides for longer lectures
  - c. Increases knowledge retention
  - d. Allows for only one opinion
  
2. A change in behavior or attitude is:
  - a. Evaluation
  - b. Training
  - c. Conditioning Learning
  - d. Learning
  
3. Which instructional strategy is best for adult learners?
  - a. Presenting information
  - b. Practical exercises
  - c. Group discussions
  - d. A combination of the above
  
4. An explicit statement that expresses what the participant will be able to do at the end of a training is a:
  - a. Schedule
  - b. Learning assessment
  - c. Learning objective
  - d. Lesson plan
  
5. A learning objective requires three elements: when, who, and \_\_\_\_\_:
  - a. Whether
  - b. How much
  - c. Why
  - d. Action
  
6. Adult learners acquire the most knowledge through:
  - a. Observing others
  - b. Listening to lectures
  - c. Inactive learning
  - d. Active learning
  
7. Effective facilitators close each topic, day, and program by:
  - a. Distributing worksheets
  - b. Leading discussions
  - c. Summarizing the content
  - d. Asking rhetorical questions
  
8. Effective facilitators follow these steps when conducting training: Present, Discuss, Apply, \_\_\_\_\_.
  - a. Question
  - b. Close
  - c. Break
  - d. Evaluate



9. All of these are examples of visual design for learning, except:
  - a. Infographics
  - b. PowerPoint presentations
  - c. Podcasts
  - d. Data visualizations
  
10. Three steps to handling participant complaints are:
  - a. Listen, respond, and respect
  - b. Listen, argue, and ask to leave
  - c. Discipline, isolate, and move on
  - d. Respond, embarrass, and ignore
  
11. Learning aids are any material, equipment, or device:
  - a. Assist in the retention of facts, concepts, procedures, processes, and ideas
  - b. Complicates the process
  - c. Learners take home with them
  - d. Require extra time and materials
  
12. The four basic facilitation skills are:
  - a. Lecturing, discussions, homework, field work
  - b. Attending, lecturing, testing, feedback
  - c. Attending, questioning, listening, observing
  - d. Discussions, tests, demonstrations, listening
  
13. This psychological principle stating that human beings respond to a particular choice in different ways depending on how it is presented is called:
  - a. Contrast
  - b. Framing
  - c. Reciprocation
  - d. Social Proof
  
14. An effective way for facilitators to create a positive learning environment is to establish \_\_\_\_\_ on the first day of training:
  - a. Working group
  - b. Code of conduct
  - c. Break out rooms
  - d. Time limits
  
15. The four stages of conducting field training are
  - a. Present, Design, Develop, Implement
  - b. Present, Discuss, Apply, Close
  - c. Show, Tell, Command, Lead
  - d. Brief, Demo, Drill, Debrief
  
16. Measuring learning at the end of an instructional unit by comparing it against some standard or benchmark is called:
  - a. Summative evaluation
  - b. Formative evaluation
  - c. Kirkpatrick level four evaluation
  - d. Skills assessment

# Facilitating Adult Learning

## تيسير تعليم الكبار



### Facilitating Adult Learning

**Purpose:** The purpose of this module is to analyze adult learning principles and processes and introduce the strategies and techniques facilitators use to encourage and ensure the learning takes place.

#### **Activities**

- Responding to Non-Verbal Behavior (15 min.)
- How Do You Learn (10 min.)
- Facilitate Learning and Motivation (15 min.)
- Create a Lesson Plan (25 min.)

**Estimated Time:** 4.5 hours (1 day)

### NOTES

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### Learning Casualties



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#### Learning Casualties

Telling or transmitting information does not translate to learning. Learning is a process that is fostered by engagement, interactivity, and application.

The learning process begins with understanding and acting upon the fact that learners are not open funnels waiting for information to be poured in.

Adults have requirements for learning. Most good and bad learning experiences stem from whether these requirements are being met during a training session.

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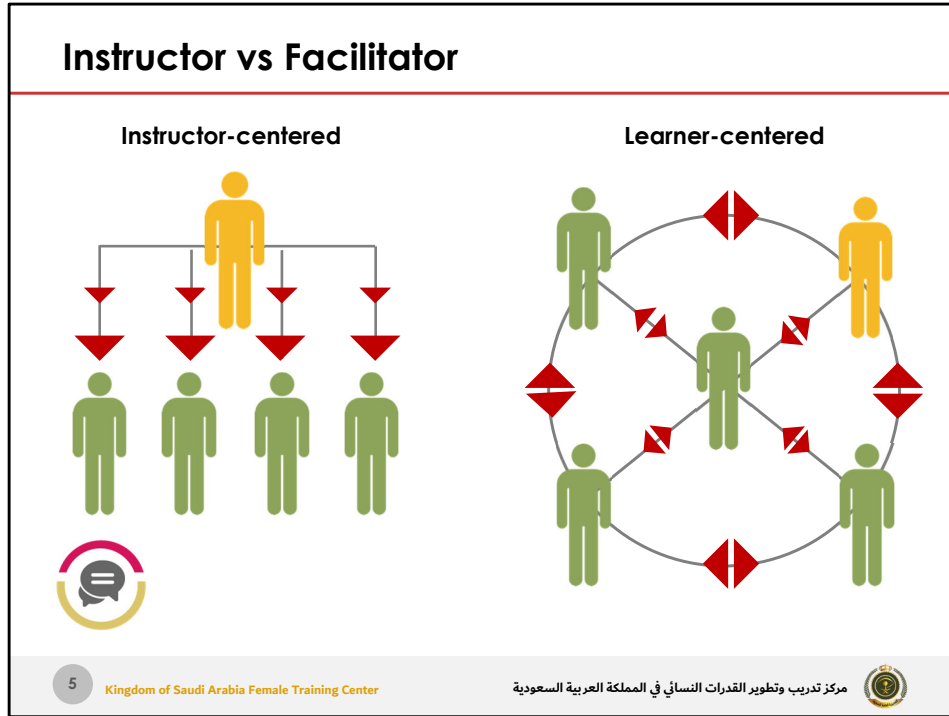
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**Instructor vs Facilitator**

Instructor-centered: Traditionally, instructors are the ones with knowledge and expertise in a particular field. They impart that knowledge through a variety of means to their students.

Learner-centered: Facilitators build on the knowledge base of the group of learners to find the answers to questions. Facilitation encourages:

- Knowledge retention: Facilitation is a learning experience that helps participants retain new information and knowledge by actively engaging with the material.
- Participant ownership: Facilitation allows participants to take responsibility for both the course content and their learning.
- Collaboration: The characteristics of facilitation create an environment in which participants are comfortable collaborating and providing their input.
- Increased morale: Participant morale is higher in facilitation environments. Participants feel important because they realize their ideas and opinions are valued.
- Increased engagement: Because participants feel valued in a facilitation environment, they are more likely to engage in the course and contribute to discussions and activities.

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### Facilitating Learning

Promotes


- ✓ Knowledge retention
- ✓ Participant ownership
- ✓ Collaboration
- ✓ Increased morale
- ✓ Increased engagement



- ★ Guide participants through problems and challenges
- ★ Lead discussions by asking questions
- ★ Observe and listen to participants working
- ★ Bring participants back to the objectives of the lesson

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#### **Facilitating Learning**

Actions of an effective facilitator:

- Establish a collaborative relationship with participants in which he or she is "first among equals," but responsibility for learning rests with the whole group
- Help create and sustain an environment of trust and openness where everyone feels safe to speak honestly and where differences of opinion are respected
- Ensure that everyone feels included and has an opportunity to participate
- Have an overall program with goals but adapt them to fit changing conditions and opportunities

#### **NOTES**

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### Four Basic Facilitation Skills

Attending



Questioning



Listening



Observing





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**Four Basic Facilitation Skills**

**Attending:** Paying attention to your participants

- Facing the participant
- Maintaining appropriate eye contact
- Moving towards the participant
- Avoiding distracting behaviors
- Always scan the group
- Walk toward participant
- Smile at individuals
- Nod affirmatively
- Walk around the room

**Observing:** Gaining knowledge about others through observation

- Look at the person's face, body position & body movements
- Formulate an inference on the person's feelings based on your observations
- Take appropriate action based upon your inferences

**Listening:** Obtaining verbal information & verifying that you understand it

**Questioning:** Obtaining participants' understanding by asking for feedback

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**Non-Verbal Behaviors and Their Meaning**

- Smiling
- Nodding affirmative
- Leaning forward
- Eye contact



**Enthusiasm/  
understanding**



- Yawning
- Vacant stare
- Shuffling feet
- Leaning back in chair
- Looking clock



**Boredom**



- Frowning
- Scratching heads
- Pursing lips
- Vacant stare
- Avoiding eye contact



**Confusion**



**Non-Verbal Behaviors and Their Meaning**

When you interact with others, you are continuously giving and receiving wordless signals. All nonverbal behaviors—gestures, posture, tone of voice, eye contact, etc. send strong messages.

The key is learning to read and understand those messages. Think of the messages listed in the slide. If you are the facilitator and you see these non-verbal behaviors from your participants, what do they mean to you?

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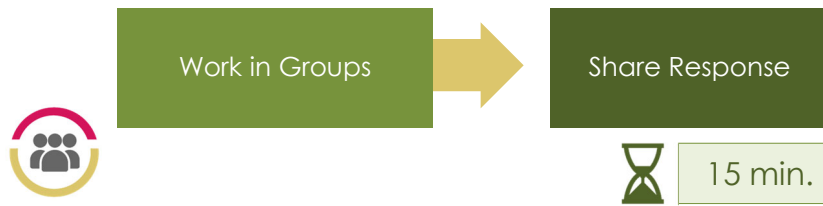


## Responding to Non-Verbal Behavior

### EXERCISE

Work with your group to determine how you would respond to each of the following:

- **Most participants** are showing enthusiasm/understanding, boredom, confusion
- **Only a few participants** are showing enthusiasm/understanding, boredom, confusion



Responding to Non-Verbal Behavior	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm ways in which to respond as a facilitator to positive and negative non-verbal behavior from participants.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Determine actions you, as a facilitator, should take in the following circumstances:                             <ul style="list-style-type: none"> <li>• Most participants are showing enthusiasm/understanding.</li> <li>• Only a few participants are showing enthusiasm or understanding.</li> <li>• Most participants are showing boredom.</li> <li>• Only a few participants are showing boredom.</li> <li>• Most participants are showing confusion.</li> <li>• Only a few participants are showing confusion.</li> </ul> </li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Responding to Non-Verbal Behavior

**REGROUP**

- Enthusiasm/understanding?
- Boredom?
- Confusion?



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### Responding to Non-Verbal Behavior

Regroup from the previous activity and discuss the responses as a group.

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**Listening to the Learners**

- Facilitation means listening to what participants are saying and tuning in to what they are not saying

**Hearing**  
(passive)

**Listening**  
(active)

GUIDELINES FOR LISTENING

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**Listen to the Learners**

Hearing is simply the act of perceiving sound. Listening is something you consciously choose to do. Listening requires concentration so that your brain processes the means from the words.

Listening is a skill that requires letting the sound go through your brain, understanding what has been heard, and processing its meaning.

Facilitation means listening to what participants are saying and tuning in to what they are not saying.

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## Questioning the Learners

### Benefits of questioning

- ✓ Gains information on existing knowledge
- ✓ Determines needs of learners and checks their understanding
- ✓ Keeps interest and encourages participation
- ✓ Aids in processing and application
- ✓ Frames topic and content
- ✓ Focuses and summarizes key aspects



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### Questioning the Learners

Effective questioning is vital to facilitating quality learning experiences. Below are some general guidelines for asking effective questions. Make sure questions:

- Are short
- Have one idea
- Are relevant to the topic
- Create interest
- Require more than a guess to answer
- Are used to emphasize key points
- Relate to previous knowledge
- Be an accurate check of knowledge or understanding

### NOTES

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### Types of Questions



✓ Close-ended



✓ Open-ended



✓ Clarifying



✓ Probing



✓ Rhetorical



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**Types of Questions**

Questioning can be formatted in several ways, including closed-ended, open-ended, clarifying, probing, and rhetorical.

- Closed-ended questions can be answered with a single word or phrase.
- Open-ended questions require more thought and cannot be answered with a single yes or no.
- Clarifying questions ensure understanding and obtain essential information.
- Probing questions encourage participants to talk about personal opinions and promote critical thinking.
- Rhetorical questions allow questions to be asked for reflection without expecting a true answer.

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### How Do You Learn?

**EXERCISE**

- Take 7 cards and pass the deck
- Work in pairs
- Take turns to complete all 3 exercises
- Record your score to determine whether you have a preference



10 min.

15

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#### How Do You Learn?

Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to allow you to discover whether you have learning preferences and/or biases through a short and fun exercise.
Materials	Playing cards
Steps	<ol style="list-style-type: none"> <li>1. You and a partner will receive 7 playing cards and take turns trying to recall their order as instructed by the facilitator.</li> <li>2. KEEP score on the number of cards your partner got correct for all three exercises.</li> <li>3. Be prepared to share your scores on the next slide.</li> </ol>

#### NOTES

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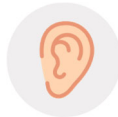
## Do You Have a Preferred Style?

### REGROUP

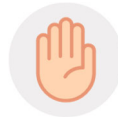
- Do you have a preferred style of learning?
- Did you already know your style or were you surprised?
- Do you have a secondary style you prefer?



See it



Hear it



Do it



Think it



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### Do You Have a Preferred Style?

Adult learners receive information in different ways:

- Hearing (Auditory)
- Seeing (Visual)
- Doing (Kinesthetic)
- Thinking (Reflective)

One or more of these channels may be dominant. The dominant channel defines the best way the adult learner learns new information. But this channel may not always be the same for all situations. An adult learner may prefer one channel of learning for one task and another channel or a combination of channels for another task.

In training, information should be presented using all the channels so that all learners can get the most out of the training.

Regardless of the preferred channel, learning is enhanced when it is closely followed by the application of the material. Each repetition of material can be regarded as a rehearsal, and rehearsal is a key learning strategy for adults.

### NOTES

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### Discussion: Adult Learning Principles




What do we mean by:

- ✓ Relevancy-oriented?
- ✓ Goal-oriented?
- ✓ Self-directed?

How do we show respect in training?

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#### Discussion: Adult Learning Principles

According to American practitioner and theorist of adult education, Malcolm Knowles, andragogy is "the art and science of helping adults learn." Knowles identified the six principles of adult learning:

1. Adults are internally motivated and **self-directed**. The adult learner has a need to be responsible for his or her learning.
2. Adults bring **life experiences** and knowledge to learning experiences.
3. Adults are **goal-oriented** and are ready to learn when the need arises.
4. Adults are **relevancy-oriented** and want to know the relevance of what they are learning to what they need to achieve.
5. Adults are **practical** and are interested in life- or work-related situations. They want to see firsthand how their learning applies to real life.
6. Adult learners like to be **respected**. Respect can be demonstrated by adhering to the above principles—acknowledging the experiences, encouraging expressions of ideas, and taking interest in their learning.

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### Basic Requirements of Learning

<p><b>Learners</b> </p> <ul style="list-style-type: none"> <li>✓ Have clear goals of what they will achieve by the training</li> <li>✓ Reflect on what they learn and how they learn</li> <li>✓ Actively participate in their learning</li> <li>✓ Recognize personal development and learning needs</li> </ul>	<p><b>Facilitators</b> </p> <ul style="list-style-type: none"> <li>✓ Make content relevant and useful to the learner</li> <li>✓ Connect content to experience and previous knowledge</li> <li>✓ Consider the learner's motivation</li> <li>✓ Encourage learner to articulate prior knowledge</li> <li>✓ Change from being a transmitter of knowledge to a facilitator of learning</li> </ul>
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**Basic Requirements of Learning**

Learners need to have clear goals and objectives of what they will achieve by the teaching intervention.

Content should be relevant and useful to the learner's real life. It should be connected to experience and previous knowledge.

Learners should reflect on what they learn and how they learn. They should actively participate in their learning.

Teaching should be learner-centered—that is, consider theories by which adults learn and implement the most adequate strategies that help them learn, according to their needs, objectives, and the context.

The role changes from being a transmitter of knowledge to a facilitator who assists the participants in their own learning, provides relevance to the content, offers examples of application to practice, invites reflection, motivates and helps provide significant meaning to new knowledge.

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### The Role of Learners' Experiences

Adults come to learning situations with **accumulated experience**. In any class of adults, facilitators will find a wide range of **individual differences** regarding:



✓ Background



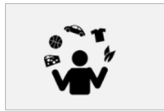
✓ Learning styles



✓ Motivation



✓ Needs



✓ Interests



✓ Goals



#### The Role of Learners' Experiences

Adults tend to develop mental habits, biases, and assumptions that usually make them resistant to new ideas and alternative methods of learning.

Adults will be motivated to learn as long as they perceive the learning as useful to help them perform tasks or solve problems they face in their lives.

They will learn more effectively when new knowledge, skills, attitudes, and values are presented in the context of their application to real-life situations.

#### NOTES

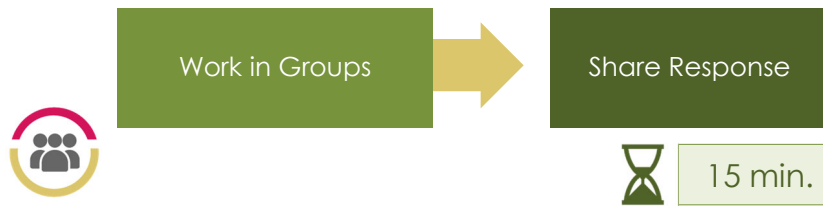
Horizontal lines for taking notes.



### Facilitate Learning and Motivation

**EXERCISE**

- Work in your small group
- Determine what steps you can take to facilitate learning, considering the different learning styles and experiences
- Explain how you will motivate learning
- Explain how you will show respect



Facilitate Learning and Motivation	
Duration	15 minutes
Purpose	The purpose of this activity is brainstorm within your group ways in which to facilitate learning at this early stage.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Determine what steps you can take to facilitate learning at the concrete experience stage</li> <li>3. Name any challenges you may have at this stage</li> <li>4. Explain how you will motivate at this stage</li> <li>5. Be prepared to share with the class.</li> </ol>

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### Agreeing on Best Practices

**REGROUP**

- Consider how to encourage the learner to articulate prior knowledge
- Consider ways in which to motivate the learner
- Show respect by adhering to adult learning principles



#### Agreeing on Best Practices

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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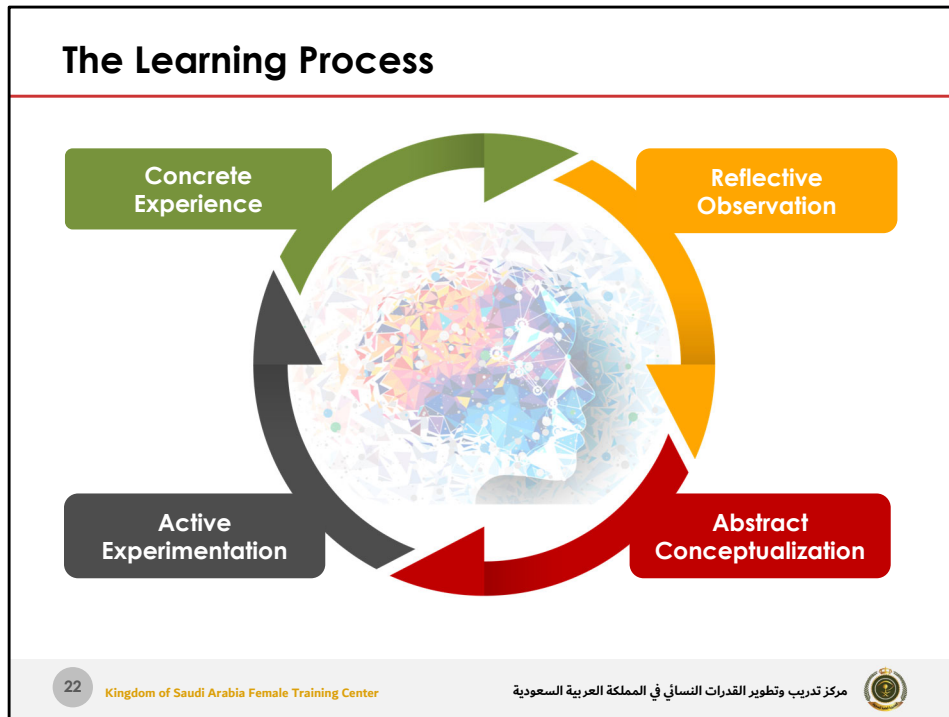


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**The Learning Process**

Effective learning is seen when a person progresses through a cycle of four stages:

1. Having a concrete experience, followed by
2. Observation of and reflection on that experience, which leads to
3. The formation of abstract concepts (analysis) and generalizations (conclusions), which are then
4. Used to test hypothesis in future situations, resulting in new experiences

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### The Process of Learning: Concrete Experience

#### Concrete Experience

- The stage in which the learner is involved in a new experience
- Anchor new knowledge to what the learner already knows



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#### The Learning Process: Concrete Experience

Concrete experience is simply being involved in a new experience—watching someone ride a bike, visiting a different country, attending new training, etc.

During this stage, group discussions, debates, questions and answers, presentations are instructional methods that allow the learners to evaluate and reflect upon their own experience and compare it to what is being taught.

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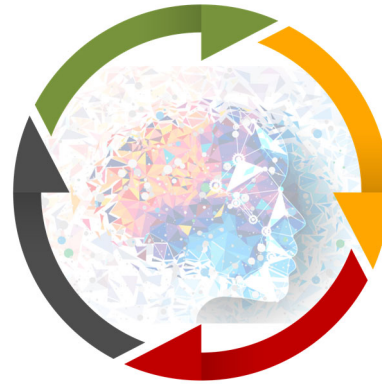


### The Learning Process: Reflecting on the Experience

#### Reflective Observation

Reflecting and reviewing

- ✓ New information is starting to make sense
- ✓ Connections are being made between new and previous knowledge
- ✓ Critical thinking is occurring



### The Learning Process: Reflecting on the Experience

The second stage in the cycle is that of reflective observation. This means taking time-out from "doing" and stepping back from the task and reviewing what has been done and experienced.

At this stage, facilitators and learners both should be asking lots of questions. Learners should be communicating with other learners and with the facilitator. The facilitator should provide opportunities for questioning and group discussions.

Reflective thinking on new experiences and information encourages insight and complex learning. It involves linking the current experience to previous knowledge. It helps learners identify, explain, and address their strengths and weaknesses.

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### The Roles of Learners and Facilitators

#### Learners



- ✓ Reflect on comparing this to prior knowledge
- ✓ Reflect on the learning process
- ✓ Evaluate personal responsibility for the learning
- ✓ Develop new knowledge, skills, and attitude

#### Facilitator



- ✓ Provides opportunities for the learner to rehearse and/apply the new knowledge
- ✓ Encourages reflection on action
- ✓ Sequences and reinforces learning



#### The Roles of Learners and Facilitators

Learners should be expanding their perspectives, developing different points of view, and drawing new meanings from experiences. They should be listening to others' points of view.

The facilitator provides support by scaffolding information—that is, she uses a variety of instructional techniques to move learners progressively toward stronger understanding and greater independence in the learning process.

Additionally, facilitators should enforce sequencing and reinforcement of learning. Sequencing refers to putting events or information in a specific order—usually going from simple to complex. Reinforcement of learning includes the activities that help a learner practice and become proficient with the new skills, attitudes, and understanding he or she is gaining.

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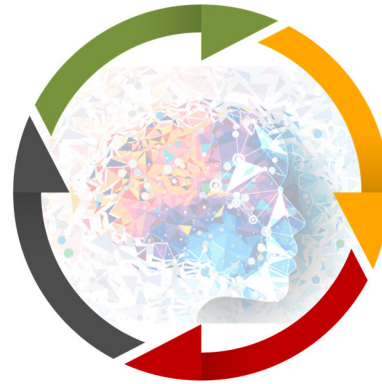
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### The Learning Process: Learning from the Experience

#### Abstract Conceptualization

The learner begins to understand the relationship between the concrete experience and what she already knows—she builds upon the information she already has



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#### The Learning Process: Abstract Conceptualization

At this stage learners think about their experience and the situation. They fit new information into existing concepts. They then go on to create new concepts and ideas or modify existing concepts. They make comparisons between what they have done and what they already know. They draw upon discussions, observations, and other knowledge they have developed.

#### NOTES

Lined area for taking notes, consisting of 12 horizontal lines.



### The Roles of Learners and Facilitators

**Learners**



- ✓ Articulate the knowledge, skills, or attitudes developed
- ✓ Provide feedback to classmates and facilitator
- ✓ Accept and act upon feedback received from others

**Facilitator**



- ✓ Provides structures upon which learners can continue to build
- ✓ Encourages reflection
- ✓ Provides feedback to the learner
- ✓ Accepts and acts upon feedback from the learner



#### The Roles of Learners and Facilitators

Feedback is crucial throughout the process; it is especially important at this stage where learners are beginning to create new concepts and ideas—they are beginning to embrace the learning and blend it with what they already know. Feedback helps learners understand how they work and how they can work better. It communicates how the participants are progressing, and it motivates.

Feedback can be positive or corrective and should provide clear and specific information about performance. Using the information gained through feedback helps participants evaluate how well they are progressing and determines areas that need increased concentration or practice.

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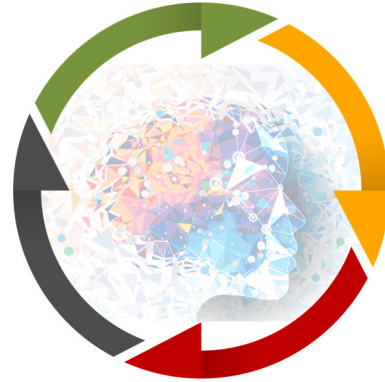
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### The Learning Process: Practicing the Experience

#### Active Experimentation

The learner uses what she has just learned in the experience to solve problems and make decisions that apply to real-world events



#### The Learning Process: Active Experimentation

Activities allow learners to apply the information in a practical, relevant way. They encourage group problem solving and decision making.

For an activity to be successful, the facilitator must explain how it relates to the rest of the course content. The activity must be relevant.

The best way to end the activity is to provide clear and specific feedback about the learners' performance. Using the information gained through feedback helps learners evaluate how well they are progressing and determines areas that need increased concentration or practice.

#### NOTES

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### The Roles of Learners and Facilitators

<p><b>Learners</b> </p> <ul style="list-style-type: none"><li>✓ Reflect in the light of prior knowledge</li><li>✓ Reflect on the learning process</li><li>✓ Evaluate personal responsibility for the learning</li><li>✓ Develop knowledge, skills, and attitudes</li></ul>	<p><b>Facilitator</b> </p> <ul style="list-style-type: none"><li>✓ Provides opportunities for the learner to rehearse and apply new knowledge</li><li>✓ Encourages reflections</li></ul>
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**The Roles of Learners and Facilitators**

The learner should reflect on at least two challenges:

- What has she learned compared to what she knew before? Does it all make sense, or does she need to think it through more? How does the new knowledge help explain the bigger picture and increase understanding?
- If the exercise was subject to assessment, what are the results? What are the learner's strengths and weaknesses? What is her confidence level?

The facilitator should provide as many opportunities as possible for the learners to build upon previous knowledge and to reflect upon that activity. One way to reflect upon the activity is to encourage feedback from the learner and to provide construction feedback to the learner. The main role of the facilitator is to lead the learner toward a deeper understanding.

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### Facilitation Best Practices

**Present**  
Present and explore new material

**Discuss**  
Question and challenge old and new ideas

**Apply**  
Apply new material to a practical experience

**Close**  
Summarize with key lessons and takeaways

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### Facilitation Best Practices

Instructional techniques for adult learners:

**Present:** Allows participants to become exposed to and explore large amounts of information at once. Examples include lecture supported by slides and demonstrations.

**Discuss:** Creates a forum for participants to share experiences and opinions, resulting in participants gaining a new perspective of the material. Discussions encourage group brainstorming where participants learn ways in which new material can be applied to their requirements.

**Apply:** Engages participants and allows them to apply the information they have learned in a practical, relevant way. Activities encourage group problem-solving and decision-making. They can take the form of role-play, practical exercises, and games/puzzles and allow participants to relate new information to their practical experience. Activities require advance planning to be successful.

**Close:** Summarize with key lessons and takeaways at the end of each module and a more comprehensive one at the end of the workshop. Explain how the objectives were met and prepare participants for what's next.

### NOTES

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## Using Icebreakers and Energizers

### Why?

- Get everyone laughing and/or moving
- Put participants at ease

### When to use?

- At the beginning of the day, starting a new module
- When energy level is low
- To refocus after breaks



ICEBREAKERS & ENERGIZERS

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### Pro Tip

Try relate the ice-breaker or energizer to the content you are presenting, if possible.



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### Using Icebreakers and Energizers

Icebreakers and energizers are facilitation techniques to help start off a training session or to refocus when energy levels get low.

**Icebreakers:** Usually used at the beginning of the day or when transitioning to a new module or topic.

**Energizers:** Can be used throughout the training. A key to good facilitation is the ability to read the room and understand when participants need to be re-energized by getting up and moving or by taking a mental break.

**Remember:** Know your audience. Think about which icebreaker or energizer is most appropriate.

**Share:** Can you share a favorite icebreaker with the group?

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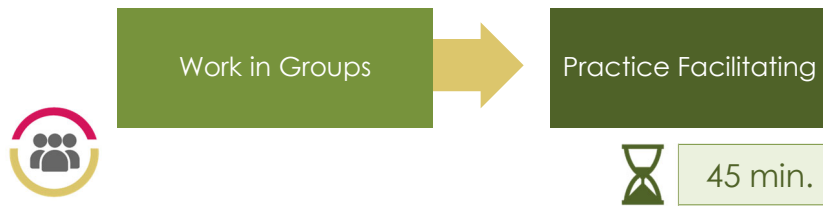
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### Practice Facilitating

**EXERCISE**

- Work in your small group
- Choose a topic from the Curriculum: CIM, Security Operations, STG, Classification, or Emergency Management
- Practice teaching a small section of any module based on the knowledge you have gained



Prepare a Lesson Plan	
Duration	25 minutes
Purpose	The purpose of this activity is apply knowledge gained to a real-world activity.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Choose any topic from the Curriculum that you want to practice teaching.</li> <li>3. Building upon the knowledge you gained from this module, practice how you will present an activity, a concept or an icebreaker.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## Practice Facilitating

### REGROUP

- Choose a topic
- Prepare a lesson plan



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### Lesson Plan

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## SUMMARY


**Topics**


- ✓ Facilitating
- ✓ The Learning Process
- ✓ Best Practices

**Knowledge Check**

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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**Quiz**

1. Review notes from previous session.
2. Work with your group to respond.

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# Creating an Effective Learning Environment

خلق بيئة تعلم فعّالة



### Creating an Effective Learning Environment

**Purpose:** The purpose of this module is to examine good practices for creating an effective learning environment for adult learners, including ways in which to influence learning, captivate and motivate learners, reinforce learning, instill ownership, provide a positive physical environment, manage logistics, and provide feedback.

#### **Activities:**

- Influencing Learning (10 min.)
- Setting Ground Rules (15 min.)
- Achieving Success (20 min.)
- Instilling Ownership (10 min.)
- Managing Logistics (20 min.)
- Providing Feedback (15 min.)

**Estimated Time:** 9 hours

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## Learning Objectives



- Explain what makes learning meaningful



- Explain how to captivate and motivate learners



- Identify strategies for creating and maintaining a positive learning environment



- Describe how to set expectations

- Determine how to instill ownership

- Explain the importance of planning ahead

- Create a checklist for managing logistics

- Provide effective and timely feedback

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding best practices for creating an effective learning environment.

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### What makes learning meaningful?

What is the difference between a “meh” and “meaningful” learning experience?



#### What makes learning meaningful?

Think about what makes a meaningful learning experience versus a boring one. Often people will say, the difference was an amazing facilitator who brought the content to life. That puts a lot of pressure on a facilitator, especially one without years of experience.

In this module, we will provide some tools to help create an environment that can help you go from mediocre to masterful.

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**Do you recognize these learners?**

<p>"Just tell me what I need to know" <b>(impatient learner)</b></p>	<p>"What did you say?" <b>(distracted learner)</b></p>	<p>"I just need to solve a problem" <b>(efficient learner)</b></p>
<p>"I'm here because it is required" <b>(reluctant learner)</b></p>	<p>"We don't do it like that here" <b>(change-fearing learner)</b></p>	<p>"I know this already" <b>(overly-confident learner)</b></p>

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**Do you recognize these learners?**

When you are sitting in a training or classroom, do any of these thoughts come into your head? If we are honest, we may have had all of these thoughts. It depends on the context.

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**What do you want out of training?**

Honestly reflect about the following questions:

Why am I attending this training?

What can I get out of this experience, that is meaningful to me?

How can this learning experience improve my day-to-day work and my career?

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### Meaningful Learning

- Learning is a journey and not an event
- Learning is defined by a change in behavior
- Facilitators can help bridge the gap in knowledge and skills, but need to consider motivation, habits, and environment
- Change in behavior results only from experience and practice



#### Meaningful Learning

As a facilitator, it is important to remember that learning is a personal journey with peaks and valleys and is ultimately defined by a change in behavior. When a person learns something new, they need to put it into action on the job or in their lives in order for it to stick.

The participants in your classroom come in with existing knowledge and skills and it will vary from learner to learner. To make learning meaningful, it is not effective to lecture and ask participants to memorize and repeat facts. Participants need to take in the new knowledge, make connections to build on existing knowledge and then apply that to different scenarios. Meaningful learning encourages critical thinking through discussions, questions, reflections and insights.

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**How to Influence and Motivate**  
**كيفية التأثير والتحفيز**

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### The Elephant, The Rider, the Path



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#### The Elephant, The Rider, the Path

Look at the script to follow along.

Who is the elephant?

Who is the rider?

What is the path?

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### Motivating Learners

- ✓ Tap into the strength of emotions
- ✓ Demonstrate that you care
- ✓ Connect concepts to real life
- ✓ Appeal to the learner by setting the easiest path



#### Motivating Learners

Four basic responsibilities that facilitators should demonstrate each time they facilitate learning are listed below:

1. **Tap into the strength of emotions.** Creating an emotional connection or reaction to content improves participant understanding and gets them involved in learning.
2. **Demonstrate that you care.** A skilled facilitator demonstrates caring for participants, which helps motivate them to learn and respond more positively to both the facilitator and training program. Caring also encourages participants to take a risk with learning new information. When a facilitator cares for them, participants feel less threatened and more willing to voluntarily engage in discussions and participate in class activities.
3. **Connect concepts to real life:** Facilitators connect concepts to real life by providing examples or relating an activity in the classroom to a participant's experience.
4. **Appeal to the learner.** Appeal is the power of attracting or arousing interest. Adult learners want to know how the instruction will help them. Facilitators answer that question by explaining why the information is important, how learners will benefit and make use of it in a practical way.

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### Psychology Principles

<p><b>Reciprocation</b></p>  <p>Give something</p>	<p><b>Social Proof</b></p>  <p>Model</p>	<p><b>Scarcity</b></p>  <p>Make special</p>
<p><b>Framing</b></p>  <p>Focus attention</p>	<p><b>Salience</b></p>  <p>Make relevant now</p>	<p><b>Contrast</b></p>  <p>Stand out</p>

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**Psychology of Design**

Studies in human psychology can help when designing learning experiences. Read the following principles:

**Reciprocation:** The principle of reciprocation tells us that if we do something for other people, they want to return the favor to us.

**Social Proof:** The principle of social proof tells us that when people aren't sure what to do, they look to the behavior of others to guide their actions—especially their peers. If we see a lot of other people doing something, we tend to view it as the correct behavior.

**Scarcity:** The principle of scarcity tells us that people tend to want what they can't have. We place higher value on things that will soon be unavailable to us, and a lower value on what's available in abundance.

**Framing:** The principle of framing tells us that people make comparisons when they're making a decision. Not only do people tend to avoid extremes, but they also respond to a particular choice in different ways depending on how it's presented

**Salience:** The salience principle tells us that people's attention is drawn to that which is most relevant to them at that moment.

**Contrast:** The contrast principle tells us that people are more likely to remember what stands out from everything else around it.

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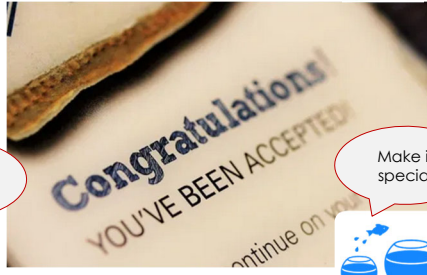
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### Examples



### Examples of Psychological Triggers

**Reciprocation:** Giving gifts, such as USB drives, candy, branded notebooks, water balls, etc. can generate good will and subtly motivate participants to give you their time and attention

**Social Proof:** Activities that allow participants to interact with each other and collaborate will provide incentive to follow and learn from peers

**Scarcity:** Many marketers use exclusivity to get people interested in their products. This can be adapted for learning. For example, if your program makes you go through a selection process to be accepted in. Setting a deadline and reward, can give a program prestige and make people motivated to be accepted into it.

### NOTES

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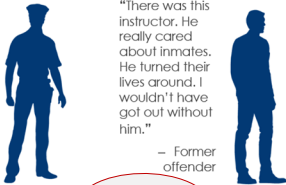
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### More Examples


**Staff matters**

"There are staff who believe that their only job is to warehouse inmates. It can be very difficult to change their minds."  
– Warden




Frame the focus

"There was this instructor. He really cared about inmates. He turned their lives around. I wouldn't have got out without him."  
– Former offender




Make it relevant



Make it stand out

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**Examples of Psychological Triggers**

**Framing:** This example shows two perspectives on how to explain how corrections staff matters. It frames it from the perspective of the offender.

**Salience:** Making learning relevant is fundamental. This example of first aid is even more salient if someone has had a recent experience with a medical emergency. Look for opportunities to connect concepts that are on people's mind.

**Contrast:** High contrast is important in visual design, but can be extended to other parts of a learning experience. People are drawn to something that stands out to them. Examples can include surprising participants with something unexpected. In the morning, turn off the lights and play a siren. Explain that today we are going to learn about emergency response. This is a high contrast to the usual morning tea and presentation and will help gain attention and can make the lessons more memorable.

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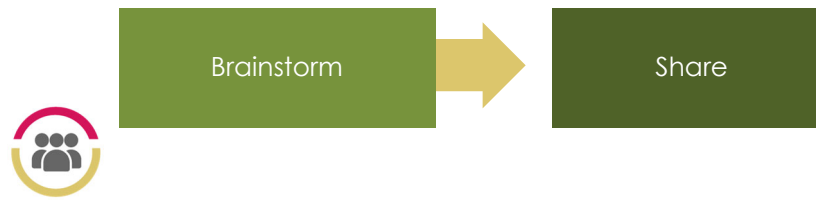
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## Psychology and Learning

### EXERCISE

- Select two principles of psychology discussed
- Brainstorm how you can use each principle to enhance a learning experience



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### Psychology of Design

Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to brainstorm about different ways to improve the learning environment using evidence-based practices in human psychology
Materials	Pencil and paper
Steps	<ol style="list-style-type: none"> <li>1. Break into 5 groups (4 people each)</li> <li>2. Select two principles from the list</li> <li>3. Brainstorm "realistic" ways you can implement these two principles in your classroom and why you think they will work.</li> <li>4. Report back to the larger group</li> </ol>

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## Psychology and Learning

### REGROUP

- Which principle did you use?
- Discuss how this principle will improve the learning experience.



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### Regroup: Psychology of Design

Regroup from the previous exercise and share your group's list of ground rules.

### NOTES

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## Setting the Stage تهيئة الساحة

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### NOTES

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### On Day 1, effective facilitators communicate

- I know who you are (audience awareness)
- I know what we must accomplish (intended outcome)
- I will use our time productively (relevance)
- All ideas are important and valued (respect)
- I will help you succeed (support)
- Engagement is low risk and high reward (participation)
- I will provide manageable information (clarity)
- I have an organized plan (structure)
- I will present you with choices in getting there (fairness)

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**Influencing Learning**

Effective facilitators communicate, educate, and influence. To be effective, they must communicate on the first day of training that they commit to being a direct influence in enhancing learning.

Learners can be influenced by facilitators committing to the following:

- **Challenge the learners:** Make goals high but attainable. Learners like to be challenged and will work to achieve high expectations as long as they believe those goals can be within their reach.
- **Inspire a shared vision:** One of the best ways to influence learners is to share your enthusiasm. When you're excited about teaching, the learners will be much more excited about learning.
- **Enable others to act:** Get to know your learners. Give them opportunities to play to their strengths and feel included and valued.
- **Model the way:** Follow your own rules. Lead by example. Show humility, trust, loyalty, respect, self-awareness, humor, accessibility, integrity, transparency, and tolerance.

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### Strategies for a Positive Environment

- ✓ Share expectations
- ✓ Set ground rules
- ✓ Captivate and motivate
- ✓ Adhere to adult learning principles
- ✓ Instill trust
- ✓ Instill ownership
- ✓ Manage time
- ✓ Manage logistics
- ✓ Provide effective and timely feedback

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**Strategies for a Positive Environment**

Facilitators are responsible for promoting and maintaining an environment in which the success of all learners is the expected and likely outcome. Creating a positive environment starts on the first day when facilitators and learners exchange first impressions.

The learning environment includes three elements that can influence how people learn effectively—social, physical, and emotional.

- **Social environment:** Humans are social creatures and have a need to belong within a social setting.
- **Physical environment:** We need to feel comfortable to learn effectively.
- **Emotional environment:** Fostering and maintaining each person's self-esteem are important. Effective communication and empathy play important roles in maintaining respect and trust.

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## Expectations and Contributions

- In every class, facilitators have expectations of the learners, and learners have expectations of the facilitators and the curriculum
- Communicate and share
- Facilitators **and** learners are responsible for the outcome of the learning
- Succeed together



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### Expectations and Contributions

Learners enter the classroom with a range of expectations based on experiences. Making it clear what this course will be like, what participation will be expected, and how participants will be evaluated set clear norms for engagement. At the same time, learners can share their expectations of the course.

### NOTES

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### Discussion: Our Expectations & Contributions



#### Facilitator:

- ✓ My expectations are...
- ✓ My contributions are...



#### Participants:

- ✓ My expectations are....
- ✓ My contributions are....



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#### Discussion: Our Expectations & Contributions

Share your expectations of the facilitator and the curriculum and how you expect to contribute to the success of the class.

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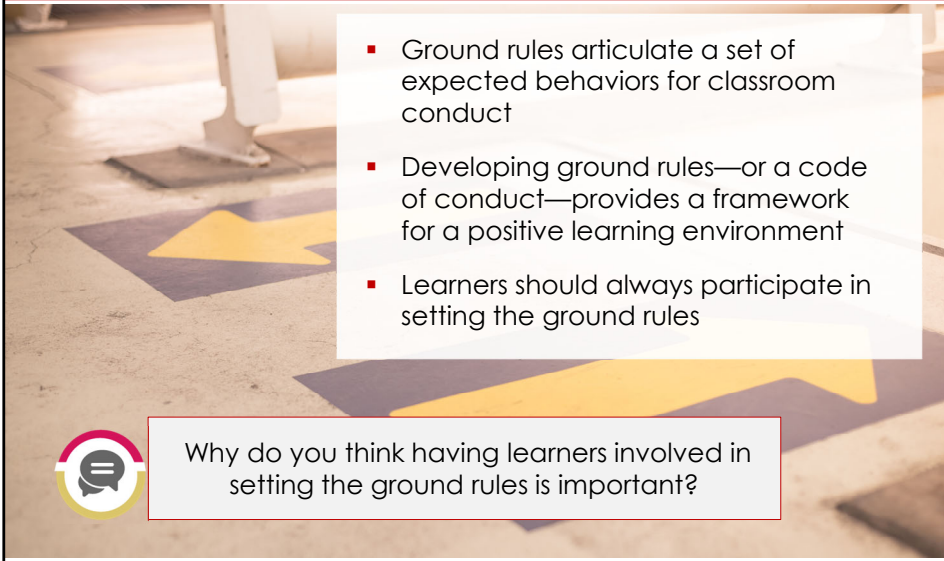
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### Setting Ground Rules



- Ground rules articulate a set of expected behaviors for classroom conduct
- Developing ground rules—or a code of conduct—provides a framework for a positive learning environment
- Learners should always participate in setting the ground rules



Why do you think having learners involved in setting the ground rules is important?



#### **Setting Ground Rules**

Establishing ground rules for classroom behavior provides a framework for a positive learning environment.

Ask learners to share the conditions that create an ideal learning environment in the classroom. Ask them about the negative things they have experienced when interacting in the classroom.

Use the positive and negative traits as a framework for creating ground rules. After the class has created a master set of rules, determine the rules you feel are best. Post the rules at the front of the class.

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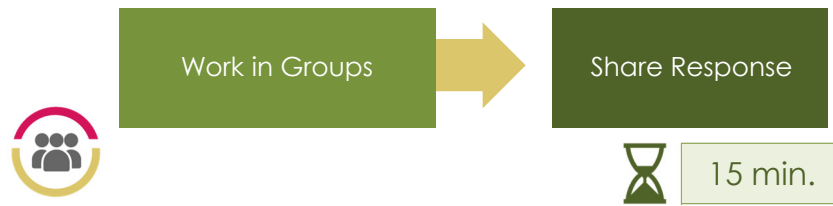
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### Setting Ground Rules (Code of Conduct)

**EXERCISE**

- Using the flipchart, work with your group to create a list of basic rules and norms for your training
- Include social, physical, and emotional elements



#### Setting Ground Rules

Duration	15 minutes
Purpose	The purpose of this activity is to have participants create a list of basic rules and norms for training, including this course.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Create a set of ground rules for classroom training in general, including this course.</li> <li>3. Be prepared to share and compare with the class</li> </ol>

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## Setting Ground Rules (Code of Conduct)

**REGROUP**

- ✓ Silence cell phones?
- ✓ Report to class on time?
- ✓ Participate/engage in discussions and activities?
- ✓ Treat everyone respectfully?
- ✓ Other?



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### Ground Rules

Regroup from the previous exercise and share your group's list of ground rules.

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Creating a Stimulating Learning Space  
إنشاء مساحة تعلم محفزة



Physical Environment

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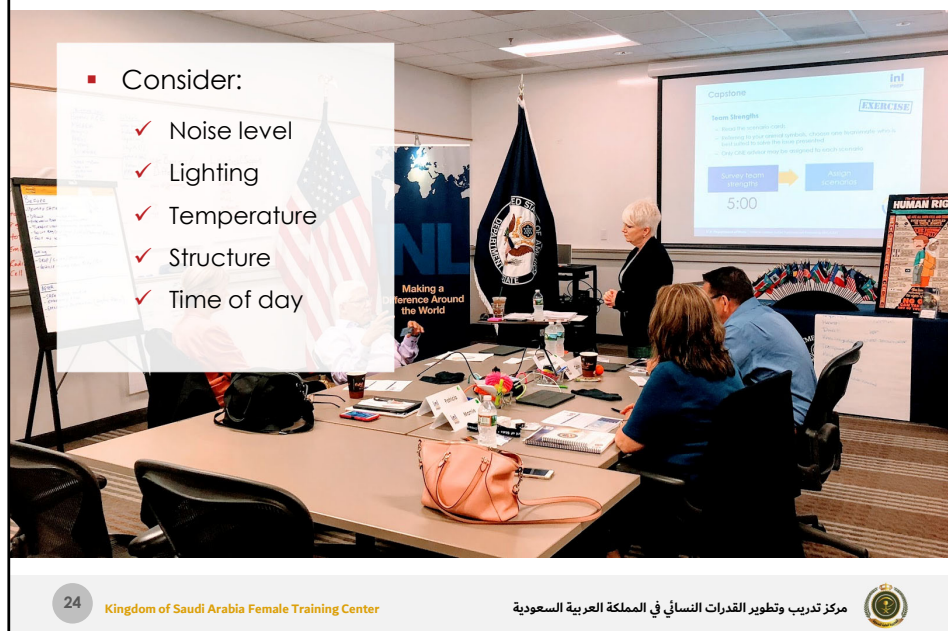
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## Creating a stimulating learning space



### Creating a Stimulating Learning Space

When facilitating learning, be aware of factors such as room temperature, arrangement of the room (e.g., closeness of seats), time of day (early morning versus late in the day), brightness of the lighting, and sound (e.g., noise distractions from nearby construction or talking among learners).

- Turn the lights on bright and, if possible, use a room with natural light
- Adjust the thermostat for the most comfortable level for most of the participants
- Ensure that the environment looks comfortable
- Hide empty boxes
- Place materials neatly and uniformly at each seat
- Have the most comfortable chairs available
- Arrange the tables to be conducive to learning
- Ensure that everyone has adequate personal space
- Have extra supplies, pens, and paper available

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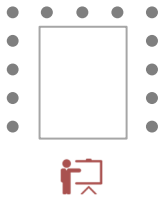
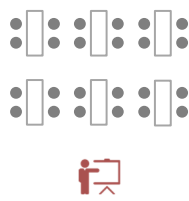

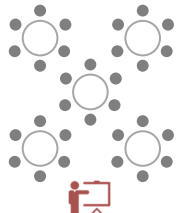
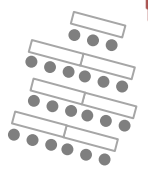
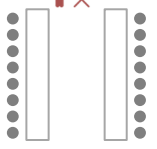
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### Best layout for learning

U-Shape	Rows	Auditorium	Clusters
			
			

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**Decide on the best layout for learning**

1. To create an environment conducive to learning, instructors must first focus on the physical space whether in a classroom or outside space. The physical space includes the layout and arrangement of the desks or tables, the placement of computers and equipment, and items on the bulletin boards and walls.
  
2. Which setup would be best for the type of course you will be teaching?

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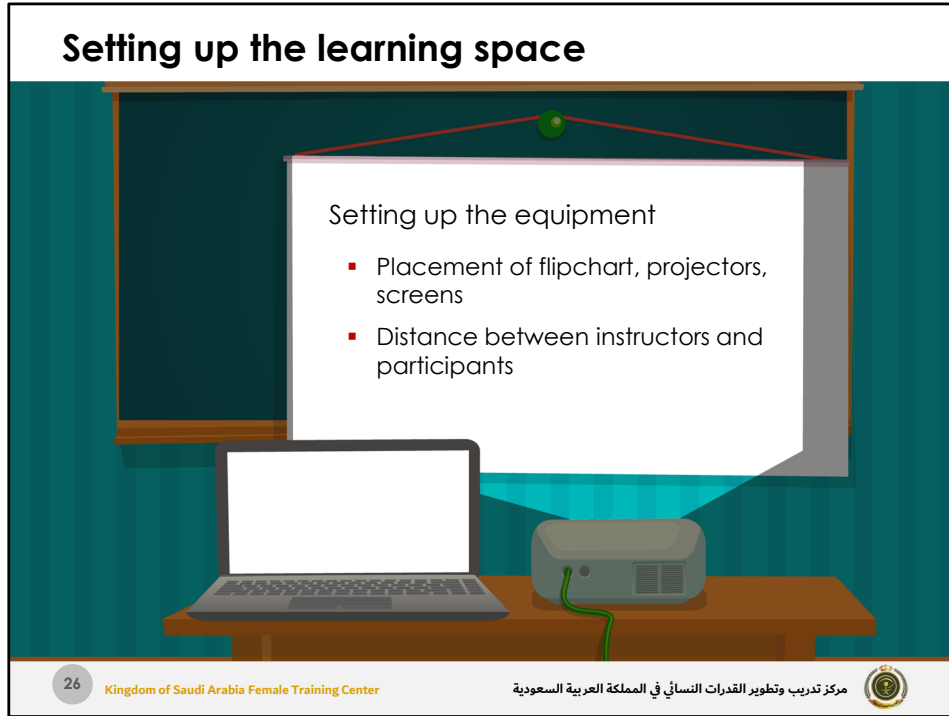
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**Setting Up the Learning Space**

Think about the learning space you will be teaching in. Sometimes there are restrictions, but ideally, the cluster or pod set up is best for learning. This allows the facilitator to walk around the room and also allows participants to collaborate with each other.

The placement of flipcharts, projectors, and screens are also important. You want everyone in the room to be able to see the screen and flipcharts.

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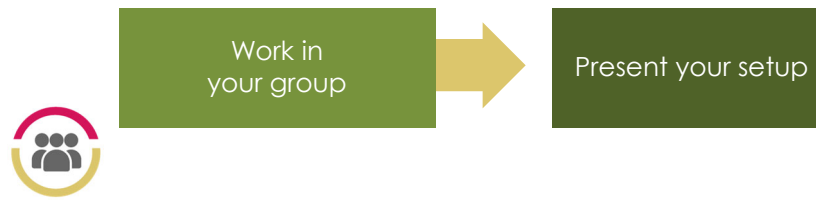
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### Setting up the learning space

**EXERCISE**

- Each group will be assigned a shape of a room, number of participants, and topic to be taught
- Design the setup, including arrangement of desks/tables, flipcharts, projectors, and other equipment



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#### Achieving Success

Duration	25 min presentation (5 minutes each group)
Purpose	Participants will work in small-groups to design a classroom that is conducive to learning. The setup must include everything needed in the classroom—projectors, flipcharts, tables, etc. They should be prepared to present and explain their design. Draw a room for each group on a flipchart. Write the number of participants attending the class and the topic being taught. Include any restrictions—e.g., lack of outlets.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. You will work in small groups to design a classroom based upon the drawing you receive. Design a classroom that is conducive to learning and include placement of desks/tables/chairs, flipcharts, projectors, equipment, etc.</li> <li>3. Be prepared to share with the class.</li> </ol>

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## Setting up the learning space

**REGROUP**

Describe your environment

- Seating arrangements
- Flipcharts
- Other equipment
- Other



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### Setting up your Learning Space

REGROUP from the previous activity and share your response.

### NOTES

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Maintaining a Positive Learning Environment  
الحفاظ على بيئة تعلم إيجابية

Emotional Environment      Social Environment

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### Captivating Learners



Relevant Stories



Thought-provoking questions



Show & discuss video clips



Realistic Scenarios



Hands-on Learning



Group Activities – roleplays, discussions, teamwork



### Captivating Learners

Deliver content in exciting ways:

- Tell interesting (relevant) stories
- Ask thought-provoking questions
- Show video clips and engage learners by discussing what they watched
- Use pictures to explain a process or unfamiliar concept
- Use scenarios to help learners imagine how they might apply what they are learning
- Give participants hands-on exercises so they can practice what they are learning
- Have non-competitive quizzes
- Make technology, such as mobile devices, part of the learning experience (e.g., use an audience responses system or ask learners to look up an answer online or research information)
- Use group activities:
  - Use role play, where learners take on different roles and act out a situation to solve problems or learn different perspectives
  - Facilitate small group discussions
  - Involve learners in a case study
  - Use demonstrations or simulations
  - Ask participants to pair up and share information

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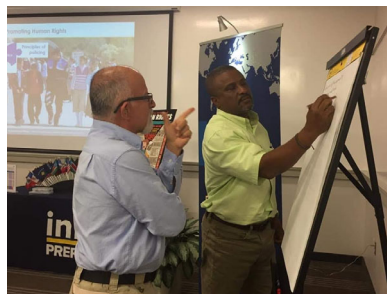


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## Providing Positive Reinforcement

- Provide opportunities for learners to:
  - ✓ Develop and reinforce skills and knowledge by using a variety of learning activities and media
  - ✓ Use the new skills/knowledge often and apply them in different contexts
  - ✓ Collaborate and engage in problem-solving activities
  - ✓ Spend time on self-reflection
- Give praise when earned
- Harness learner interest



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### Providing Positive Reinforcement

Research shows that giving reflection time is valuable as a means of creating greater self-awareness and deepening learning.

When they reflect, learners reimagine what happened in both first and third person — as they were seen and as they saw through their own eyes. That sense of perspective is important in building independent and self-directed learners.

By shifting reflection from content to thought, learners have the chance to put themselves back at the center of the learning process.

Reflection involves drawing cognitive and emotional information from several sources: visual, auditory, kinesthetic, and tactile. To reflect, learners must act upon, process, synthesize, and evaluate the information and their understanding of it.

Reflecting means applying what we've learned to contexts beyond the original situations in which we learned something.

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## Showing Respect

- Adults are more open to learning if they feel respected
- The ultimate facilitator respects and honors adult learners' individuality and experience and creates a safe, respectful, and participant-centered environment for learning to take place



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### Showing Respect

The word *respect* is synonymous with *esteem* in this context. The facilitator of adult learners must show regard for the learner by acknowledging her experience and creating a climate in the learning setting that conveys respect.

Ways in which the facilitator can foster a comfortable, productive learning climate through attitude include:

- Show respect for the learner's individuality and experience
- Be sensitive to the language you use so that learners are not inadvertently offended
- Be open to different perspectives
- Adopt a caring attitude and show it
- Treat the learners as individuals rather than as a group of people who are alike
- Support all learner comments by acknowledging them
- Take the learning process seriously

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### Instilling Ownership



- Leading disinterested, disruptive, or distracted learners
- Practicing persistence to overcome an apathetic attitude
- Building collaboration
- Value of team atmosphere
- Responsibilities of team leaders
- Evaluations

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مركز تدريب وتطوير القدرات النسائي في المملكة العربية السعودية



#### Instilling Ownership

Taking ownership means that a learner is motivated, engaged, and self-directed. It means she can monitor her own progress and reflect on her learning.

Core elements of developing learner ownership include:

- Use techniques to deeply engage learners
- Model the behaviors that demonstrate a sense of responsibility
- Empower participants and build on their motivation
- Create multiple opportunities for teamwork. Team activities build team spirit. Team spirit naturally builds collaboration and competition. Collaboration and competition motivate.
- To get the most out of group activities, each team should select a leader. The team leader is responsible for motivating the team and making sure it puts forth its best. The teams become responsible for their own actions.
- Evaluations show the goal everyone is trying to attain and help the groups know where they stand in comparison.

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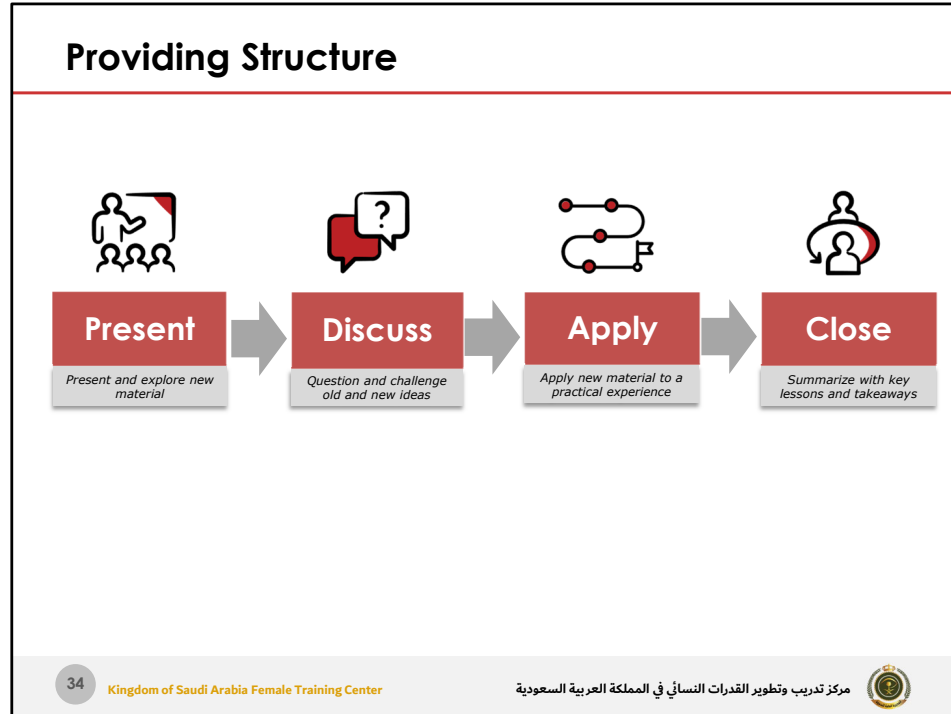
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### Providing Structure

As a facilitator, it helps to provide a structure for how you deliver your lessons. This instructional technique, explained in "Facilitating Adult Learning" supports adult learning principles and creates a cohesive learning experience.

**Present:** Allows participants to become exposed to and explore large amounts of information at once.

**Discuss:** Creates a space for participants to share experiences and opinions, resulting in participants gaining a new perspective of the material.

**Apply:** Engages participants and allows them to apply the information they have learned in a practical, relevant way. Activities encourage group problem-solving and decision-making.

**Close:** Summarize with key lessons and takeaways at the end of each module to reinforce learning.

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### Achieving Success

**EXERCISE**


- Name 6 ways in which you as a facilitator will create a positive learning environment on Day 1
- Be prepared to discuss your response



Work in Groups

➔


Share Response



15 min.

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Achieving Success	
Duration	15 minutes
Purpose	The purpose of this activity is to think of ways in which you would create a positive learning environment on the first day of training.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm ways in which you would create a positive learning environment.</li> <li>3. Be prepared to share with the class.</li> </ol>

**NOTES**

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### Achieving Success

- ✓ Captivating learners
- ✓ Show respect
- ✓ Build collaboration
- ✓ Structure
- ✓ Ownership

**REGROUP**



### Achieving Success

REGROUP from the previous activity and share your response.

### NOTES

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# Logistics & Time Management

## الخدمات اللوجستية وإدارة الوقت

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### NOTES

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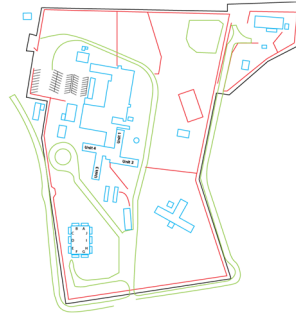
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### Communicating Logistics

- On the first day of training, discuss classroom logistics to ensure learners know what to expect as the training progresses, such as: agenda, materials, facilities, breaks, lunch
- Adhering to a daily schedule bolsters your credibility and helps you and the participants stay focused on the topic



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#### Communicating Logistics

- Introduce your course—including any classroom or field logistics.
- Discuss breaks, daily schedules, any visitors to the classroom.
- Provide location of facilities, such as restrooms, dining halls, refreshments, etc.
- If refreshments are provided, explain what, when, and where.
- Review the course agenda.

#### NOTES

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### Preparing Logistics



- Course preparation checklist
- Timeliness
- Communication and coordination
- Contingencies

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#### Preparing Logistics

Developing a comprehensive checklist is one of the best ways to ensure that logistics are covered whether the training is in a classroom or field. Make sure that you begin planning logistics early to allow for contingencies.

Below are some examples of items that should be included:

- What is needed for this training?
  - ✓ Flipchart and markers
  - ✓ Computers
  - ✓ Projector and screen
  - ✓ Course materials
  - ✓ Other
- How many days before training should I request logistics?
- Who do I request logistics from?
- How do I follow up to ensure logistical needs will be met?
- With whom do I coordinate?
- What steps do I take to ensure training equipment and materials are available and ready?
- When do I get access to the training venues?
- When and with whom do I identify location, distribution, and storage of equipment?
- Other?

#### NOTES

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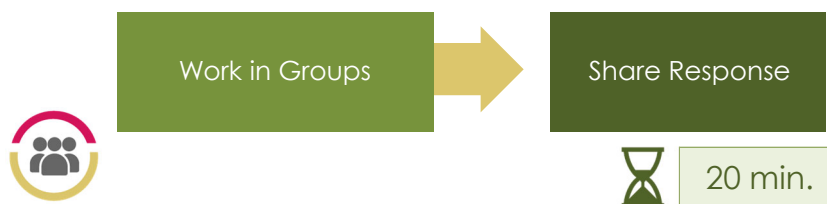


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## Managing Logistics

### EXERCISE

- Create a checklist for all logistical needs for a typical classroom training
- Be prepared to share and compare your checklist



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### Managing Logistics

Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm within your group to determine logistical needs for a typical classroom training.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Create a checklist of logistical needs for a typical classroom training.</li> <li>3. Be prepared to share with the class.</li> </ol>

### NOTES

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## Managing Logistics

### REGROUP

- Meeting your logistical needs
  - ✓ What?
  - ✓ When?
  - ✓ Where?
  - ✓ Who?



COURSE CHECKLIST

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### How Would You Manage?

REGROUP from the previous activity and share your response.

Sample logistical needs include:

- Training materials for each learner
- Audio-visual equipment available and working
- Water/coffee/soft drinks available
- Room temperature and lighting comfortable
- Flip chart and markers
- Pens
- Nametags
- Scratch paper
- Dry erase markers for whiteboards
- Sticky notes
- Computer
- Projector and screen
- Chairs
- Tables
- Refreshments
- Room
- Breakout rooms
- Room keys or arrangements for someone to unlock doors

### NOTES

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**Discussion: Addressing Timeliness**

*"Nothing inspires confidence in a trainer faster than punctuality nor is there any habit that saps her reputation faster than that of always being behind time."*



Do you agree with this quote? Why or why not?

What impact does timeliness have on training? On the job?



**DISCUSSION: Addressing Timeliness**

Engage in the discussion questions.

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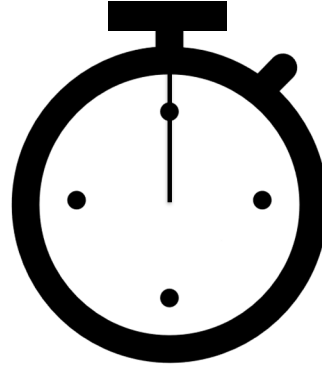


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## How Long is a Minute?

- Close your eyes
- Raise your hand when you feel that one minute has passed
- Open your eyes



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### How Long Is a Minute

Close your eyes for 60 seconds. Open them and raise your hand to signal that you think a minute is up.

Should you hold the class for someone who is 30 seconds late? Five minutes late? Ten minutes late? What happens if you hold the class for everyone who comes in late?

What happens if class runs one minute beyond the allotted time? Five minutes beyond the allotted time? Ten minutes?



### Being on Time Shows

- ✓ You care
- ✓ You respect others
- ✓ You are professional
- ✓ You are confident
- ✓ You are open to others
- ✓ You are in control
- ✓ You have a standard of excellence

Punctuality is a great way to make a positive personal impact



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#### Being on Time

**You care.** Showing up on time is one of the best ways to show someone—colleagues, partners, classmates—that you care about them.

**You respect others.** Arriving on time shows that you respect others.

**You are professional.** Being on time is a fundamental tool for anyone who wants to be perceived as being professional.

**You are confident.** Showing up on time is a sign that you are confident to take on whatever might lie before you.

**You are open to others.** Punctuality says that you are ready — to be involved with whatever is set before you.

**You are in control.** People choose to work with those they like, know, and trust. They like working with people who are in control. If you always arrive early or on time, you give the impression that you are in control and manage things well.

**You have a standard of excellence.** Punctuality is but one standard of excellence. It implies that you are in control of your life and shows that you respect yourself and others.

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## SUMMARY

### Topics

- ✓ Influencing Learning
- ✓ Maintaining a Positive Learning Environment
- ✓ Instilling Ownership
- ✓ Maintaining Logistics
- ✓ Addressing Timeliness

### Knowledge Check



In your group, answer the following:

- Recall the adult learning principles discussed in the previous module.
- Explain which concepts studied in this module support the learning theories.

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### Summary

1. Review notes from previous session.
2. Work with your group to respond.

### NOTES

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# Designing and Using Effective Learning Aids

تصميم وسائل تعليمية فعّالة واستخدامها



### Designing and Using Effective Learning Aids

**Purpose:** The purpose of this module is to demonstrate the purpose of effective learning aids and how to use different learning and teaching aids to enhance the training experience.

#### **Activities:**

- Brainstorm Learning Aids for Each Sense (15 min.)
- Implementing Learning Aids (15 min.)
- Visual Telephone
- Visual Design
- Create a Set of Learning Aids (60 min.)
- Learning Aids Presentation (20 min.)

**Estimated Time:** 2 days (9 hours)

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## Learning Objectives



▪ Describe the purpose and value of learning and teaching aids



▪ Discuss the different types of learning aids and pros/cons of using them



▪ Summarize the power of visual design



▪ Create an effective learning aid or a design plan

▪ Critique the use of a variety of learning aids based on criteria



### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding how to design and use effective learning aids.

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## Think About

Close your eyes. Think of a past learning experience.  
What learning aids are being used?



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### Think About It

Think about the training experience in the past.  
Write down the different learning aids that were used.

Be prepared to share with the class.

### NOTES

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### Definition: Learning Aids

A learning aid is something intended to enhance learning potential by helping us retain *facts, concepts, procedures, processes, models, strategies, and ideas.*



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#### Learning Aids

Use the space below to define your understanding of a learning aid and provide some examples that you have used or want to use while training.

Set a personal goal to learn about a new learning aid and commit to using it in your training.

#### NOTES

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**Examples of Learning  
& Teaching Aids**  
**أمثلة على وسائل التعليم والتعلم**

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## Projector, Projector Screen, Computer



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### Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

### NOTES

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### Whiteboards, Flipcharts, Markers



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#### Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

#### NOTES

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### Field Equipment



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**Learning Aids**

Do you use these learning teaching aids in your training environment? Why or why not?

**NOTES**

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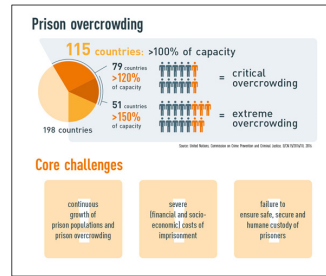
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## Infographics/Data Visualizations/Schematics



### Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

### NOTES

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### Sandboxes and Tabletops



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#### Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

#### NOTES

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### Manipulatives



#### Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

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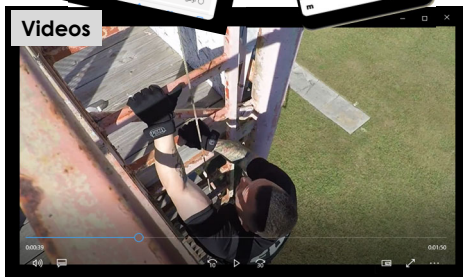
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## Technology and Games



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### Learning Aids

Do you use these learning teaching aids in your training environment? Why or why not?

### NOTES

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### AR, VR, and Mixed Reality

Microsoft HoloLens



Oculus



#### Learning Aids

AR: Augmented Reality (Digital on top of physical)

VR: Virtual Reality

Mixed Reality: Use of VR, AR and physical

Do you use these learning teaching aids in your training environment? Why or why not? Do you see using these devices in the near future?

#### NOTES

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Learning starts with our senses  
التعلم يبدأ بحواسنا

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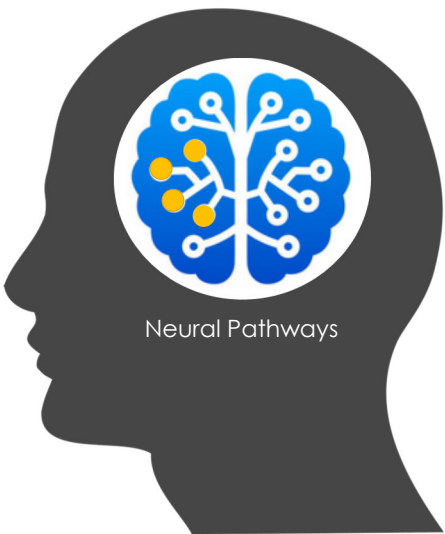
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### Learning and the brain


<b>Learn</b>	Senses Stories Demonstrations
<b>Remember</b>	Retrieval Schemas Connections
<b>Do</b>	Practice Repetition Rewards



Neural Pathways

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**How our brains help us retain knowledge**

A memory begins as an experience that we encode into our brain through our senses. That memory is then stored until we engage in some act of recall or recollection and then it comes back into our conscious awareness. - Dr. Britt Andreatta, *Wired to Grow, Harness the power of brain science to learn and master any skills.*

This simple diagram helps explain what happens in our brain when we learn and retain knowledge. We take in information through our sense, through stories and demonstrations, but we do not recall that information unless we can make a connection to it. It is not fully formed until we apply that knowledge through practice. We then need to repeat it and reinforce it through some sort of reward.

Does the way you teach follow this same logic?  
How do learning aids help?

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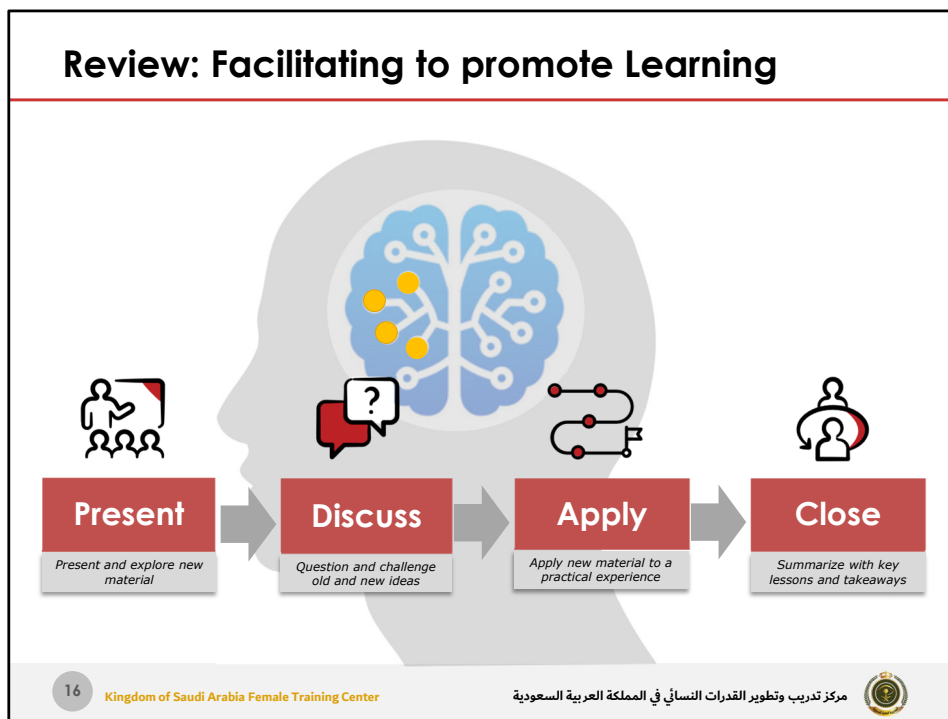
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**Effective Facilitation**

Remember the Present – Discuss – Apply – Close process discussed earlier? Using this structure helps facilitators promote learning and retention of knowledge because it reinforces how we learn.

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### Multisensory Approach to Learning

**Sight**      **Hearing**      **Touch**      **Smell**      **Taste**

**Balance**      **Temperature**      **Body Position Awareness (Proprioception)**      **Pain (Nociception)**

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**The human senses and learning**

We are familiar with the five senses, but are you familiar with the other four listed above?

**Balance** or **equilibrioception** is the sense that allows us to perceive gravity and keep our balance when we move our bodies. It related to fluid in the inner ear

**Temperature** or **thermoception** is the ability to sense of heat and the absence of heat (cold)

**Body Position Awareness** or **proprioception** includes the sense of movement and position of our limbs and muscles. For example, proprioception enables a person to touch their finger to the tip of their nose, even with their eyes closed. It enables a person to climb steps without looking at each one.

**Physiological Pain** or **Nociception** is a non-conscious perception of damage to nerves or tissues

Can you think of training activities that can be associated with these senses?

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What Senses Are Used in These Training Settings?



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**The human senses and learning**

Look at each picture of corrections training environment. Point out which senses are being used.

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### Brainstorm Learning Aids for Each Sense

**EXERCISE**

Brainstorm → Share your ideas

15 min.

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How Do You Learn?	
Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to allow you to discover how we use the senses to learn and retain knowledge
Materials	Flipchart, markers
Steps	<ol style="list-style-type: none"> <li>Each group will select 2 different senses:                             <ul style="list-style-type: none"> <li>• Sight</li> <li>• Sound</li> <li>• Touch (tactile)</li> <li>• Smell</li> <li>• Taste</li> <li>• Temperature</li> <li>• Balance</li> <li>• Body position</li> <li>• Pain</li> </ul> </li> <li>Brainstorm which type of learning aids can be used for each category</li> <li>Be prepared to share your ideas</li> </ol>

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## How We Learn and Retain Knowledge

### REGROUP

- What ideas did the group share?
- Did you learn anything new?
- Does multisensory learning make sense?



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### REGROUP: How we learn

Regroup from the previous activity and discuss the responses as a group.

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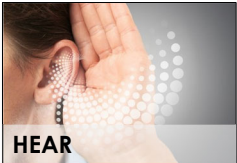



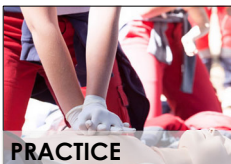
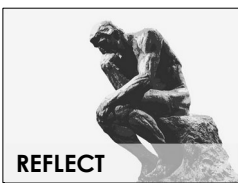


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### Different ways we can learn

 <b>SEE</b>	 <b>HEAR</b>	 <b>TOUCH</b>
 <b>WRITE OUT</b>	 <b>TEACH OTHERS</b>	 <b>PRACTICE</b>
 <b>REFLECT</b>	 <b>EXPERIENCE STRESS</b>	 <b>TRUST LEADERS</b>



**Different ways to learn**

Learning aids are used to help deepen our learning. Since people retain knowledge in different ways, the best classroom experience appeals to a variety of learning styles and preferences.

Think about how you prefer to learn something new or gain deeper understanding of something you already know. Do you like to see it, hear it or feel it?

Have you tried different methods mentioned above?

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**Value & Purpose of  
Effective Learning Aids**  
قيمة وسائل التعلم الفعّالة والغرض منها

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## Think About

- ✓ Why do you think learning and teaching aids are important when delivering training?
- ✓ What **practical barriers** can there be to providing learning aids?
- ✓ What **strategies** can you put in place to **address these barriers**?



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### Value of Learning Aids

Think about the questions above and discuss with your group

### NOTES

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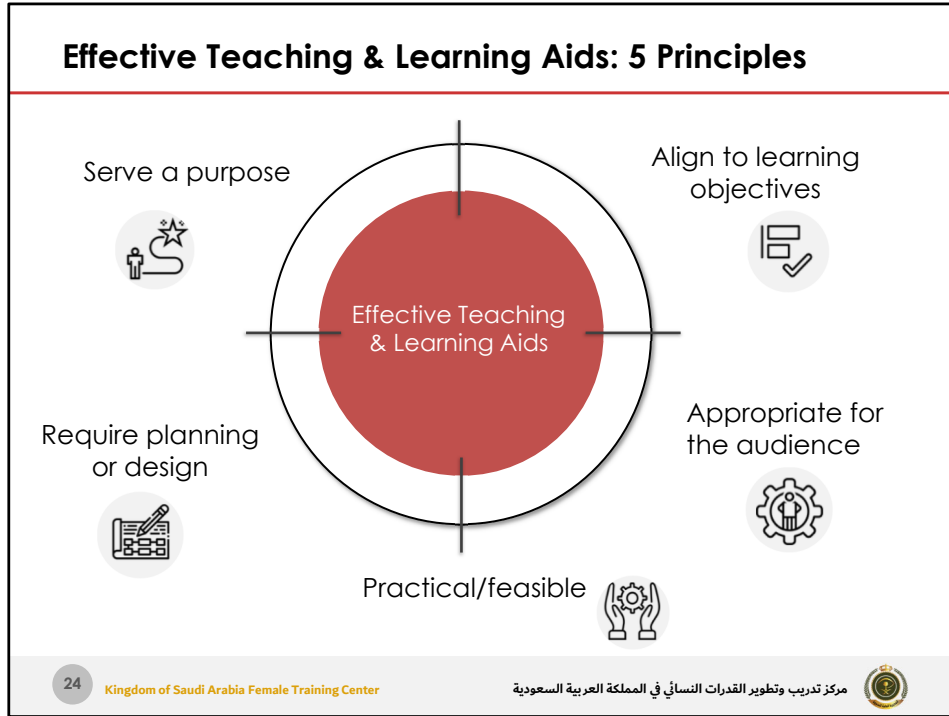


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#### Effective Teaching and Learning Aids

When designing your own training, people often rely on what was done before or what is the easiest to implement. Don't be afraid to get creative.

Even though it can be fun to think of different ways we can present information through visuals and games, remember that the most effective learning aids need to serve a purpose and align to learning objectives. Effective learning aids take time to plan and design and need to be feasible for your training program.

#### NOTES

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## Purposes of Learning Aids

- ✓ Focuses attention
- ✓ Makes points memorable
- ✓ Simplifies complex information
- ✓ Provides virtual experience
- ✓ Provide active vs. passive experience
- ✓ Makes content authentic/realistic



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### Purposes of Learning Aids

Review the list of how learning aids serve a purpose. Think of different learning aids you have used in the classroom. What purpose have they served? A robust learning experience uses a variety of learning aids to support meaningful learning.

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<b>How Feasible Are these Learning Aids?</b>		
1. PowerPoint presentation/projector		
2. Flip charts/dry boards, markers		
3. Training manual/worksheets		
4. Videos and/or audio recordings		
5. Schematics/infographics/maps		
6. Tabletops with maps and figures		
7. Interactive games/puzzles		
8. Field exercises/field equipment		
9. Tea breaks/snacks/candy		
10. Comfortable training space		
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**Types of Learning Aids**

Review the list of different learning aids. Notice the icon next to each.

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### Implementing Learning Aids

**EXERCISE**

- Review the list of learning and teaching aids (add to the list if you can)
- Discuss the feasibility of implementing each learning aid in your training environment
- Present to the group any challenges and suggestions for addressing them



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#### Implementing learning aids

Duration	10 minutes + discussion time
Purpose	The purpose of this activity is to think through and address challenges of implementing different learning aids in the classroom
Materials	Flipchart, markers
Steps	<ol style="list-style-type: none"> <li>1. Look at the list of learning aids on the slide</li> <li>2. Add more learning and teaching aids, if possible</li> <li>3. Mark feasible or not feasible next to each learning aid.</li> <li>4. Explain why or why not it is feasible</li> <li>5. Provide suggestions of how to address any challenges</li> </ol>

#### NOTES

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## Implementing Learning Aids

### REGROUP

- Discuss why some aids do not feel feasible?
- Explain the practical barriers that prevent trainers from using different learning aids?
- What **strategies** can you put in place to **address these barriers**?



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### Discuss what you learned

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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**Think About**

*“You only understand something relative to something you already understand.”*



Richard Saul Wurman  
Information Architect

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**Think About**

Write down or discuss your thoughts about the statement above and how that can affect training in the classroom.

**NOTES**

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### Knowing Your Audience

Think about the participants in your class.

- ✓ What do they already know?
- ✓ What expectations do they have?
- ✓ What experience do they have?
- ✓ If you introduce something new, how do you avoid confusion or discord?



#### Designing for your audience

Think through the classes you will be facilitating in your institution. What do you know about your audience? Write down answers to these questions:

What do they already know?

What expectations do they have?

What experience do they have?

If you introduce something new, how do you avoid confusion or discord?

#### NOTES

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The Power of Visual Design  
قوة التصميم البصري

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### The Power of Visual Cues

Notice that almost all of the teaching and learning aids include a visual component

- ✓ Nearly **50%** of our brain is active in visual processing
- ✓ Over **90%** of information processed by the brain is visual
- ✓ Although we have five senses, **70%** of all sensory reports are in the eyes



#### The power of visual cues

Visual communication is an important skill for learning experience designers. When creating learning aids, there is almost always a visual component. This section will discuss the power of visual design in facilitating learning.

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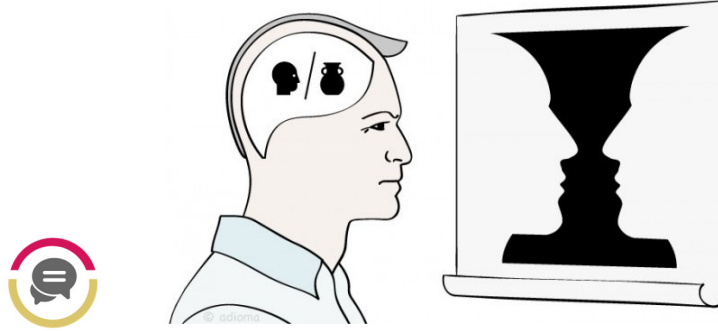
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### Visual Communication

When designing visual learning aids (presentations, posters, infographics), how do you make sure the learning aid is effective at communicating what you want to communicate?



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#### Visual Communication

Look at the picture. Do you see a vase or two people looking at each other? Or both?

This image shows differences in visual perception. We want to make sure we are thoughtful about how we communicate visually.

#### NOTES

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## Visual Telephone

### EXERCISE

- Break into groups of 4-5.
- One person starts and SECRETLY draws a picture and passes it to the next person. That person interprets the drawing.
- The next person draws a new picture based on the interpretation and passes it on. That person interprets it.



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### Visual Telephone

Duration	20 minutes + discussion time
Purpose	The purpose of this activity is to show how people interpret visual data differently.
Materials	Pencil and paper
Steps	<ol style="list-style-type: none"> <li>1. Break into groups of 5 people</li> <li>2. Person 1 takes pencil and paper and *secretly draws a picture (make it related to the corrections curriculum)</li> <li>3. Person passes the drawing to the next person. Person 2 writes down words describing the picture and passes it to Person 3</li> <li>4. Person 3 draws a new picture and shows it to Person 4. Person 4 describes the picture and passes it on to Person 5 who draws a new picture</li> <li>5. Compare and contrast the pictures. Are they similar or different?</li> <li>6. Be prepared to share your drawings and findings with the group</li> </ol>

### NOTES

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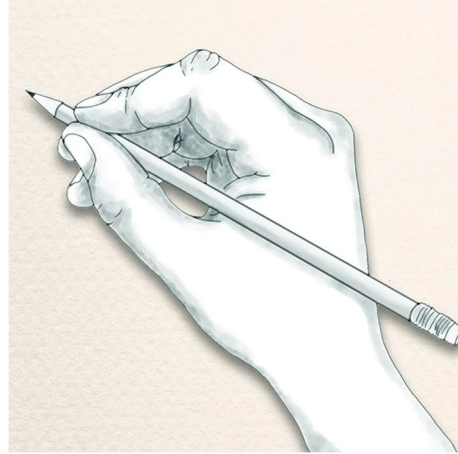
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**Regroup: Visual Telephone**

**REGROUP**

- How did the interpretations differ from the original drawing?
- What conclusions can you draw from this exercise?
- What elements would have made the visual more effective?



**Visual Telephone**

The following lessons can be shown in this activity:

- How we relay information matters – People learn and retain information in different ways
- The content relayed should take into consideration the knowledge, experience and culture of the person to have the most impact

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## Visual Communication and Learning

What are the different visuals that you have seen in training?



- ✓ Posters
- ✓ Maps
- ✓ PowerPoint Presentations
- ✓ Videos
- ✓ Schematics
- ✓ Animations & Motion Graphics
- ✓ Data visualizations (charts and graphs)
- ✓ Infographics
- ✓ Signs
- ✓ Visual Checklists



### Visual Communication and Learning

What are the different visuals that you have used in training?

From this list, which new types of visuals would you consider using in your classroom?

### NOTES

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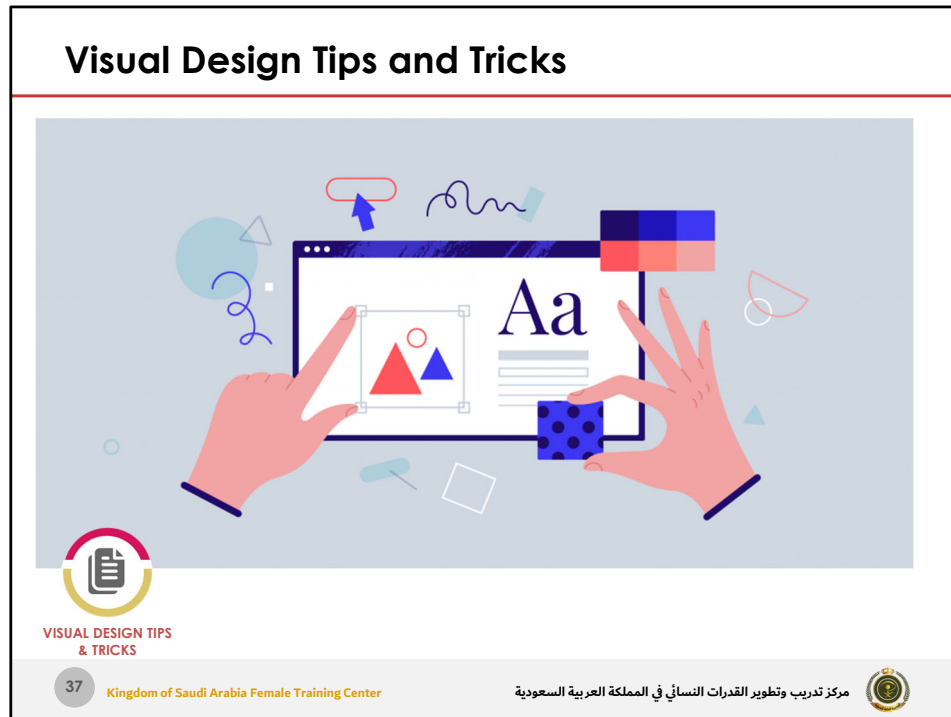
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**Visual design tips and tricks**

If your goal is to get better at visual design, you don't need to be a talented artist. You just need to learn and apply the basic principles of visual design and practice, practice, practice. Here are some tips and tricks:

- ✓ Use branding guidelines - clean and consistent typography, icons and color palette that is based in color theory or psychology
- ✓ Present an obvious **unified visual structure** – not a series of disconnected sections
- ✓ Show **relevant** illustrations and photography
- ✓ Allow space to be **empty**
- ✓ Show **clear labels and titles**
- ✓ Simplify complex information
- ✓ Keep in mind cultural nuances

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**Color and Emotion**

**THE EMOTIONS OF COLOR**

<b>Reds</b> EXCITEMENT PASSION DANGER	<b>Blues</b> TRUST RELIABILITY COOLNESS	<b>Yellows</b> WARMTH CHEER HAPPINESS	
<b>Oranges</b> PLAYFULNESS WARMTH VIBRANCE	<b>Greens</b> NATURE FRESHNESS GROWTH	<b>Purples</b> ROYALTY SPIRITUALITY DIGNITY	<b>Pastels</b> SOFTNESS NURTURE SECURITY
<b>Whites</b> PURENESS CLEAN YOUTHFUL	<b>Blacks</b> SOPHISTICATED ELEGANT MYSTERY	<b>Golds</b> PRESTIGE EXPENSIVE ELEGANT	<b>Silvers</b> PRESTIGE COLD SCIENTIFIC

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**Color and Emotions**

Did you know that colors invoke emotions? Different colors elicit different responses, so visual designers need to be well-versed in when and how to use color.

Each color has positive and negative psychological effects depending how they are used. The key to a positive harmonious color palette is the relationship between combinations of color.

You can use these resources for more information:

**Color Affects System**

<https://www.creativebloq.com/features/how-to-pick-the-perfect-colour-palette-every-time>

**Generate a color palette:**

<https://mycolor.space/>

**Color Meaning:**

<https://www.canva.com/colors/color-meanings/>

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### Questions for Visual Designer

1. What logo(s) needs to be used?
2. Is there a set of branding guidelines?
  - What are the color choices?
  - What are the font choices?
  - Is there approved photography available?
  - Are templates available?
  - Are icon sets available?
3. If you need to create a color palette, explain the thinking behind the color choices.
  - Do they align with the logo?
  - What emotions are you trying to evoke and why?

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#### Questions for Visual Designers

As facilitators and trainers, you may not be responsible for creating your own training materials. If you work with a graphic designer, it is useful to have basic knowledge to make sure the design works for your training needs.

The list can help you ask the right questions to ensure you have a cohesive, well-planned design.

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### Curriculum Branding and Design Guide

**LOGO**



**COLORS**

- #3C3F1C
- #4F6228
- #77933C
- #D4145A
- #DCC66C
- #222222
- #666666
- #EEEEEE
- #FFFFFF

**LEARNING ICONS**



**TYPOGRAPHY**

English - Century Gothic

Century Gothic Regular    **Century Gothic Bold**

Century Gothic Reg Italic    **Century Gothic Bold Italic**

Arabic - Dubai

نحن لا ننتظر الأحداث بل نصنعها.

**CURRICULUM BRANDING**

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**KSA Visual Design**

Look at the Curriculum branding and design guide provided.

Does this guide answer the questions:

- Does it use the correct logo?
- Does it use branding guideline?
  - ✓ Colors
  - ✓ Fonts
  - ✓ Templates
  - ✓ Photography
  - ✓ Icon Set
- Do the colors used reflect the KSA Female Training Academy? What choices would you have made and why?

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Designing Effective Presentations  
تصميم العروض التقديمية الفعّالة

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## Attributes of Effective Presentations

- ✓ Simple/elegant design
- ✓ Consistent template – color palette and font
- ✓ High contrast
- ✓ Easy to read
- ✓ No flashy, gratuitous transitions
- ✓ Use quality images and illustrations that re-enforce message
- ✓ Display essential content only



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### Effective Presentations

Look over the list above. When you create a presentation, do you follow these guidelines?

### NOTES

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**EXAMPLE OF A FLASHY SLIDE**

- Do not use all these dropping text effect.
- It grabs unnecessary attention.
- Disrupts the flow. Keep it simple.

**CAN YOU READ THIS COMFORTABLY?**

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**Examples of bad presentation design**

Look at the examples above. What are these presentation slides doing wrong?

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## Ineffective PowerPoint Presentations

### Crowded & Not Bulleted

Don't try to use fancy fonts that are hard to read rather choose simple and easy to read fonts. Make sure that the font is large enough for people seated at the back of the room. It is wise to know the size of the venue, the location of the white screen and the position of the projector. The author and presentation expert Dave Paradi through his website [www.thinkoutsidetheslide.com](http://www.thinkoutsidetheslide.com), created a table (see below) that indicates the maximum distance (in feet) that the audience should be seated to easily read the text according to the font size and the size of the screen. For example, if the screen size is 72 inches and the font used is 32, the farthest distance the audience should be seated is 69 feet (21 meters).

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### Examples of bad presentation design

Look at the examples above. What are these presentation slides doing wrong?

### NOTES

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### Visual Design

**EXERCISE**

- Look at an existing slide using text only
- Redesign it based on what you learned about visual perception, color theory, and the design tips and tricks



SAMPLE EM PPT

45



Visual Design	
Duration	1 hour - Computer Lab/Homework
Purpose	Practice creating a visual presentation that uses design principles
Materials	Computer with Presentation software
Steps	<ol style="list-style-type: none"> <li>1. Examine the slides with text only provided by the facilitator</li> <li>2. Redesign the slide into 3-5 new slides using design tips: uses branding (color, fonts); has a clean layout, uses relevant illustrations or photography, has empty space, has clear labels, simplified complex information.</li> <li>3. Share with the group</li> </ol>

#### NOTES

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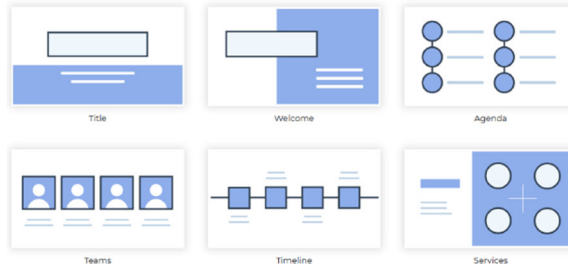
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### Visual Design

**REGROUP**

- How does your design work for your audience?
- What colors did you use? Why?
- What layout did you use? Why?



**Regroup: Visual Design**

Be prepared to show your PPT presentation and explain your design choices:

Did you follow branding guidelines?

- ✓ Logo
- ✓ Colors
- ✓ Fonts
- ✓ Photos
- ✓ Icons

Is your layout:

- ✓ Clean/elegant vs. crowded
- ✓ Easy to read
- ✓ Use High Contrast
- ✓ Use transitions with a purpose

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**Your Turn!**  
**Creating Effective Learning Aids**  
**دورك!**  
**إنشاء وسائل تعلم فعّالة**

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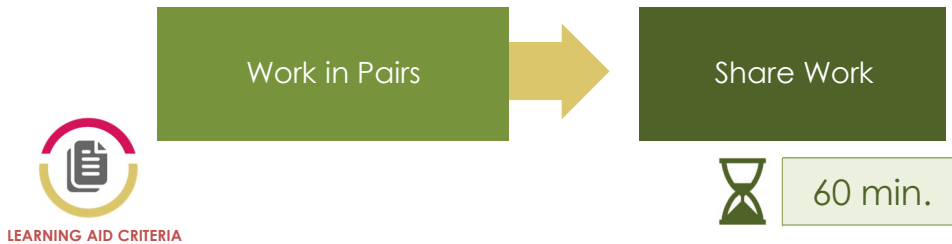
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### Create a Set of Learning Aids

#### EXERCISE

- Work in pairs to create a set of learning aids based on a Corrections topic you want to teach
- Be prepared to demonstrate why the learning aid is effective and how it addresses the five principles, taps into the senses, and uses the ideas of design psychology



#### Creating a Learning Aid

Duration	2 hours
Purpose	The purpose of this activity is to practice creating a learning aid based on a curriculum topic
Materials	<ul style="list-style-type: none"> <li>• Computer with Internet</li> <li>• PowerPoint or Microsoft word</li> <li>• Access to image gallery</li> <li>• Access to icon gallery (noun project)</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. Decide what topic in the curriculum you want to enhance using learning aids</li> <li>3. Design a learning aid – a poster, a schematic, an infographic, board game idea, tabletop idea, Classroom Tips/Rules</li> <li>4. Be prepared to explain your design decisions and why it can enhance learning.</li> </ol>

#### NOTES

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**You Be the Judge!**  
**Present & Vote**  
**أنت القاضي!**  
**قم بالتقديم والتصويت**

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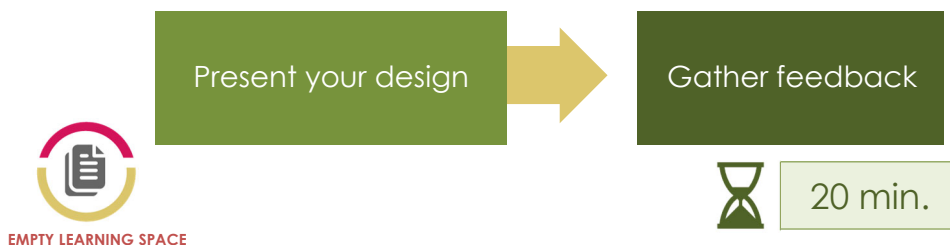
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## Learning Aid Presentations

### EXERCISE

- Present your learning and teaching aids while taking into consideration the learning space
- Each participant will provide you feedback on the five elements – has a purpose, aligns to objectives, is well-planned/Designed, is appropriate to learners, and is feasible/practical



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### Learning Aid Presentations

Duration	2 hours
Purpose	The purpose of this activity is to practice creating a learning aid based on a curriculum topic
Materials	<ul style="list-style-type: none"> <li>• Empty learning space handout</li> <li>• Pencils, color markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in pairs.</li> <li>2. Use your creativity and training expertise to fill the space with practical, relevant learning and teaching aids</li> <li>3. Be prepared to explain your design decisions and why it can enhance learning.</li> </ol>

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### Feedback Criteria

- The learning aids serve the stated purpose.
- The learning aids align to the objectives.
- The learning aids are based on a solid design plan.
- The learning aids are appropriate for corrections officers.
- The learning aids are practical and feasible to implement.



### NOTES

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### Kahoot Survey

الخيار	النسبة المئوية
موافق بشدة	100%
موافق عموماً	0%
متوسط	0%
غير موافق	0%

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## Discuss what you learned

**REGROUP**

- Which learning aids did you choose?
- Compare similarities/differences and discuss the potential pros and cons of using the learning aids in corrections training



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### Discuss what you learned

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Summary

### Topics

- ✓ The purpose and value of effective learning aids
- ✓ Types of learning aids
- ✓ Power of visual design
- ✓ Creating and critiquing effective learning aids

### Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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### Quiz

1. Review notes from previous session.
2. Work with your group to respond.

### NOTES

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Training in the Classroom

تدريب الفصل الدراسي



### Training in the Classroom

**Purpose:** The purpose of this module is to examine good practices for training in the classroom, including facilitating discussions and small-group activities, asking questions, and incorporating training methods that allow participants to acquire, build upon, and retain knowledge.

#### **Activities:**

- Complementing or Detracting (10 min.)
- Facilitating a Discussion (15 min.)
- Creating a Small Group Activity (15 min.)
- Applying Effective Training Methods (20 min.)

**Estimated Time:** 4.5 hours

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## Learning Objectives



- Incorporate effective facilitating techniques in the classroom



- Explain the cone of learning concept



- Lead a discussion

- Create a small group activity



- Discuss how to prioritize information

- Demonstrate effective training methods that enable learners to acquire, build upon, and retain knowledge

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding procedures and best practices for training in the classroom.

### NOTES

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**Discussion**

- What are some effective facilitator techniques in a classroom?
- What are some desirable facilitator traits in a classroom?



**Discussion**

Effective facilitators

- **Explore the significance of a subject first and then explain it.** The first priority is to explain why learners need to learn about a certain topic. Facilitators who jump into a topic without first making learners feel excited about it risk having learners who are not engaged.
- **Seek to understand the needs.** Good facilitators know that before beginning a topic, they need first to understand their learners' needs and then tailor the training to address those needs. They can focus on addressing weaknesses and therefore make the training course much more effective.
- **Do not lecture.** Good facilitators understand that people learn best by doing. They know that a unidirectional approach has only a short-term effect. Good facilitators are engaging, create interest in the topic, and encourage participation.
- **Analyze their performance.** Good facilitators want to be the best. They are eager to get feedback from the learners and to improve each time they deliver training.
- **Plan ahead.** Good facilitators know that planning is critical to providing an effective course.

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## Making Learning Exciting

- Tell interesting stories
- Ask thought-provoking questions
- Show video clips and discuss what they watched
- Use photos to explain a process or concept
- Use scenarios to help learners imagine how they might apply what they are learning
- Give hands-on exercises so they can practice what they are learning
- Use group activities
- Involve learners in a case study
- Use demonstrations or simulations
- Have learners work in pairs
- Include individual activities, such as journaling or self-assessments

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### Making Learning Exciting

Additional ways in which to engage learners is to send them agendas or course outlines before training so they can review and reflect on their knowledge of and experience with the content.

For group activities, consider role-plays, for which learners take on different roles and act out a situation to solve problems or learn different perspectives.

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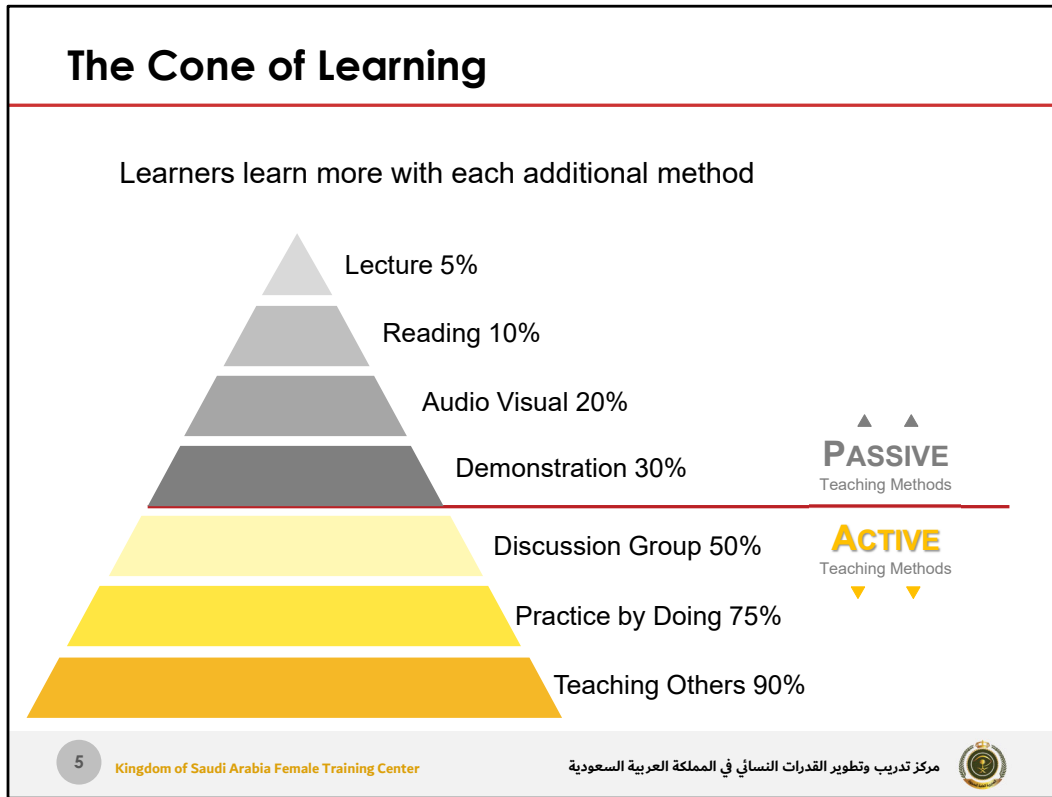


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#### The Cone of Learning

The graphic shows the degree of learning that occurs when facilitators combine learning modalities—hearing, reading, seeing, and doing. The learner learns more with each additional modality that is incorporated into the learning process.

Each instructional method has benefits on its own, but no one method provides the same benefit as multiple methods. Learners learn basics from lecture and a little more from reading, audio visual, demonstration, and group discussion. Active teaching methods—practice by doing and teaching—provide the repetition to increase confidence and enhance skills and knowledge.

#### NOTES

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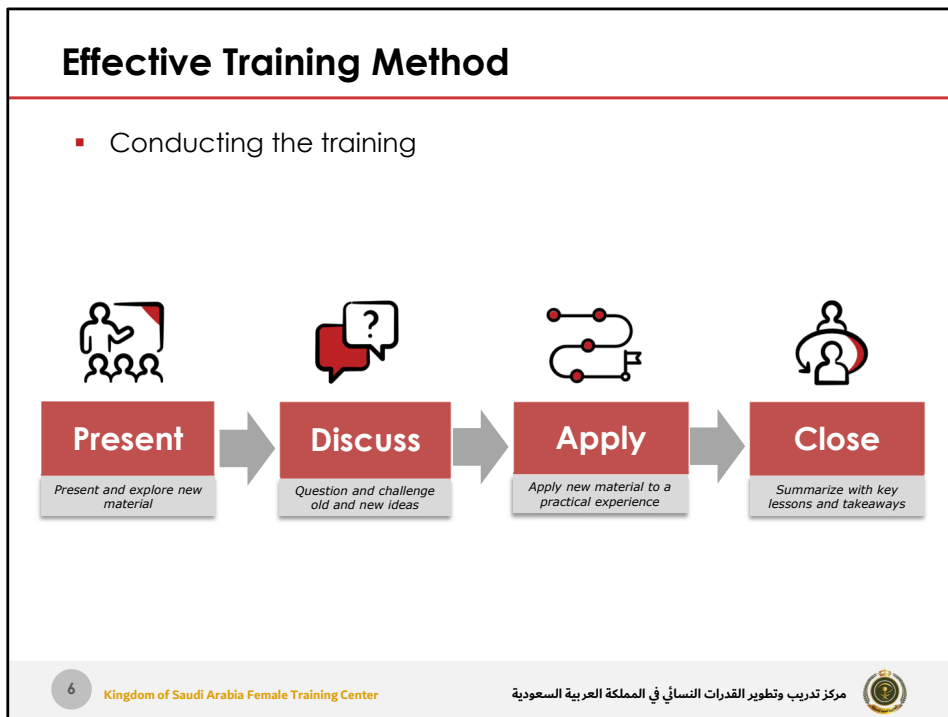
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Adapted from Edgar Dale's Cone of Experience (1946)





#### Effective Training Method

This method was introduced in the first module. It will be discussed in detail in the following slides.

#### NOTES

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## Presenting Information تقديم المعلومات

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### NOTES

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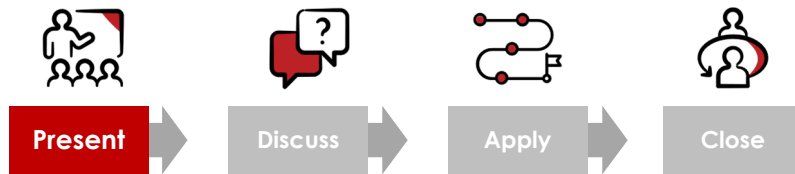
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## Presenting Information

- Present
  - ✓ Allows learners to become exposed to and explore large amounts of information at once
  - ✓ Sets the stage for discussions and activities
  - ✓ Creates interest and motivates learners



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### Presenting Information

Presentations or lectures can efficiently disseminate foundational knowledge. Facilitators can use these presentations to help learners easily acquire knowledge of terms, basic facts, and simple concepts.

However, deep learning does not normally occur when information is simply presented to them as explained in the Cone of Learning model used earlier. Being presented information is normally the first step of learning.

### NOTES

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## Presenting Information

- The classroom lecture is a special form of communication that can be complemented or detracted by
  - ✓ Voice
  - ✓ Gesture
  - ✓ Movement
  - ✓ Facial expression
  - ✓ Eye contact
  - ✓ Overall appearance



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### Presenting Information

Regardless of topic, delivery and manner of speaking immeasurably influence the learners' attentiveness and learning.

This was touched upon in the first module.

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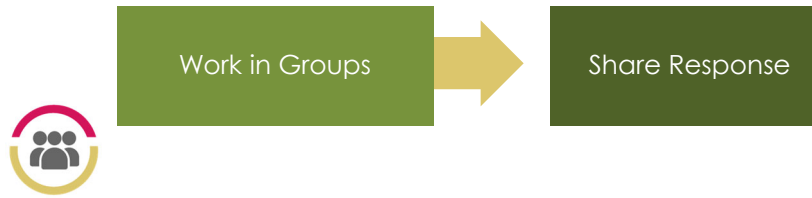


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### Complementing or Detracting

**EXERCISE**

- Work in your small group
- Determine ways in which voice, gesture, movement, facial expression, and eye contact can:
  - ✓ Groups 1 and 3 – complement the presentation
  - ✓ Groups 2 and 4 – detract from the presentation



#### Complementing or Detracting

Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can complement or detract from the presentation.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Groups 1 &amp; 3, brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can complement a presentation or lecture.</li> <li>3. Groups 2 &amp; 4, brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can detract from a presentation or lecture.</li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Complementing or Detracting

**REGROUP**

- ✓ Voice
- ✓ Gesture
- ✓ Movement
- ✓ Facial expression
- ✓ Eye contact



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### Complementing or Detracting

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Maximizing Presentations

- Enhance understanding and retention by:
  - ✓ Using an opening summary
  - ✓ Presenting key terms
  - ✓ Offering real-life, relevant examples
  - ✓ Using visual backups
  - ✓ Providing frequent breaks
  - ✓ Mixing presentation with other methods of instruction—flipcharts, whiteboards
  - ✓ Have a strong closing



Present

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### Maximizing Presentations

One of the biggest barriers to an effective lecture is presenting too much material. The attention span of an adult averages 15 to 20 minutes.

Presentations can be enhanced by:

- Using a variety of media to help learners see as well as hear what is being said
- Breaking the presentation into components and using a variety of approaches within each component—e.g., brainstorming, questions and answers, teach-backs.
- Developing a solid introduction, body, closing
- Developing concrete examples of major points
- Summarizing periodically—e.g., three main points, the most important thing is...
- Varying the pace
- Honing presentation skills—eye contact, tone of voice, gestures
- Managing time to allow for questions
- Using reflection questions to trigger higher-level thinking
- Exhibiting enthusiasm

### NOTES

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### Asking Questions

- Asking good questions is central to learning and can be more important than getting the answers, particularly when the questions encourage learners to think critically
  - ✓ How do you know that?
  - ✓ What data is that claim based on?
  - ✓ Can you put that another way?
  - ✓ Is there any connection between what you just said and \_\_\_?
  - ✓ What are the one or two most important ideas that emerged from this discussion?



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#### Asking Questions

When facilitators ask questions and give learners the opportunities to develop explanations, learning is greatly enhanced across content areas.

Higher-order questions often start with question stems such as why, what, how, what if. They encourage learners to use information previously learned to create or support an answer with logically reasoned evidence.

Lower-order questions ask learners to recall and comprehend material that was previously provided by the facilitator or another learner.

By modeling good questions—both lower-order and higher-order questions—and encouraging learners to ask questions of themselves, facilitators help learners deepen their learning by improving long-term retention of knowledge and skills as well as the ability to apply and transfer that knowledge and those skills.

#### NOTES

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## Discussions المناقشات

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### NOTES

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### Discussions

- Have a clear goal
  - ✓ How do the information and ideas fit into the course?
  - ✓ What do you want participants to walk away with?
- Create an inclusive environment
- Limit your own involvement
- Reinforce participant involvement

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**Discussions**

Discussions create a forum for participants to share experiences and opinions, often resulting in participants gaining a new perspective on the material.

For discussions to be valuable, they must have a purpose. How do the ideas and information to be discussed fit into the course as a whole? What skills, knowledge, perspectives, or sensibilities do you want participants to walk away with? Your goals for a particular discussion should be consistent with course objectives.

Participants need to feel comfortable taking intellectual risks when participating in a discussion; respond to their comments respectfully, even when you challenge them; make sure that their peers do as well. Model the behavior you want to see.

**NOTES**

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### Maximizing Discussions

- Discussions are an excellent strategy for:
  - ✓ Enhancing participant motivation
  - ✓ Fostering intellectual agility
  - ✓ Creating opportunities for participants to sharpen skills—articulate and defend positions and consider different points of view



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#### Maximizing Discussions

Effective facilitation of a discussion involves the recognition and employment of different perspectives and skills to create an inclusive environment.

Ways in which to enhance discussions:

- Be clear about expectations and intentions of the discussion
- Use inclusive language
- Treat participants with respect and consideration
- Provide sufficient time and space for participants to gather their thoughts and contribute to discussions
- Ask a contributor for further clarification and/or elaboration if necessary
- Re-visit past contributions and incorporate them into subsequent discussions
- Encourage others to add their reactions or ideas to build on someone’s comment

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## Facilitating a Discussion

### EXERCISE

- Groups will have 5 minutes to decide upon a topic of discussion
- Each group will nominate a spokesperson to facilitate the discussion
- When the facilitator calls upon the group, the spokesperson will facilitate a 10-minute discussion



Work in Groups



Share Response

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### Facilitating a Discussion

Duration 15 minutes

Purpose The purpose of this activity is to have participants enhance their skills in facilitating a discussion.

Materials

- Writing Pad
- Pen

Steps

1. Work in small groups.
2. Brainstorm a topic on which a member of your group will facilitate a 10-minute discussion. The topic should be related to training in the classroom.
3. Plan your discussion, including the purpose and intent
4. Be prepared to facilitate a 10-minute discussion.

### NOTES

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## Facilitating a Discussion

### REGROUP

- How did the discussion go?
  - ✓ Have a clear goal?
  - ✓ Create an inclusive environment?
  - ✓ Limit your own involvement?
  - ✓ Reinforce participant involvement?



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### Facilitating a Discussion

REGROUP from the previous activity, nominate a member of your group to facilitate the discussion, and be prepared to share your thoughts with the class.

### NOTES

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## Applying Knowledge Gained تطبيق المعرفة المكتسبة

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### NOTES

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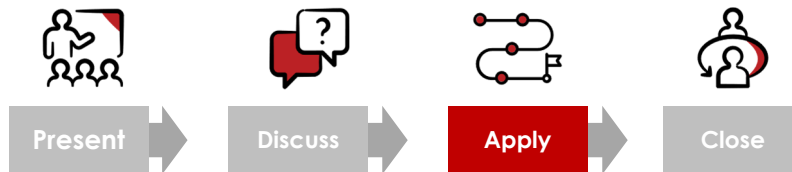
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## Applying the Knowledge Gained

### Apply

- Transfer of learning begins in group work as participants brainstorm and discuss ways in which they can incorporate what they have learned into their environment



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### Applying the Knowledge Gained

Activities engage participants and allow them to apply the information in a practical, relevant way.

Small-group learning promotes transferable skills such as leadership, teamwork, organization, prioritization, problem solving, and time management.

Group size is an important consideration; the ideal size is four-to-six members to allow for diversity and cohesion within the group, easier collective decision makings, and meaningful contributions by all group members.

Other advantages of small group activities include:

- Allows for self-direction and active learning
- Encourages reflection upon and control of learning activities and development of self-regulatory skills conducive to lifelong learning
- Develops self-motivation
- Allows the learners to reflect on their thinking
- Facilitates an adult style of learning and acceptance of personal responsibility for own progress

### NOTES

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### Maximizing Small Group Activities

- Develop purpose, goals, rules
- Explain the activity as clearly and concisely as possible
- Link activities to objectives
- Prepare in advance—practice
- Encourage full participation
- Circulate the room
- Debrief as a group



#### **Maximizing Small Group Activities**

Your role is to lead the groups into their own exploration. Before the groups begin, provide a thorough introduction of the purpose and goal of the activity.

For an activity to be successful, the facilitator must explain how it relates to the rest of the course content. When introducing the activity, start with a needs-benefits analysis. For example, “In your daily operations, you often are faced with multiple challenges. In this exercise, you’ll learn strategies for dealing with these challenges correctly and safely.”

The best way to end the activity is to provide clear and specific feedback about the groups’ performance. Using the information gained through feedback helps participants evaluate how well they are progressing and determines areas that need increased concentration or practice.

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## Debriefing

- At the end of each activity, participants are given the opportunity to reflect on their thought processes and decision-making experiences with the team and relate them to daily life
- The debrief is the heart and soul of the activity



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### Debriefing

After learners complete an activity, they need time to reflect on what they learned and how it can be made relevant to their lives. This process is called *debriefing*.

The debrief provide learners the opportunity to reflect on their thoughts, actions, and behaviors.

Reflection is a key component to deep learning. It helps learners:

- Consider what they accomplished and learned during an activity
- Think about ways the activity could be improved
- Share their ideas and feelings with others and listen to others' ideas and feelings

### NOTES

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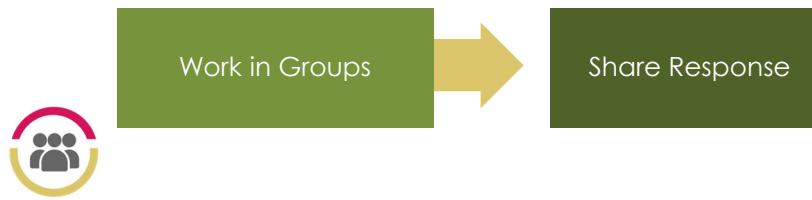
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### Creating a Small Group Activity

**EXERCISE**

- Refer to the learning objectives in this module
- Create a small-group activity that supports the learning objective of your choice
  - ✓ Develop purpose, goals, rules of the activity
  - ✓ Explain the activity as clearly and concisely as possible



#### Creating a Small Group Activity

Duration	15 minutes
Purpose	The purpose of this activity is to have participants brainstorm how to create a small group activity so that learners may apply the knowledge gained.
Materials	<ul style="list-style-type: none"> <li>• Writing Pad</li> <li>• Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Think about a small group activity that could be incorporated in this module. Make sure you can explain the purpose, goal, and rules for the activity.</li> <li>3. Explain the activity as precisely as possibly.</li> <li>4. Be prepared to facilitate a 10-minute discussion.</li> </ol>

#### NOTES

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## Creating an Activity

### REGROUP

- Purpose, goals, rules of the activity
- Explain the activity as clearly and concisely as possible



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### Creating an Activity

REGROUP from the previous activity and discuss your responses as a class.

### NOTES

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## Closing the Learning Session إغلاق جلسة التعلم

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### NOTES

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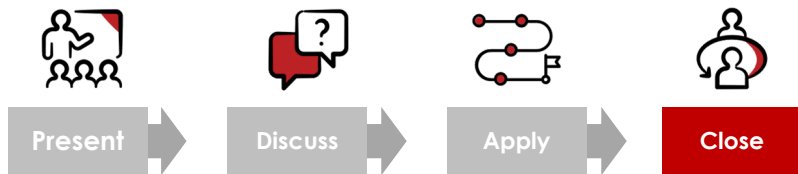


## Closing the Learning Session



### Close

- Summarize as a group at the end of each topic, day, and program and check for understanding
- Explain how the objectives were met and ask for key takeaways
- Allow enough time for final thoughts and questions
- Prepare participants for what's next



### Closing the Learning Session

The closing provides an overview of what has been covered in the training session.

Offer a summary at the end of each module and a more comprehensive one at the end of the course.

Reviewing with questions is an effective way of summarizing, clarifying, and providing feedback on the learning.

Linking to future sessions sets up a positive expectation.

### NOTES

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### Maximizing the Closing

- Closing strategies will vary with course material, but general practices include the following:
  - ✓ Summarize
  - ✓ Self-assess
  - ✓ Create action plans
  - ✓ Establish community



#### Maximizing the Closing

Closing strategies vary with course material, but general practices include the following:

- Summarize:** Provide a brief overview of the module by identifying the learning goals and tying specific events (exercises, discussions, etc.) to each goal. Have participants identify key points.
- Self-assess:** Encourage participants to take an inventory of their course-related strengths and identify areas in which they need development.
- Action plans:** Once participants have completed the self-assessment, encourage them to write down goals and timetables for achieving them.
- Establish community:** Encourage participants to establish peer coaching relationships with each other to continue and reinforce learning after the course.

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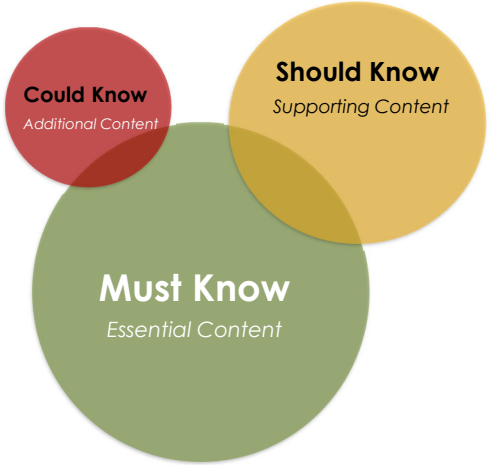
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### Prioritizing

- When time is short
  - ✓ Set priorities and organize around them



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**Prioritizing**

There are days when the class does not go as scheduled—for example, a four-hour module is shortened by two hours. Teaching the class for four hours is not an option. Getting off time with one module causes delays with the upcoming modules.

To deal with a shortened schedule, separate the content into one of three areas:

- Must know: content necessary for learners to achieve the intended learning outcome
- Should know: additional content that supports the achievement of the learning outcome—e.g., related examples, stories, case studies
- Could know: material that is less directly related to the intended learning outcome but can be of interest to the learners—e.g., lists, job aids, best practices

Focus on essential content. The other content is beneficial as time permits.

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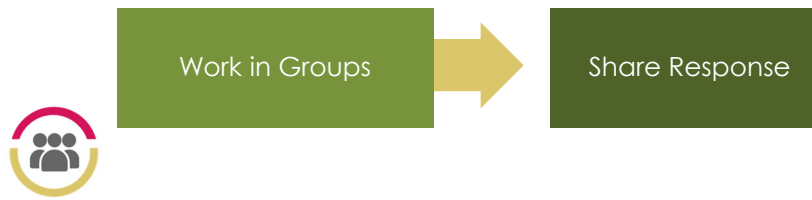
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### Effective Training Methods

**EXERCISE**

- As a group, select one of the following activities to customize this module for your future delivery--
  - ✓ Deliver a 5-minute presentation
  - ✓ Write 10 questions that encourage deep thinking
  - ✓ Facilitate a 5-minute discussion
  - ✓ Provide a 5-minute closing
  - ✓ Prioritize the content to deliver this module in 2 hours rather than 4



**Effective Training Methods**

Duration	20 minutes
Purpose	The purpose of this activity is to have participants select and practice one of the effective training methods.
Materials	<ul style="list-style-type: none"> <li>• Writing Pad</li> <li>• Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Choose one training method listed in the slide for your group to complete.</li> <li>3. Be prepared to illustrate to the class.</li> <li>4. You have 20 minutes to prepare.</li> </ol>

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Effective Training Methods

**REGROUP**

- Did you use effective facilitator techniques in a classroom? Which ones?
- What desirable facilitator traits did you use?



Effective Training Methods

REGROUP from the previous activity and discuss the responses as a class.

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## SUMMARY

### Topics

- ✓ The Cone of Learning
- ✓ Effective Training Methods
- ✓ Prioritizing

### Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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### Summary

1. Review notes from previous session.
2. Work with your group to respond.

### NOTES

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Training in the Classroom

تدريب الفصل الدراسي



### Training in the Classroom

**Purpose:** The purpose of this module is to examine good practices for training in the classroom, including facilitating discussions and small-group activities, asking questions, and incorporating training methods that allow participants to acquire, build upon, and retain knowledge.

#### **Activities:**

- Complementing or Detracting (10 min.)
- Facilitating a Discussion (15 min.)
- Creating a Small Group Activity (15 min.)
- Applying Effective Training Methods (20 min.)

**Estimated Time:** 4.5 hours

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## Learning Objectives



- Incorporate effective facilitating techniques in the classroom



- Explain the cone of learning concept



- Lead a discussion



- Create a small group activity

- Discuss how to prioritize information

- Demonstrate effective training methods that enable learners to acquire, build upon, and retain knowledge

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding procedures and best practices for training in the classroom.

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**Discussion**

- What are some effective facilitator techniques in a classroom?
- What are some desirable facilitator traits in a classroom?



**Discussion**

Effective facilitators

- **Explore the significance of a subject first and then explain it.** The first priority is to explain why learners need to learn about a certain topic. Facilitators who jump into a topic without first making learners feel excited about it risk having learners who are not engaged.
- **Seek to understand the needs.** Good facilitators know that before beginning a topic, they need first to understand their learners' needs and then tailor the training to address those needs. They can focus on addressing weaknesses and therefore make the training course much more effective.
- **Do not lecture.** Good facilitators understand that people learn best by doing. They know that a unidirectional approach has only a short-term effect. Good facilitators are engaging, create interest in the topic, and encourage participation.
- **Analyze their performance.** Good facilitators want to be the best. They are eager to get feedback from the learners and to improve each time they deliver training.
- **Plan ahead.** Good facilitators know that planning is critical to providing an effective course.

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### Making Learning Exciting

- Tell interesting stories
- Ask thought-provoking questions
- Show video clips and discuss what they watched
- Use photos to explain a process or concept
- Use scenarios to help learners imagine how they might apply what they are learning
- Give hands-on exercises so they can practice what they are learning
- Use group activities
- Involve learners in a case study
- Use demonstrations or simulations
- Have learners work in pairs
- Include individual activities, such as journaling or self-assessments

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#### Making Learning Exciting

Additional ways in which to engage learners is to send them agendas or course outlines before training so they can review and reflect on their knowledge of and experience with the content.

For group activities, consider role-plays, for which learners take on different roles and act out a situation to solve problems or learn different perspectives.

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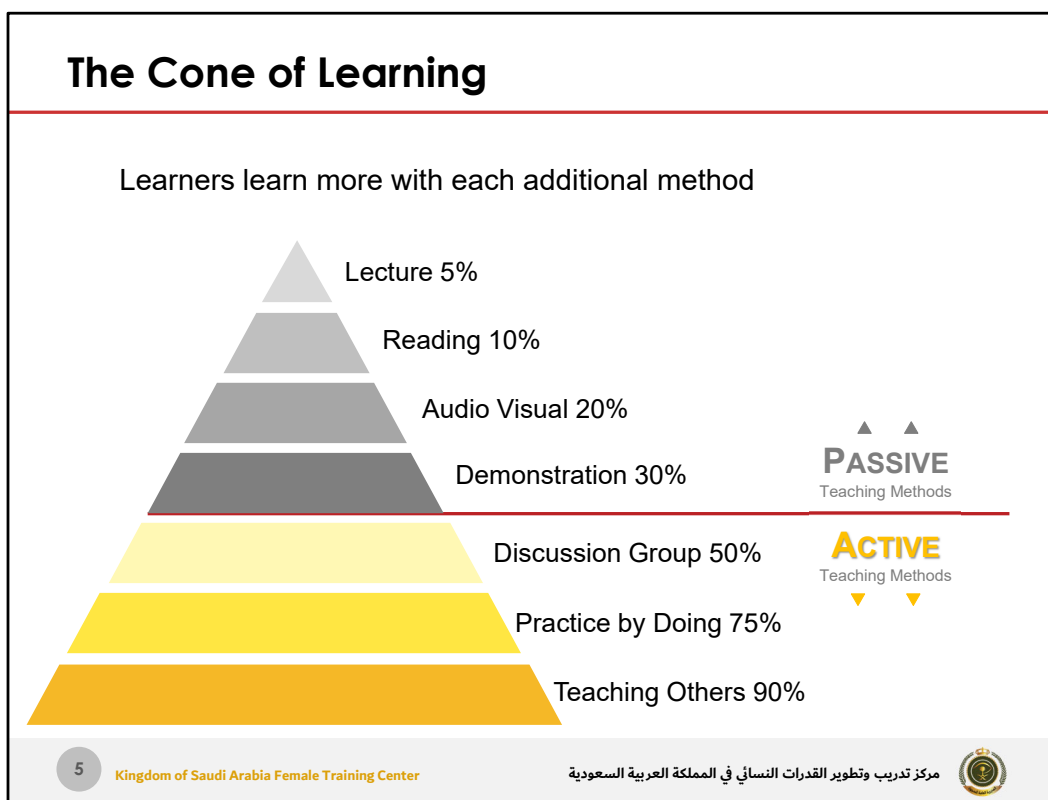
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**The Cone of Learning**

The graphic shows the degree of learning that occurs when facilitators combine learning modalities—hearing, reading, seeing, and doing. The learner learns more with each additional modality that is incorporated into the learning process.

Each instructional method has benefits on its own, but no one method provides the same benefit as multiple methods. Learners learn basics from lecture and a little more from reading, audio visual, demonstration, and group discussion. Active teaching methods—practice by doing and teaching—provide the repetition to increase confidence and enhance skills and knowledge.

**NOTES**

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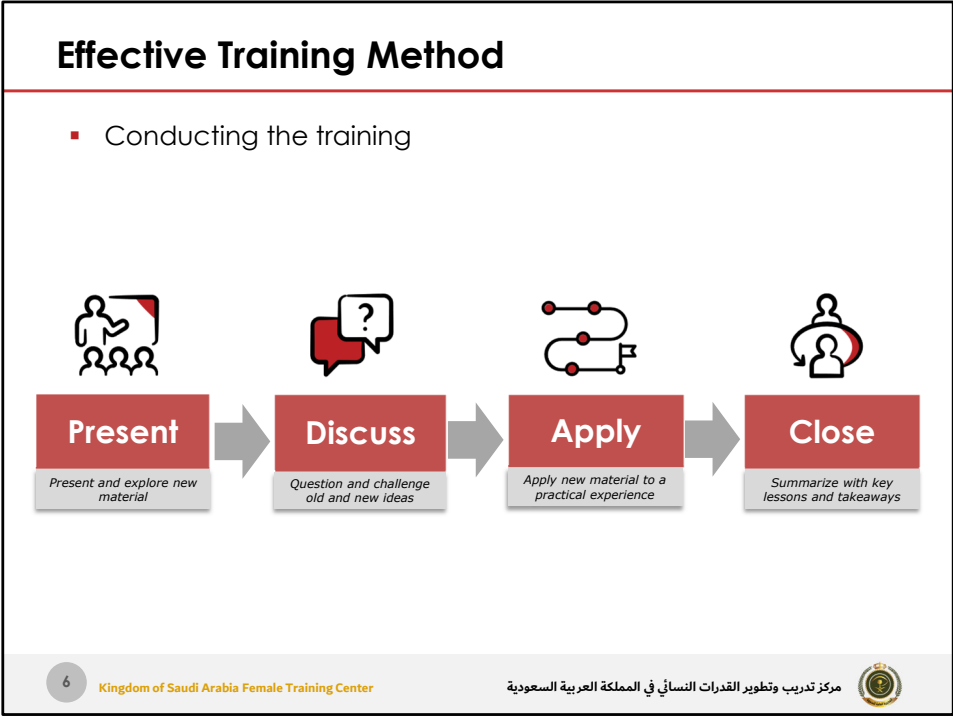
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Adapted from Edgar Dale's Cone of Experience (1946)





**Effective Training Method**

This method was introduced in the first module. It will be discussed in detail in the following slides.

**NOTES**

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## Presenting Information تقديم المعلومات

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### NOTES

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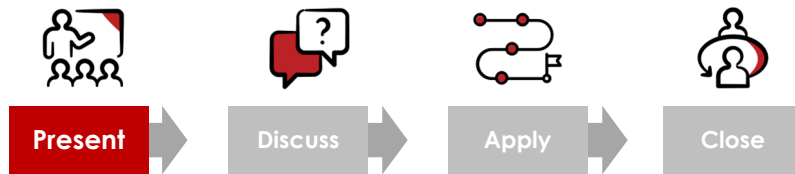
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## Presenting Information

- Present
  - ✓ Allows learners to become exposed to and explore large amounts of information at once
  - ✓ Sets the stage for discussions and activities
  - ✓ Creates interest and motivates learners



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### Presenting Information

Presentations or lectures can efficiently disseminate foundational knowledge. Facilitators can use these presentations to help learners easily acquire knowledge of terms, basic facts, and simple concepts.

However, deep learning does not normally occur when information is simply presented to them as explained in the Cone of Learning model used earlier. Being presented information is normally the first step of learning.

### NOTES

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## Presenting Information

- The classroom lecture is a special form of communication that can be complemented or detracted by
  - ✓ Voice
  - ✓ Gesture
  - ✓ Movement
  - ✓ Facial expression
  - ✓ Eye contact
  - ✓ Overall appearance



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### Presenting Information

Regardless of topic, delivery and manner of speaking immeasurably influence the learners' attentiveness and learning.

This was touched upon in the first module.

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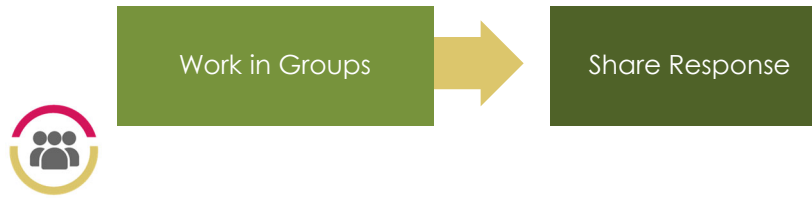
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### Complementing or Detracting

**EXERCISE**

- Work in your small group
- Determine ways in which voice, gesture, movement, facial expression, and eye contact can:
  - ✓ Groups 1 and 3 – complement the presentation
  - ✓ Groups 2 and 4 – detract from the presentation



#### Complementing or Detracting

Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can complement or detract from the presentation.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Groups 1 &amp; 3, brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can complement a presentation or lecture.</li> <li>3. Groups 2 &amp; 4, brainstorm ways in which voice, gesture, movement, facial expression, and eye contact can detract from a presentation or lecture.</li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Complementing or Detracting

**REGROUP**

- ✓ Voice
- ✓ Gesture
- ✓ Movement
- ✓ Facial expression
- ✓ Eye contact



#### Complementing or Detracting

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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### Maximizing Presentations

- Enhance understanding and retention by:
  - ✓ Using an opening summary
  - ✓ Presenting key terms
  - ✓ Offering real-life, relevant examples
  - ✓ Using visual backups
  - ✓ Providing frequent breaks
  - ✓ Mixing presentation with other methods of instruction—flipcharts, whiteboards
  - ✓ Have a strong closing



Present



#### Maximizing Presentations

One of the biggest barriers to an effective lecture is presenting too much material. The attention span of an adult averages 15 to 20 minutes.

Presentations can be enhanced by:

- Using a variety of media to help learners see as well as hear what is being said
- Breaking the presentation into components and using a variety of approaches within each component—e.g., brainstorming, questions and answers, teach-backs.
- Developing a solid introduction, body, closing
- Developing concrete examples of major points
- Summarizing periodically—e.g., three main points, the most important thing is...
- Varying the pace
- Honing presentation skills—eye contact, tone of voice, gestures
- Managing time to allow for questions
- Using reflection questions to trigger higher-level thinking
- Exhibiting enthusiasm

#### NOTES

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### Asking Questions

- Asking good questions is central to learning and can be more important than getting the answers, particularly when the questions encourage learners to think critically
  - ✓ How do you know that?
  - ✓ What data is that claim based on?
  - ✓ Can you put that another way?
  - ✓ Is there any connection between what you just said and \_\_\_?
  - ✓ What are the one or two most important ideas that emerged from this discussion?



#### Asking Questions

When facilitators ask questions and give learners the opportunities to develop explanations, learning is greatly enhanced across content areas.

Higher-order questions often start with question stems such as why, what, how, what if. They encourage learners to use information previously learned to create or support an answer with logically reasoned evidence.

Lower-order questions ask learners to recall and comprehend material that was previously provided by the facilitator or another learner.

By modeling good questions—both lower-order and higher-order questions—and encouraging learners to ask questions of themselves, facilitators help learners deepen their learning by improving long-term retention of knowledge and skills as well as the ability to apply and transfer that knowledge and those skills.

#### NOTES

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Discussions  
المناقشات

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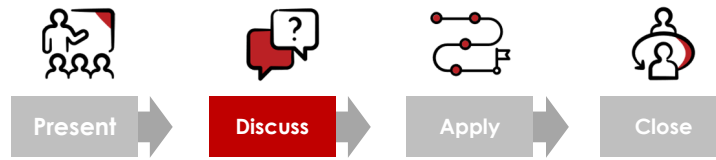
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### Discussions

- Have a clear goal
  - ✓ How do the information and ideas fit into the course?
  - ✓ What do you want participants to walk away with?
- Create an inclusive environment
- Limit your own involvement
- Reinforce participant involvement



#### Discussions

Discussions create a forum for participants to share experiences and opinions, often resulting in participants gaining a new perspective on the material.

For discussions to be valuable, they must have a purpose. How do the ideas and information to be discussed fit into the course as a whole? What skills, knowledge, perspectives, or sensibilities do you want participants to walk away with? Your goals for a particular discussion should be consistent with course objectives.

Participants need to feel comfortable taking intellectual risks when participating in a discussion; respond to their comments respectfully, even when you challenge them; make sure that their peers do as well. Model the behavior you want to see.

#### NOTES

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## Maximizing Discussions

- Discussions are an excellent strategy for:
  - ✓ Enhancing participant motivation
  - ✓ Fostering intellectual agility
  - ✓ Creating opportunities for participants to sharpen skills—articulate and defend positions and consider different points of view



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### Maximizing Discussions

Effective facilitation of a discussion involves the recognition and employment of different perspectives and skills to create an inclusive environment.

Ways in which to enhance discussions:

- Be clear about expectations and intentions of the discussion
- Use inclusive language
- Treat participants with respect and consideration
- Provide sufficient time and space for participants to gather their thoughts and contribute to discussions
- Ask a contributor for further clarification and/or elaboration if necessary
- Re-visit past contributions and incorporate them into subsequent discussions
- Encourage others to add their reactions or ideas to build on someone's comment

### NOTES

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## Facilitating a Discussion

### EXERCISE

- Groups will have 5 minutes to decide upon a topic of discussion
- Each group will nominate a spokesperson to facilitate the discussion
- When the facilitator calls upon the group, the spokesperson will facilitate a 10-minute discussion



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### Facilitating a Discussion

Duration	15 minutes
Purpose	The purpose of this activity is to have participants enhance their skills in facilitating a discussion.
Materials	<ul style="list-style-type: none"><li>• Writing Pad</li><li>• Pen</li></ul>
Steps	<ol style="list-style-type: none"><li>1. Work in small groups.</li><li>2. Brainstorm a topic on which a member of your group will facilitate a 10-minute discussion. The topic should be related to training in the classroom.</li><li>3. Plan your discussion, including the purpose and intent</li><li>4. Be prepared to facilitate a 10-minute discussion.</li></ol>

### NOTES

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## Facilitating a Discussion

- How did the discussion go?
  - ✓ Have a clear goal?
  - ✓ Create an inclusive environment?
  - ✓ Limit your own involvement?
  - ✓ Reinforce participant involvement?

**REGROUP**

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### Facilitating a Discussion

REGROUP from the previous activity, nominate a member of your group to facilitate the discussion, and be prepared to share your thoughts with the class.

### NOTES

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Applying Knowledge Gained  
تطبيق المعرفة المكتسبة

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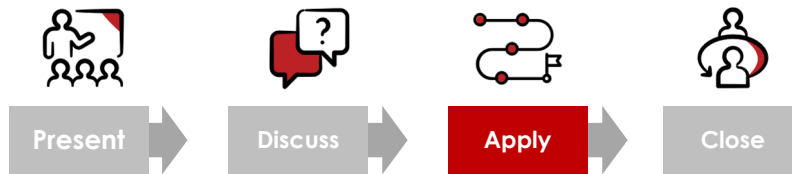
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## Applying the Knowledge Gained

### Apply

- Transfer of learning begins in group work as participants brainstorm and discuss ways in which they can incorporate what they have learned into their environment



### Applying the Knowledge Gained

Activities engage participants and allow them to apply the information in a practical, relevant way.

Small-group learning promotes transferable skills such as leadership, teamwork, organization, prioritization, problem solving, and time management.

Group size is an important consideration; the ideal size is four-to-six members to allow for diversity and cohesion within the group, easier collective decision makings, and meaningful contributions by all group members.

Other advantages of small group activities include:

- Allows for self-direction and active learning
- Encourages reflection upon and control of learning activities and development of self-regulatory skills conducive to lifelong learning
- Develops self-motivation
- Allows the learners to reflect on their thinking
- Facilitates an adult style of learning and acceptance of personal responsibility for own progress

### NOTES

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### Maximizing Small Group Activities

- Develop purpose, goals, rules
- Explain the activity as clearly and concisely as possible
- Link activities to objectives
- Prepare in advance—practice
- Encourage full participation
- Circulate the room
- Debrief as a group



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#### Maximizing Small Group Activities

Your role is to lead the groups into their own exploration. Before the groups begin, provide a thorough introduction of the purpose and goal of the activity.

For an activity to be successful, the facilitator must explain how it relates to the rest of the course content. When introducing the activity, start with a needs-benefits analysis. For example, “In your daily operations, you often are faced with multiple challenges. In this exercise, you’ll learn strategies for dealing with these challenges correctly and safely.”

The best way to end the activity is to provide clear and specific feedback about the groups’ performance. Using the information gained through feedback helps participants evaluate how well they are progressing and determines areas that need increased concentration or practice.

#### NOTES

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## Debriefing

- At the end of each activity, participants are given the opportunity to reflect on their thought processes and decision-making experiences with the team and relate them to daily life
- The debrief is the heart and soul of the activity



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### Debriefing

After learners complete an activity, they need time to reflect on what they learned and how it can be made relevant to their lives. This process is called *debriefing*.

The debrief provide learners the opportunity to reflect on their thoughts, actions, and behaviors.

Reflection is a key component to deep learning. It helps learners:

- Consider what they accomplished and learned during an activity
- Think about ways the activity could be improved
- Share their ideas and feelings with others and listen to others' ideas and feelings

### NOTES

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## Creating a Small Group Activity

### EXERCISE

- Refer to the learning objectives in this module
- Create a small-group activity that supports the learning objective of your choice
  - ✓ Develop purpose, goals, rules of the activity
  - ✓ Explain the activity as clearly and concisely as possible



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### Creating a Small Group Activity

Duration	15 minutes
Purpose	The purpose of this activity is to have participants brainstorm how to create a small group activity so that learners may apply the knowledge gained.
Materials	<ul style="list-style-type: none"> <li>• Writing Pad</li> <li>• Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Think about a small group activity that could be incorporated in this module. Make sure you can explain the purpose, goal, and rules for the activity.</li> <li>3. Explain the activity as precisely as possibly.</li> <li>4. Be prepared to facilitate a 10-minute discussion.</li> </ol>

### NOTES

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## Creating an Activity

### REGROUP

- Purpose, goals, rules of the activity
- Explain the activity as clearly and concisely as possible



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### Creating an Activity

REGROUP from the previous activity and discuss your responses as a class.

### NOTES

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## Closing the Learning Session إغلاق جلسة التعلم

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### NOTES

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## Closing the Learning Session



### Close

- Summarize as a group at the end of each topic, day, and program and check for understanding
- Explain how the objectives were met and ask for key takeaways
- Allow enough time for final thoughts and questions
- Prepare participants for what's next



Present



Discuss



Apply



Close

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### Closing the Learning Session

The closing provides an overview of what has been covered in the training session.

Offer a summary at the end of each module and a more comprehensive one at the end of the course.

Reviewing with questions is an effective way of summarizing, clarifying, and providing feedback on the learning.

Linking to future sessions sets up a positive expectation.

### NOTES

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### Maximizing the Closing

- Closing strategies will vary with course material, but general practices include the following:
  - ✓ Summarize
  - ✓ Self-assess
  - ✓ Create action plans
  - ✓ Establish community



#### Maximizing the Closing

Closing strategies vary with course material, but general practices include the following:

- Summarize:** Provide a brief overview of the module by identifying the learning goals and tying specific events (exercises, discussions, etc.) to each goal. Have participants identify key points.
- Self-assess:** Encourage participants to take an inventory of their course-related strengths and identify areas in which they need development.
- Action plans:** Once participants have completed the self-assessment, encourage them to write down goals and timetables for achieving them.
- Establish community:** Encourage participants to establish peer coaching relationships with each other to continue and reinforce learning after the course.

#### NOTES

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### Prioritizing

- When time is short
  - ✓ Set priorities and organize around them

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**Prioritizing**

There are days when the class does not go as scheduled—for example, a four-hour module is shortened by two hours. Teaching the class for four hours is not an option. Getting off time with one module causes delays with the upcoming modules.

To deal with a shortened schedule, separate the content into one of three areas:

- Must know: content necessary for learners to achieve the intended learning outcome
- Should know: additional content that supports the achievement of the learning outcome—e.g., related examples, stories, case studies
- Could know: material that is less directly related to the intended learning outcome but can be of interest to the learners—e.g., lists, job aids, best practices

Focus on essential content. The other content is beneficial as time permits.

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## Effective Training Methods

### EXERCISE

- As a group, select one of the following activities to customize this module for your future delivery--
  - ✓ Deliver a 5-minute presentation
  - ✓ Write 10 questions that encourage deep thinking
  - ✓ Facilitate a 5-minute discussion
  - ✓ Provide a 5-minute closing
  - ✓ Prioritize the content to deliver this module in 2 hours rather than 4



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### Effective Training Methods

Duration	20 minutes
Purpose	The purpose of this activity is to have participants select and practice one of the effective training methods.
Materials	<ul style="list-style-type: none"> <li>• Writing Pad</li> <li>• Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Choose one training method listed in the slide for your group to complete.</li> <li>3. Be prepared to illustrate to the class.</li> <li>4. You have 20 minutes to prepare.</li> </ol>

### NOTES

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### Effective Training Methods

**REGROUP**

- Did you use effective facilitator techniques in a classroom? Which ones?
- What desirable facilitator traits did you use?



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#### Effective Training Methods

REGROUP from the previous activity and discuss the responses as a class.

#### NOTES

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## SUMMARY

### Topics

- ✓ The Cone of Learning
- ✓ Effective Training Methods
- ✓ Prioritizing

### Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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### Summary

1. Review notes from previous session.
2. Work with your group to respond.

### NOTES

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Conducting Field Exercises

إجراء التمارين الميدانية



## Conducting Field Exercises

### إجراء التمارين الميدانية

#### Conducting Field Exercises

**Purpose:** The purpose of this module is to introduce participants to best practices of facilitating learning in a field environment, including preparing for training, briefing the skill and its relevance, writing scenarios and skill assessments, and determining logistics.

#### **Activities:**

- Field Training for Corrections Officers (15 min.)
- Preparing for Field Exercises (20 min.)
- Briefing a Skill (20 min.)
- Writing a Scenario (20 min.)
- Writing a Skills Assessment (20 min.)
- Determining Logistics (20 min.)

**Estimated Time:** 9 hours

#### NOTES

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## Learning Objectives



- Describe best practices for field training



- Prepare for field training



- Describe the four stages of field training



- Brief the skill and its relevance

- Write a scenario for corrections training

- Write a skills assessment

- Describe steps to take in facilitating field exercises

- Determine logistics for field training

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding procedures and best practices for conducting field exercises.

### NOTES

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### Field Training



Bridges the gap between classroom training and real-world experiences in a risk-free environment



Incorporates scenarios and role-plays



Accelerates individual and team skills



#### Field Training

Lectures, discussions, questions and answers, and small-group activities in the classroom play a central role in training by providing a solid foundation and enhancing critical-thinking skills. Field training builds upon that learning by exposing participants to realistic, high-stress situations that take that learning a step farther.

Role-playing and scenario-based training increase the dynamic nature of field training and encourage realistic responses from the participants.

Realistic-scenarios help the participants transfer that learning to real-world events. The key to making scenarios effective is to increase the complexity as the participant masters appropriate responses.

#### NOTES

Horizontal lines for taking notes.



**Field Training Best Practices**

- Train realistically—under stress as a unit
- Allow repetition until skills become habit
- Build new skills upon previous skills
- Incorporate multiple skillsets
- Provide actionable, timely feedback
- Periodically retrain even after skills have been mastered



**Field Training Best Practices**

Studies show that incorporating whole-task training into training programs facilitates the transfer of the skills from the learning content to the real-world environment.

Skills performed under stress require a higher level of repetition and intensity during their initial development. Field training offers opportunities for learners to make mistakes safely, learn from those mistakes, and correct them through repetition.

Repeatedly performing a task can lead to skill acquisition, refinement, and retention. Training for airline pilots is an example. Pilots have to train on a flight simulator every few months and they have to fly at regular intervals to maintain accreditation.

**NOTES**

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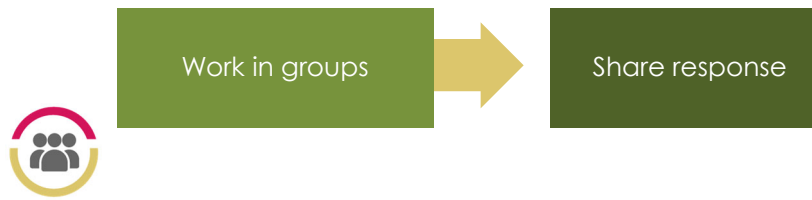
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### Field Training for Corrections Officers

#### EXERCISE

- Brainstorm within your group the many skills required of corrections officers
- Now, determine which of those skills are best taught through field training



Field Training for Corrections Officers	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm which skills the corrections officers need that would best be learned through field training.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Working with your group, make a list of all the skills that corrections officers need.</li> <li>3. Now choose which skills would best be learned through field training.</li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Field Training for Corrections Officers

What skills could best be taught through field training?

**REGROUP**



#### Field Training for Corrections Officers

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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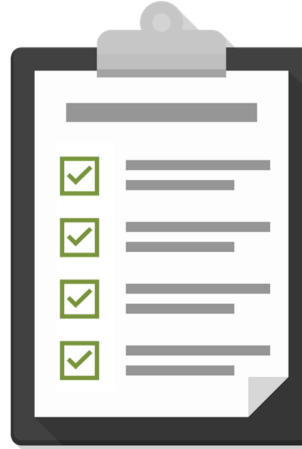
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### Preparing for Field Exercises

- Number of participants
- Equipment
- Location
- Transportation
- Time
- Notifications



#### Preparing for Field Exercises

Being prepared for training in the field is critical. Always be prepared when practicing skills or teaching them to someone else. Know what you are going to teach.

A best practice is to create a checklist of everything you want to cover, all resources you need, any logistics that need to be handled, time requirements, number of participants, etc.

Make sure all needed resources are available. Take your time, and make sure you think of everything that is needed to make the training successful.

Ensure that a suitable area and sufficient time have been allotted so that you are not distracted or interrupted. Always conduct the training as if it were a real-life event. The training should have your total attention—the same is true for anyone you are training. No cellphones, cameras, interruptions, etc.—just the facilitators, the learners, and the exercise.

Determine who you need to notify about the training—including security, management, other facilitators, etc.

#### NOTES

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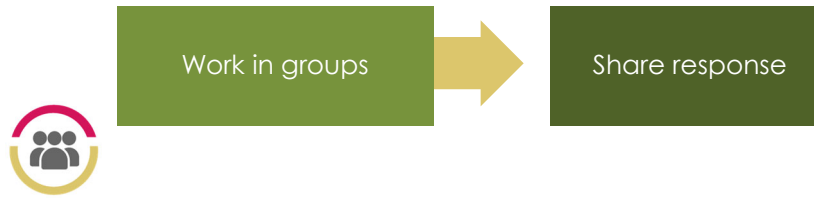
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### Preparing for Field Exercises

**EXERCISE**

- Select one skill from the list you created in the previous exercise
- Create a checklist that includes everything you need to prepare for the training
- Think about resources, equipment, space, etc.



Preparing for Field Exercises	
Duration	20 minutes
Purpose	The purpose of this activity is to have participants start thinking about the need for creating a checklist to prepare for training field exercises.
Materials	<ul style="list-style-type: none"> <li>• Pad of paper</li> <li>• Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Working with your group, select one of the skills you listed in the previous exercise.</li> <li>3. Assume that you are preparing for a field exercise to train in that skill.</li> <li>4. Create a checklist in which you list everything needed to make that training successful.</li> <li>5. Think of resources, supplies, equipment, etc.</li> <li>6. Be prepared to share with the class.</li> </ol>

**NOTES**

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### Preparing for Field Exercises

**REGROUP**

- Which skill?
  - ✓ Resources
  - ✓ Equipment
  - ✓ Supplies



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#### Preparing for Field Exercises

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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### Conducting the Training

Four stages

**Brief** → **Demo** → **Drill** → **Debrief**

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#### Conducting the Training

The four stages are discussed on the following slides.

#### NOTES

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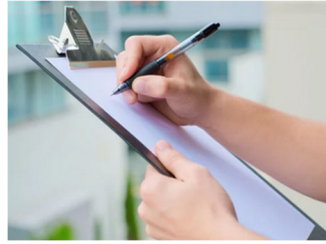
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**Brief and Assign**

- Explain the skill and the need for the skill
- Tie the skill back to the lesson content
- Assign any role or position for practicing
- Provide logistical details



**Brief and Assign**

EXPLAIN that when introducing a skill, the instructor should treat the training as seriously as he or she would the actual event and start by providing a needs-benefits analysis.

**NOTES**

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### Demonstrate and Review

- Show the actual skill participants are to acquire
- Demonstrate and explain—step-by-step—the aspects involved
- Have participants imitate the step-by-step actions



#### Demonstrate and Review

Facilitators should always perform a realistic step-by-step demonstration of the skills being taught.

They should ask for and answer any questions the learners may have following the demonstration. If no questions are asked, the facilitator may want to ask random learners specific questions about the demonstration.

The facilitator should then have the learners practice what he or she just demonstrated. The facilitator should watch the practice closely and make sure the learners follow each step correctly.

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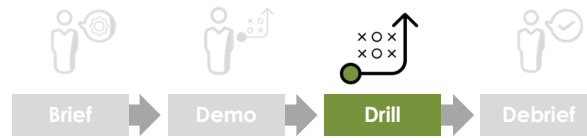
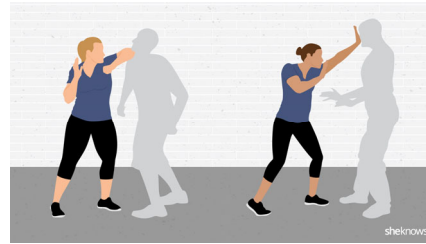
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### Conduct the Exercise or Drill

- Have participants practice the operation
- Provide actionable feedback
- Have participants incorporate feedback into their practice
- Devote at least 50% of the session to practice time



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#### Conduct the Exercise or Drill

Skills must be practiced repeatedly, with corrective feedback. Perfect practice becomes perfect performance when you need it.

Feedback is critical to ensuring the learner knows what he or she is doing correctly and what he or she needs to improve upon. Learners must be given the opportunity to incorporate the feedback into practice.

#### NOTES

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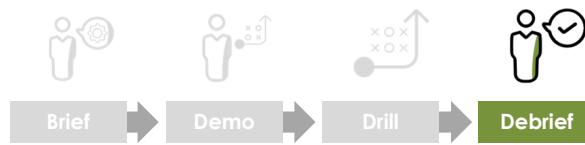
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### Debrief

- First, ask the team for their observations
  - ✓ What happened?
  - ✓ What did we do well? What challenges did we face?
  - ✓ What should we do differently or focus on next time?
  - ✓ What could help us be more effective? Anything we need?
- Reinforce their observations
- Share your view of what happened and what needs to happen in the future



### Debrief

Following every exercise, facilitators should allow time for a debrief. To truly learn, the learners need the opportunity to reflect on the learning. This reflecting helps learners make the connections between the exercise and real-life situations. It helps them recognize their skills and strengths as well as their weaknesses.

The debriefing should include a question-and-answer session on how the learner:

- Felt about the exercise
- Plans to use the skills learned during the exercise
- Plans to use lessons learned for the next practice

Any feedback provided must be clear, actionable, and focused on the work and not the learner.

Acknowledge one thing that you, as the facilitator, could have done differently or that you will focus on in the future. This will make it easier for team members to voice their own observations or concerns.

Tie the exercise back to the curriculum and to upcoming modules.

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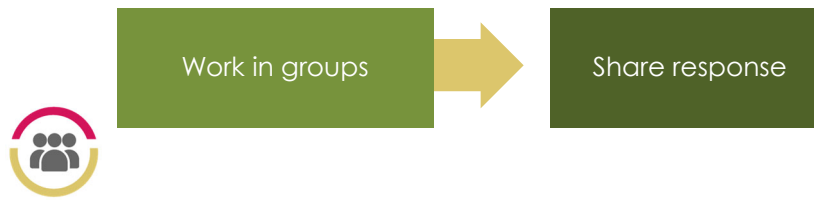
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### Briefing a Skill

**EXERCISE**

- Select a skill from the previous exercises
- Prepare a 5-minute brief, introducing the exercise, explaining the skill, and describing the need for the skill (why it is relevant)
- Be prepared to deliver the brief to the class



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#### Briefing a Skill

Duration	20 minutes
Purpose	The purpose of this activity is to have participants become familiar with the first step of facilitating an exercise.
Materials	<ul style="list-style-type: none"> <li>• Pad of paper</li> <li>• Pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Working with your group, select a skillset from the previous list that will be taught in a field exercise.</li> <li>3. Prepare a 5-minute briefing, introducing the exercise and explaining the need for learning the skills.</li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Briefing a Skill

- What is the skill?
- Why do I need to know it?

**REGROUP**

Brief → Demo → Drill → Debrief



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**Regroup**

Regroup from the previous activity and discuss the responses as a group.

**NOTES**

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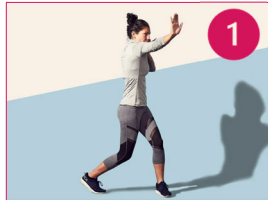
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### Providing Field Training

- Field exercises should be conducted as soon as possible after classroom instruction
- The three levels of field training are:



**Initial Training**  
Learning tasks for the first time



**Proficiency Training**  
Meeting training standards



**Sustainment Training**  
Practicing previously learned training standards



#### Providing Field Training

Field training is used for:

- Learning skills for the first time (initial training)
- Meeting training standards (proficiency training)
- Practicing previously learned training standards (sustainment training)

Initial training introduces learners to a skill. It should follow as closely as possible to the classroom portion. The learners begin practice with a clear idea of the skill to be performed because it has just been explained and demonstrated.

During proficiency training, learners perform skills repetitiously until they meet the training standard. Since learners have already learned the task, they usually do not need a detailed presentation of basic information. A simple demonstration may be enough. Learners are then required to practice to the standard—e.g., increase speed, accuracy, output, or quality of work. They also practice under more realistic conditions.

Sustainment training ensures the task is practiced and peak proficiency is maintained. Facilitators raise the level of realism until the quality, speed, stress, and environment come as close as possible to actual real-life missions.

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### Training with Scenarios

- Scenario—a realistic plot
- When properly structured and supervised, scenario training is highly effective and memorable
- Scenarios allow learners to demonstrate proficiency and competency in conducting critical tasks, demonstrating core capabilities, and meeting objectives
- Scenarios provide opportunities for constructive evaluation of the officer's performance as part of a team and individually



#### Training with Scenarios

The use of scenarios allows for the training in complex skillsets as well as clear and constructive evaluation of performance. Examples of skillsets that can safely be trained using scenarios include transporting offenders, applying restraints to aggressive offenders, and offender and cell searches.

Scenarios help bring a level of decision making and competency that cannot be created in a classroom.

Effective field training requires the use of training environments and protocols that are as realistic as possible. Scenarios help create this environment.

The key to making scenarios effective is to increase the complexity as the participant masters appropriate responses. However, scenarios should not be so complicated that they distract from the objectives of the activity. The scenario should always support the objectives.

#### NOTES

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### Scenarios and Injects

- Scenarios should be realistic, plausible, and challenging
  - ✓ They provide background information about an incident
  - ✓ They should not be unnecessarily complicated
- Injects are additional information the facilitator periodically provides the learners to simulate a realistic problem that needs to be addressed



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#### Scenarios and Injects

To make the scenario more realistic, break it down into individual injects, each of which simulates a realistic problem that needs to be addressed.

Realistic injects test the effectiveness of scenarios and the learners themselves, so the learners have a better understanding of how they are to function in an emergency.

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## Writing a Scenario

### EXERCISE

- Brainstorm within your group to select one skill required of corrections officers
- Take 10 minutes to write a brief scenario that can be used in field training for that skill
  - ✓ Be creative but relevant
- You may use injects, but you are not required to do so



Work in groups



Share response

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### Writing a Scenario

Duration	20 minutes
Purpose	The purpose of this activity is to give participants the opportunity to write a brief scenario for a skill that can be taught through field exercises.
Materials	<ul style="list-style-type: none"> <li>• Pad of paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Working with your group, create a realistic, short scenario to be used in a field exercise.</li> <li>3. You may use injects to make the scenario more challenging if you wish, but injects are not required for this activity.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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## Writing a Scenario

### REGROUP

- What is your scenario?
- Did you use injects?
- What do you think about scenario-based field training?



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### Writing a Scenario

Regroup from the previous activity and discuss the responses as a group.

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### Assessing the Field Training

- How do you know they learned?
- Assessing an individual or a team

KNOWLEDGE + SKILL = COMPETENCY

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#### Assessing the Field Training

The purpose of assessing skills is to confirm whether real learning has taken place—the skills conveyed in the training have been transferred to and received by the learners. The objective of the evaluation should answer the question, “Did the training have a successful outcome?”

Different assessment methods are needed to measure the extent to which learners improve knowledge, increase skill, and incorporate attitudes and behaviors into an activity.

- Knowledge is the fact or condition of knowing something.
- Skill is the ability to do something well.
- Competency is the knowledge, skills, and abilities to do something successfully.

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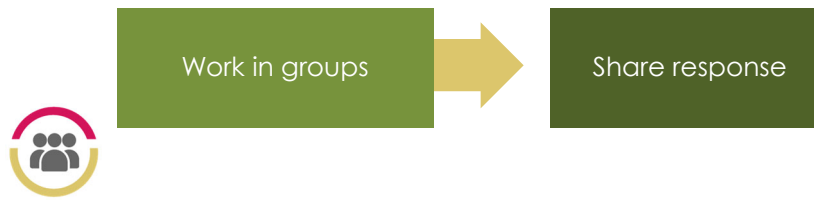




### Writing a Skills Assessment

**EXERCISE**

- Select one set of skills required of corrections officers— e.g., escorting offenders, restraining offenders
- Create a skills assessment for skills required
- Remember to cover knowledge, skills, and competencies



Writing a Skills Assessment	
Duration	20 minutes
Purpose	The purpose of this activity is to have participants practice writing skills assessments.
Materials	<ul style="list-style-type: none"> <li>• Pad of paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Select a set of skills required of a corrections officer—escorting an offender or searching a cell, for example.</li> <li>3. Create a checklist of knowledge, skills, and competencies needed to perform the skill as required.</li> <li>4. Be prepared to share with the class.</li> </ol>

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## Writing a Skills Assessment

**REGROUP**

- Knowledge?
- Skills?
- Competencies?



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### Writing a Skills Assessment

Regroup from the previous activity and discuss the responses as a group.

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### Setting the Stage for Success

- Create a positive learning environment
  - ✓ Set expectations
  - ✓ Establish attitude and behavior patterns
  - ✓ Challenge but don't discourage
  - ✓ Establish friendly, open, and professional rapport
  - ✓ Communicate effectively and respectfully
  - ✓ Highlight successes
  - ✓ Provide maximum opportunities for learners to succeed



#### Setting the Stage for Success

During the field exercise, the facilitator should develop rapport with the learners. Rapport is important because learners are more likely to share their ideas, questions, or feelings when they feel the facilitator is open and sympathetic to their needs.

The facilitator should also convey a positive attitude that the learners can succeed in the field training exercise. Learners need to know the facilitator wants them to succeed and will help them do so.

Expectations should be set so learners know that learning is what is most important. Avoid criticizing individuals. The results of the training, both good and bad, should be considered team results, not one individual.

#### NOTES

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### Determining Logistics

**EXERCISE**

- Refer to the previous exercises to select a skill that will be trained in a field exercise and:
  - ✓ Determine where the training should take place
  - ✓ Write safety instructions for the exercise
  - ✓ Explain why you need or do not need a safety officer
  - ✓ Determine break times (number and duration)
  - ✓ Explain contingency plans for weather



#### Determining Logistics

Duration	20 minutes
Purpose	The purpose of this activity is for participants to think about the logistical issues when conducting field training exercises.
Materials	<ul style="list-style-type: none"> <li>• Pad of paper</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Select a skill that will be trained in the field.</li> <li>3. Determine where the training should take place.</li> <li>4. Write safety instructions for the exercise.</li> <li>5. Explain why you need or do not need a safety officer.</li> <li>6. Determine break times (number and duration).</li> <li>7. Explain contingency plans for weather (if needed).</li> <li>8. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Determining Logistics

**REGROUP**

- ✓ Where should training take place?
- ✓ Safety instructions for the training?
- ✓ Safety officer?
- ✓ Break times?
- ✓ Contingency plan for weather?



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**Regroup**

Regroup from the previous activity and discuss the responses as a group.

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## SUMMARY

### Topics

- ✓ Field Training
- ✓ Stages of Field Training
- ✓ Scenarios
- ✓ Skills Assessment
- ✓ Logistics

### Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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### Summary

1. Review notes from previous session.
2. Work with your group to respond.

### NOTES

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Assessing Training Effectiveness

تقييم فاعلية التدريب



### Assessing Training Effectiveness

**Purpose:** The purpose of this module is to have participants understand the importance of writing effective learning objectives and aligning supporting assessments to the objectives and course content.

#### **Activities:**

- Writing Learner-Centered Objectives (15 min.)
- Selecting the Action Verb (10 min.)
- Selecting the Best Learning Objective (15 min.)
- Matching Assessments to Performance (15 min.)
- Writing Assessments (20 min.)

**Estimated Time:** 4.5 hours

### NOTES

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## Learning Objectives



- Describe the alignment of training
- Describe the purpose of learning objectives



- Name components of a learning objective
- Write effective learning objectives



- Discuss the importance of assessing learning
- Match the correct assessment to the learning



- Design assessments that support the learning objectives



### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—creating effective learning objectives and assessments.

### NOTES

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## What Are Learning Objectives

- A learning objective is an explicit statement that expresses what the learner will be able to do at the end of the learning event (module or course)
- Learning objectives are always learner-centered and have appropriate assessment methods

### Example Learning Objective:

Upon completion of this training, participants will be able to describe the role of prison officials in promoting and protecting human rights

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### What Are Learning Objectives

Learning objectives form the basis for what is to be learned. In some situations they describe how well it is to be performed and under what conditions it is to be performed.

Clearly written objectives guide the design and delivery of instruction and assessment of learning. They also provide participants a guideline for assessing priorities and tracking progress.

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## Writing Learner-Centered Objectives

### EXERCISE

- Check all objectives that:
  - ✓ State clearly what learners will be able to do at the end of the learning event
  - ✓ Are written from the learner's perspective
- Correct any objectives that do not meet the above criteria



WRITING LEARNER-CENTERED OBJECTIVES

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### Writing Learner-Centered Objectives

Duration	15 minutes
Purpose	The purpose of this activity is to become familiar with what constitutes an effective learning objective.
Materials	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Working with your group, check all objectives that:           <ul style="list-style-type: none"> <li>• State clearly what learners will be able to do at the end of the learning event</li> <li>• Are written from the learner's perspective</li> </ul> </li> <li>3. Correct any objectives that do not meet the above criteria.</li> </ol>

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### Writing Learner-Centered Objectives

**REGROUP**

Do all objectives now clearly state what the learner will be able to do at the end of the learning event?

Are all objectives written from the learner's perspective?



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**Regroup**

Regroup from the previous activity and discuss the responses as a group.

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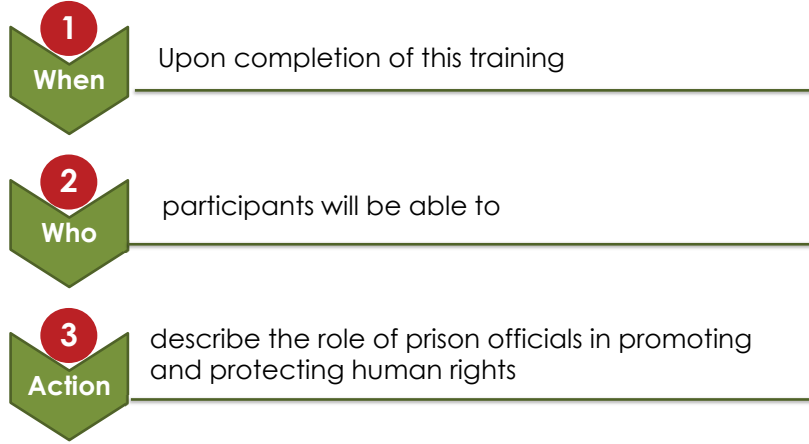






### Learning Objective Components

A learning objective needs the following components:



#### Learning Objective Components

These three components—when, who, and action—are required of all learning objectives.

- **When:** defines the timeframe of the training—e.g., At the end of this module....
- **Who:** the objective must be written from the learner perspective—e.g., At the end of this module, the learner will be able to....
- **Action:** use one action verb describing the desired knowledge, skill, or competency—e.g., At the end of this module, the learner will be able to describe the role of prison officials in promoting and protecting human rights.

#### NOTES

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### Large Group Discussion

Fill in the blanks:



\_\_\_\_\_, \_\_\_\_\_ will be able to describe the purpose of learning objectives



#### Large Group Discussion

Engage in the class discussion.

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### Demonstration: Observing the Action

Walk	Understand	Improve	Discuss
Talk	Explain	Believe	Draw
Think	Describe	List	Identify
Appreciate	Know	Improve	Be aware of
Draw	Name	Locate	Select
Increase knowledge	Sketch	Repeat	Compare

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#### Demonstration: Observing the Action

Participate in this fun demonstration to better understand the difference between verbs that describe an observable action and those that do not.

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## Selecting the Action Verb

### EXERCISE

- Refer to the Worksheet: Selecting the Action Verb
  - ✓ For each entry, select the option with an action verb
- Be prepared to share responses with the class and explain your selection



SELECTING THE ACTION VERB

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### Selecting the Action Verb

Duration	15 minutes
Purpose	The purpose of this activity is to have participants gain a deeper understanding of what is and what is not an action verb.
Materials	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Pencil/pen</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. For each entry in the worksheet, you will have a choice of two options.</li> <li>3. Select the option that begins with an action verb.</li> <li>4. Be prepared to share with the class.</li> </ol>

### NOTES

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### Selecting the Action Verb

**REGROUP**

Is the verb

- ✓ Observable?
- ✓ Specific?
- ✓ Measurable?



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### Selecting the Action Verb

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## Making the Verb Match the Requirements

- Select the most accurate verb that relates to the level of knowledge, skills, and competencies the learner should be able to demonstrate after the learning event
  - ✓ Upon completion of the module, participants will be able to **describe** how to apply restraints

OR

- ✓ Upon completion of the activity, the participants will be able to **apply** restraints



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### Making the Verb Match the Requirements

Make the verb reflect the level of learning required.

For example, do you want the learner to have a general understanding of how to perform a skill or do you want her to actually perform the skill?

If you want the learner to have only a general understanding, the learning objective may be something like this:

- Upon completion of this training, the learner will be able to **describe** a tourniquet.

On the other hand, if you want the learner to perform the skill, the learning objective will be something like this:

- Upon completion of the training, the learner will be able to **apply** a tourniquet.

### NOTES

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### Learning Objectives for Tactical Skills

- In some cases—such as when demonstrating a tactical skill—the learning objective should also state the desired performance criteria



**Example of a learning objective for shooting a gun:**

Upon completion of this training, the learner will be able to hit center target 9 out of 10 times without stopping



#### Learning Objectives for Tactical Skills

Sometimes the learning objective may need a criterion that states the level of acceptable performance of the task in terms of quantity, quality, time limitations, etc. This criterion will answer the questions of: "How many, how fast, or how well."

For example:

- Upon completion of this training, the learner will be able to drive a vehicle one mile without making a mistake.
- Upon completion of this training, the learner will be able to type a 7-line paragraph in 5 minutes without making a mistake.
- Upon completion of this training, the learner will be able to apply restraints without reference to a manual.

Note: Use time limit only if it is required under normal working standard.

#### NOTES

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### Selecting the Better Learning Objective

**EXERCISE**

- Refer to the Worksheet: Selecting the Better Learning Objective
  - ✓ For each entry, select the option that better describes what the learner needs to be able to do
- Be prepared to share responses with the class and explain your selection



#### Selecting the Better Learning Objective

Duration	15 minutes
Purpose	The purpose of this activity is to have participants dive deeper into how to write effective learning objectives—in this case, the focus is on writing objectives that accurately reflect what the learner needs to be able to do. Refer to the Worksheet: Selecting the Better Learning Objective
Materials	<ul style="list-style-type: none"> <li>• Worksheet</li> <li>• Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to the worksheet</li> <li>3. For each entry, select the option that best describes what the learner needs to be able to do at the end of the training</li> <li>4. Be prepared to share with the class.</li> </ol>

#### NOTES

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### Selecting the Best Learning Objective

**REGROUP**

Which objective most accurately matches the requirement?



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#### Selecting the Best Learning Objective

Regroup from the previous activity and discuss the responses as a group.

#### NOTES

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## Assessing Training



GOAL	LEARNING OBJECTIVES	ASSESSMENT	INSTRUCTIONAL STRATEGIES
What is our goal?	What knowledge, skills, and competencies do they need to meet the goal?	How do you know the learners have met the objective?	What content and activities will support learning objectives and prepare learners for assessments?

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### Assessing Training

Assessments are designed to reveal how well learners have learned when you want them to learn. The assessment should be a simulation of the conditions, behaviors, and standards of performance needed in the real world.

So far in this course, you've learned about the importance of developing learning objectives. Were your learners able to meet the learning objectives presented to them? What tool(s) did you use to measure learner knowledge and skill?

### NOTES

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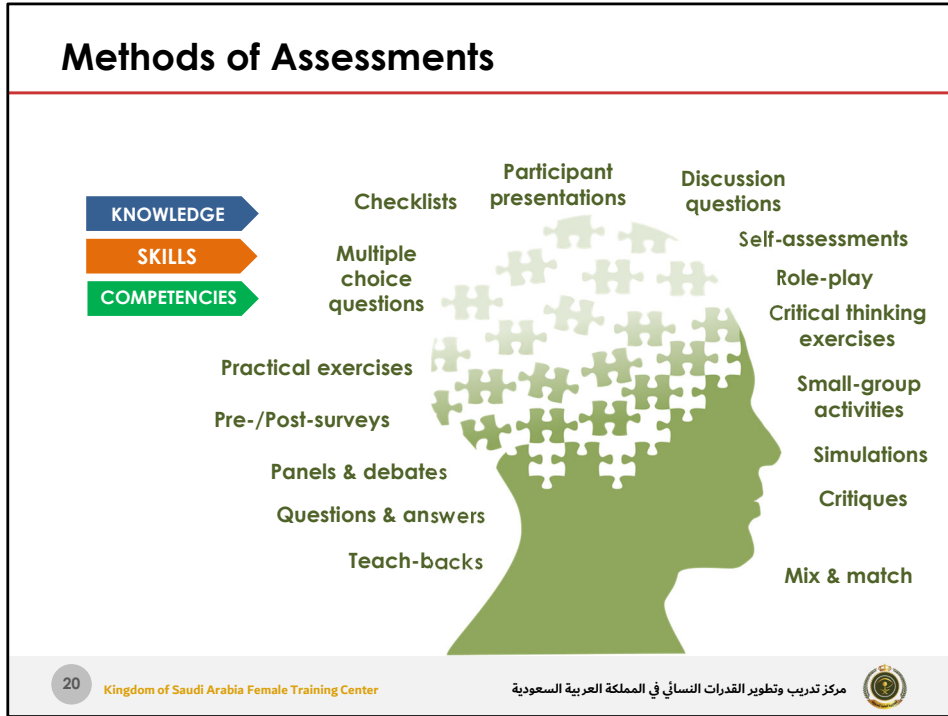
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**Methods of Assessment**

Assessments are wide-ranging from questions and answers to simulations. The assessment should always match the action required in the objective.

If you wanted the learner to show that she has learned how to escort offenders, which assessment would you use?

If you wanted the learner to show that she knows the role of prison staff in supporting human rights, which assessment would you use? What should the learner be able to explain or do?

**NOTES**

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## Matching Assessments to Performance

### EXERCISE

- Refer to the Worksheet: Matching Assessments to Performance
- Match the best types of assessment in the left column to the objective in the right column
- Multiple assessments may be selected for each objective



MATCHING ASSESSMENTS  
TO PERFORMANCE

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### Matching Assessments to Performance

Duration	15 minutes
Purpose	The purpose of this activity is to enhance participants' understanding of which assessments are the best fit for various learning objectives.
Materials	<ul style="list-style-type: none"> <li>Worksheet</li> <li>Pen/pencil</li> </ul>
Steps	<ol style="list-style-type: none"> <li>Work in small groups.</li> <li>A number of assessment techniques are listed in the left column of the worksheet.</li> <li>A number of learning objectives are listed in the right column.</li> <li>Match the type or types of assessment that would best illustrate learning next to each objective.</li> <li>You may select more than one assessment for each objective.</li> <li>Be prepared to share with the class.</li> </ol>

### NOTES

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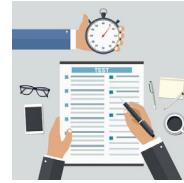
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### Two Types of Assessments

- **Formative assessments** are ongoing
  - ✓ Any means by which learners can use guiding feedback on their performance to help them improve
  - ✓ Reveal how and what learners are learning and inform next steps in facilitating the learning
- **Summative assessments**
  - ✓ The goal is to evaluate learning at the end of an instructional unit by comparing it against some standard or benchmark
  - ✓ A capstone, simulation, scenario, or other final project



#### Two Types of Assessment

The two methods of assessment are formative and summative. Formative assessments measure learning during the learning process, and summative assessments measure learning that occurs at the end of an instructional unit.

There is significant evidence linking formative assessment with learner achievement. One strategy to ensure achievement is to ask learners to reflect and report on their own learning by asking:

- What was your task, the ultimate goal, or the outcome for this activity?
- What are some important concepts and ideas you discovered/learned? Why are they important?
- How did you solve the problem or task? Did you reach your goal? Explain.
- Would you make changes if you had to do it again? Explain.

Encouraging reflection on learning and involving learners in decisions related to next steps both motivate and empower learners in the assessment and learning process.

#### NOTES

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## Writing Assessments

### REGROUP

- Objective: Upon completion of this training, participants will be able to prepare for training in a classroom
- Describe the assessment



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### Writing Assessments

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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Capstone: Teach-backs

التتويج: إعادة الشرح من الطالب للمعلم



### Assessing Training Effectiveness

**Purpose:** The purpose of module is to provide participants the opportunity to integrate knowledge, skills, and ideas learned throughout the 12- week course and to apply those to a real-life situation. Participants will prepare for and practice delivering a 15-minute lesson to their peers. The topic should be based on the curriculum. Once they receive feedback, they will present the lesson again integrating the feedback.

#### **Activities:**

- Preparing for the paired Teach-back
- 15 minute Paired teach-back presentation
- Provide and receive feedback
- Re-implement the lesson

**Estimated Time:** 4.5 hours

### NOTES

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## Learning Objectives



- Incorporate knowledge and skills learned throughout the course into final teach-back exercises



- Apply pair-teaching skills and strategies to the curriculum
- Critique teach-backs



- Use feedback to improve instructional skills



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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—how to effectively implement and facilitate the curriculum.

### NOTES

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## Writing Learner-Centered Objectives

### REGROUP

#### Lessons Learned

- Apply lessons learned to future deliveries
- Evaluate a training program's effectiveness
- Analyze feedback and observations to improve instructional skills



### Regroup

Regroup from the previous activity and discuss the responses as a group.

### NOTES

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## SUMMARY

### Topics

- ✓ Paired Teach-Backs

### Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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### Summary

1. Review feedback and lessons learned.
2. Reflect on the two questions
3. Work with your group to respond.

### NOTES

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Course Evaluation

تقييم الدورة

# COURSE EVALUATION

## ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



Course: *Instructor Development*

Date: \_\_\_\_\_

1 Rate each aspect of the training: <i>(circle rating)</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neither</i>	<i>Agree</i>	<i>Strongly agree</i>
a. I understood the training content and concepts.	1	2	3	4	5
b. The training was engaging and relevant to me.	1	2	3	4	5
c. I will be able to apply what I learned at my job.	1	2	3	4	5
d. The training program met my expectations.	1	2	3	4	5

**2** What did you find particularly valuable?

**3** What did you wish to receive but did not?

6 Rate the instructional methods used: <i>(circle rating)</i>	<i>Poor</i>	<i>Not bad</i>	<i>Average</i>	<i>Good</i>	<i>Excellent</i>
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

**7** What would you change or improve?

**8** What did you enjoy most?



# COURSE EVALUATION

9 Rate your experience with the instructors: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

**Please circle the rating that best describes your overall experience.**

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

## Additional Notes

Please provide any additional comments or suggestions.

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*Thank You and Congratulations!*