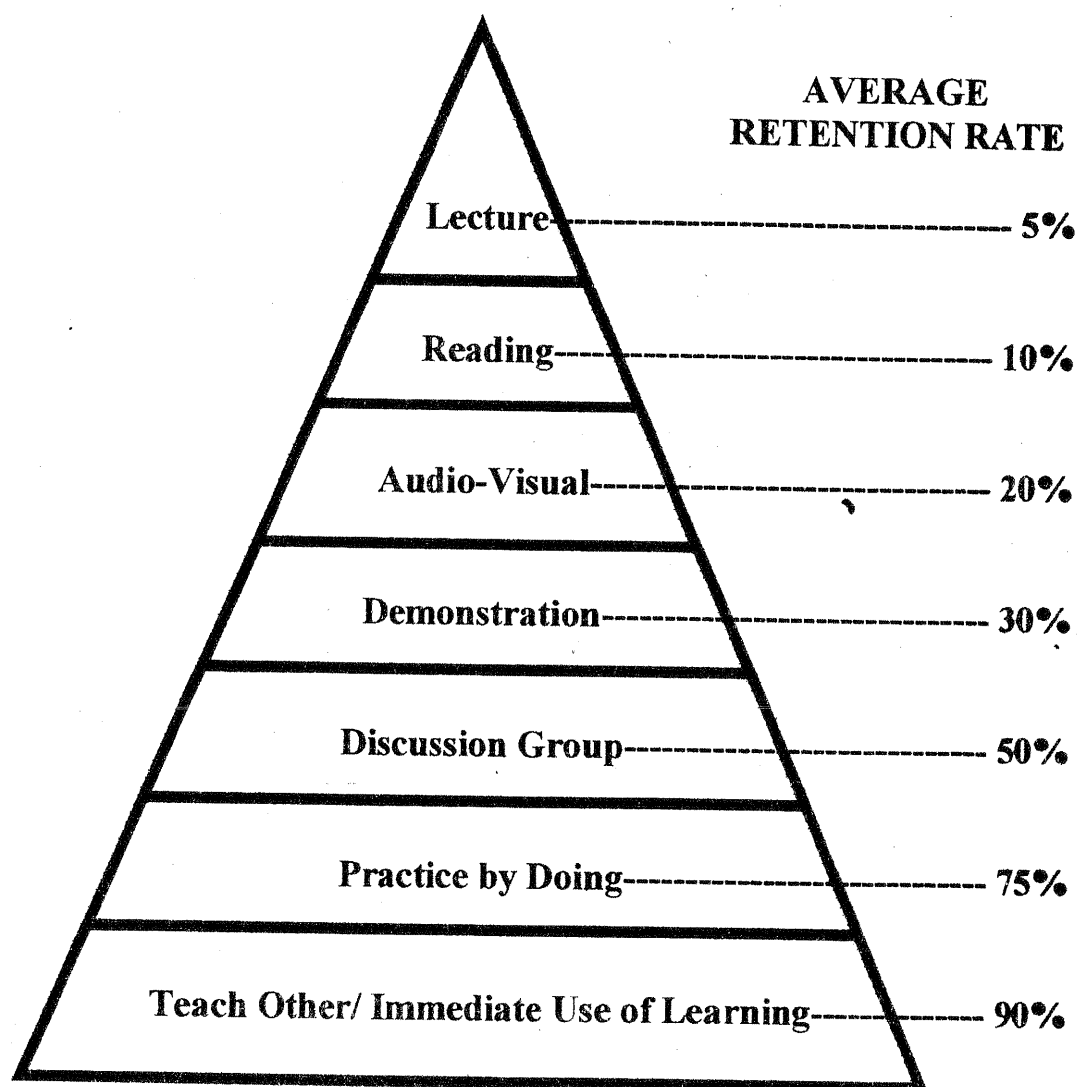



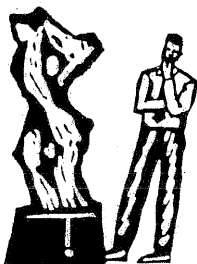


Learning Pyramid



Speaking To Four Audiences

What?	So What?
<p>Professors</p>  <p>These people want mastery and competence. They want to be able to remember the information and to perform the skills that are presented.</p> <p>Presentation Tips</p> <p>Provide facts, lecture, citations, quotes, examples, demonstrations, practice, feedback, drill, sequence, detail, overt organization and a detailed bibliography.</p> <p>Engage them with FACTS</p>	<p>Friends</p>  <p>These people want personal involvement and engagement with other participants. They want to respond to the topic through interpersonal relationships. Feeling tone is important to them.</p> <p>Presentation Tips</p> <p>Provide emotional hooks, personal stories, metaphors, inventories, opportunities for sharing, choosing and relating the topic to self and others through hands-on and group activities.</p> <p>Engage them with FEELINGS</p>
Why?	What if?
<p>Scientists</p>  <p>These people want to understand and comprehend. They want to reason with the information that is being presented.</p> <p>Presentation Tips</p> <p>Provide concepts, ideas, data, opportunities to examine and process the data, formulate explanations, make judgments and inquire. They like structure and organization.</p> <p>Involve them in FORMULATING ideas</p>	<p>Inventors</p>  <p>These people want to adapt, modify, extend, explore, and create. They want to reorganize the information into new and different arrangements.</p> <p>Presentation Tips</p> <p>Provide opportunities for creative self expression, individual and group exploration, where they can reorganize what is known to make new connections and original creations.</p> <p>Take them on FLIGHTS of FANTASY</p>

*An adaptation of the Thoughtful Educational Model
Developed by Hanson, Silver Strong Associates
Morristown, NJ*



The Eight Intelligences

<i>Linguistic</i>	the intelligence of words	How can I use the spoken or written word?
<i>Logical-Mathematical</i>	the intelligence of numbers and reasoning	How can I bring in numbers, calculations, logic, classification or critical thinking?
<i>Spatial</i>	the intelligence of pictures and images	How can I use visual aids, visualization, colour, art, metaphor or visual organizers?
<i>Musical</i>	the intelligence of tone, rhythm and timbre	How can I bring in music or set key points in a rhythm or melody?
<i>Bodily-Kinesthetic</i>	the intelligence of the whole body and the hands	How can I involve the whole body or offer hands-on experiences?
<i>Interpersonal</i>	the intelligence of social understanding	How can I engage learners in peer sharing, cooperative learning or large group simulation?
<i>Intrapersonal</i>	the intelligence of self-knowledge	How can I evoke personal feelings or memories or give learners choices?
<i>Naturalist</i>	the intelligence of recognizing and classifying plants, minerals and animals; sensitivity to features of the natural world; ability to recognize cultural artifacts	How can I provide opportunities for identifying and classifying, for seeking patterns? How can I include the natural environment?

The seven intelligences were developed by Howard Gardner, Harvard University.
He recently added the eighth intelligence.

Adapted from Thomas Armstrong (1994)
"Multiple Intelligences: Seven Ways to Approach Curriculum"
Educational Leadership, 52:3 PP. 26-28
and Kathy Checkley (1997)

"The First Seven...and the Eighth: A Conversation With Howard Gardner"
Educational Leadership, Sept. 1997



The Designer's Mind Questions

Designer's Questions Relating to the Group

What degree of interaction will be productive?

Considerations: Time/group size/necessary materials/physical environment

What capacities do I want this group to develop?

Considerations: Present state of skill/knowledge/present emotional state/relationships (in and with the group)

In what ways am I addressing the individual needs in a diverse group?

Considerations: Learning styles/energy levels/level of experience

Designer's Questions Relating to the Content

How critical is this content to the major learning outcomes?

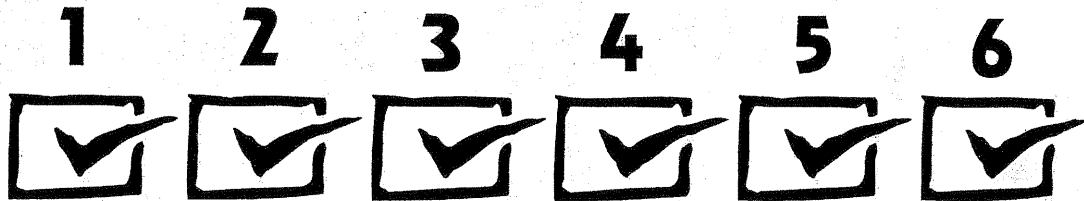
Considerations: Long term outcomes/level of skill necessary for effective practice/degree of expertise necessary for specific purpose/role

To what degree should this information be layered?

Considerations: Degree of complexity/energy level/level of experience/phase of instruction (is this introductory, review, etc.)

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The Magic Number 6



An idea presented only *once* has a 10% chance of being remembered after 30 days, but an idea intermittently reviewed *six times* has a 90% chance of being retained over 30 days.

Albert Mehrabian
Silent Messages



A Good Workshop Leader: Roles

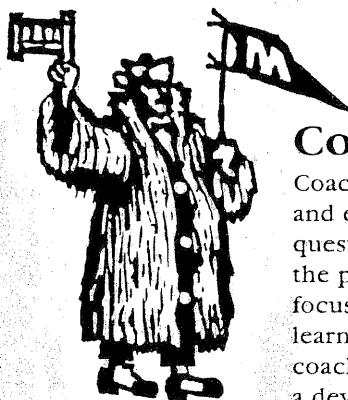
Mentor

Mentors teach one-to-one, and tailor instruction and support according to novice's needs. They model the best practice by doing.



Coach

Coaches are non-judgmental and employ skills of reflective questioning and inquiry with the purpose of helping others focus on the new skill being learned and practiced. As a coach, a workshop leader takes a developmental stance and focuses on the inner thought processes, perceptions, and decision-making processes of the person being coached.



Presenter/Trainer

Presenters assist participants in internalizing and acting upon new content and skills. Successful presenters work from clear outcomes, and utilize interactive teaching strategies and methods to assist learning.



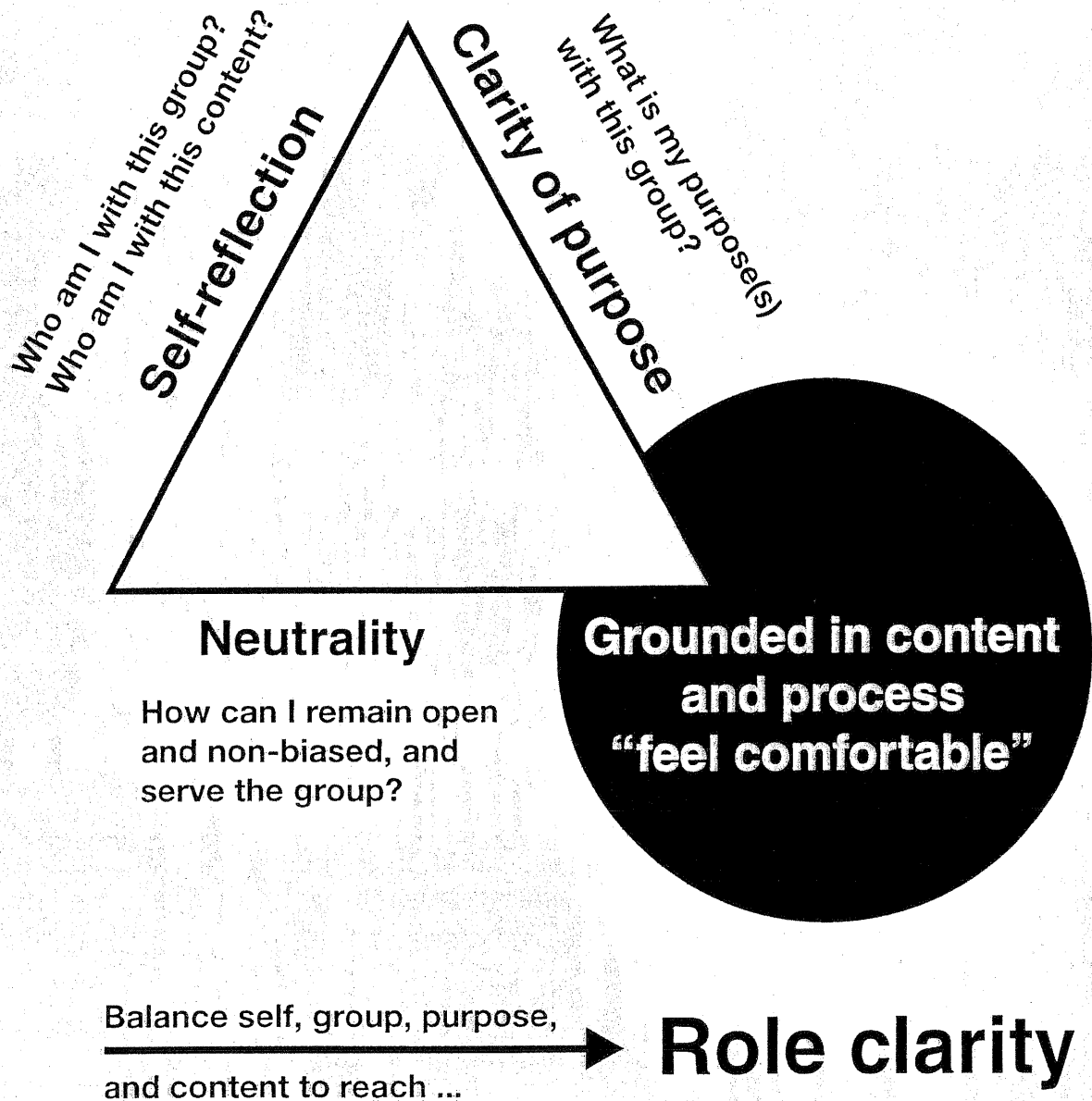
Facilitator

To facilitate means to make easier. Facilitators direct the processes, choreograph the energy within the group, and maintain a focus on one content and one process at a time.



Who you are, not what you know, is the dominant message in any presentation....

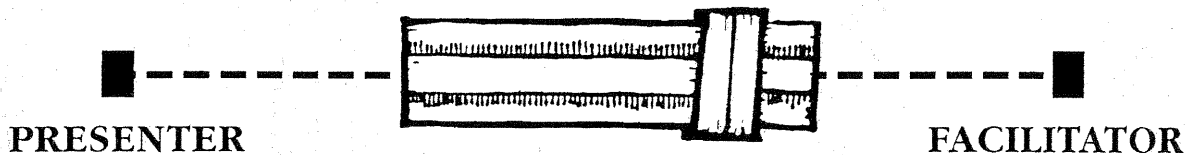
Robert J. Garmston



Adapted from Mike Talbot, Consultant, Vancouver BC, Canada

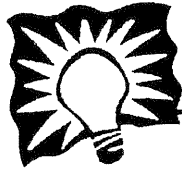


Presenter/Facilitator Continuum



We often shift
back and forth.

- Think of your role in a workshop you have led—where would you be on the continuum? Why?
- Put yourself on the continuum—where do you feel most comfortable in preparing for, and giving a workshop? Why?



Golden Rules About Design

1. Know your audience:
 - stages of development
 - learning styles
 - diversity
 - motivation
2. Know the context and culture of your audience.
3. Be clear about your role and relationship with the audience.
4. Design for:
 - understanding (big idea)
 - clear purpose
 - outcomes
5. Be thoughtful about your content.
6. Select strategies to serve your purposes.
7. Focus on “elegant” strategies that include interaction and reflection.

*Nancy Hinds
Professional Development, BCTF*

With Your Workshop Plan in Hand...



- ✓ address various learning styles
- ✓ provide choices or options
- ✓ have simple energizers ready
- ✓ check-in with participants
(temperature check)
- ✓ use the Experiential Learning Cycle
- ✓ allow time for debriefing
- ✓ vary the pace and type of activity
- ✓ provide practice and feedback
- ✓ ensure practical application
- ✓ provide time for individual reflection

*Primary Project Associates
B.C. Teachers' Federation*



Handling Problem Situations

The more you encourage group members to explain their positions, the better chance you have of reducing their hostility. This may mean leaving the course content for a while, but more productive learning in the long run will make up for the time spent dealing with the situation. An efficient approach is to use the conflict as a learning tool by incorporating it into the discussions and exercises planned for the course.

If you sense resistance when introducing a new skill or some new information midway through a program, you should again take the time to focus on the resistance and identify it before the situation gets out of control. Don't be afraid to stop the program, ask what's happening, and propose a discussion of the problem.

Negative behaviours of specific individuals create another difficult situation. Below is a list of some common behaviours you might face within the training environment.

Monopolizing: taking a great deal of time

One-upping: trying to appear more skilled and knowledgeable than the others in the group, including the trainer

Complaining: continually finding fault with the procedures of the trainer

Intellectualizing: excessive rationalizing and justifying of one's ideas and beliefs

Withdrawing: not participating (and sometimes distracting the group by doing so)

Arguing: taking vocal exception to any comments with which one disagrees

Questioning: stopping the flow of presentations by frequently asking questions

Clowning: joking at inappropriate times

The key to handling such behaviours is to not take them personally. Napier and Gershenfeld (1983) suggest several reasons why problem behaviours that have nothing to do with you occur. The participant may have been ordered to attend the training to shape up. Or he may be hiding fears about failing to do well in the program. Or she may be a long-time employee who doesn't believe anything will change. Or he may feel that he is too old to learn new approaches. Or, after years of hostility toward her boss, she may be displacing her anger on you. Or he may like the attention he attracts with his behaviour.

Coping effectively with participant problems is an extremely important training skill. When a participant exhibits problem behaviours, the whole group likely will become involved and therefore be distracted from the actual training program. Negative behaviours also tend to rattle the trainer and distract from the delivery of the course content.

Your responsibility is to the entire class, not just to one participant. You should not allow the disrupter to monopolize your attention to the point where the program begins to suffer. If you do need to say something to a participant exhibiting a problem behaviour, it is far better to do so privately. Introduce the request with a statement such as "I think that it would be helpful if ..." or "I'd like to ask you to ...".

One way to control potential troublemakers is periodically to remind the whole group to adhere to the norms or ground rules established at the beginning of the program. In addition, make some new requests from time to time to prevent problems from occurring. Common requests used by experienced trainers include:

"Please hold your questions for a few moments."
"I think that it would be helpful for us to agree that people should speak only for themselves."

"Let's just have one comment per person for now so that everyone has a chance to speak."

"Try to build on each other's ideas."

"When you go into your groups, I'd like to ask you to listen to the opinions of each member before getting into further discussions."

"Let's have a rule that a different spokesperson be nominated every time that a subgroup is asked to report its findings."

"Please, no cheap shots."

As conflicts between you and one or more participants arise in a class, you may begin to feel annoyed with the participant(s). Be wary of becoming unsettled by a conflict: managing your feelings and remaining in control is important to your overall leadership of the class. Do everything you can to defuse and depersonalize the situation. Try to acknowledge the challenge openly and to respond in a warm but businesslike tone of voice. This will tell the rest of the group that you are confident and in charge. Some tips on maintaining control in the face of participant conflict are:

Don't get caught in one-to-one power struggles. Acknowledge the value of a participant's views even when they are contrary to your own (e.g., "You've got a good point"). Empathize with his feelings. Show interest by asking the participant to go into more detail about his concerns. Summarize the participant's position. Agree to disagree. Offer to discuss the matter further at the coffee break.

Use good-natured humor. One way to deflect conflict is to humor the combatant. Be careful not to be sarcastic or patronizing. Gently protest the harassment (e.g., "Enough, enough for one day!"). Humorously, put yourself down instead of the participant (e.g., "I guess I'm being stubborn, but . . .").

Connect on a personal level. Whether the problem participant is hostile or withdrawn, make a point of getting to know him during breaks or lunch. It's unlikely that a person will continue to give you a hard time or remain distant if you've taken an interest in her.

Broaden the participation of others. The more you use small groups and other devices to involve everyone, the harder it will be for just a few individuals to dominate the group. Also, ask

for the opinions and comments of others (e.g., "I'd like to hear from those of you who haven't spoken so far.").

Protect participants as needed. If a participant or a subgroup is being attacked by a barrage of criticism, find something positive or provide a plausible explanation for what occurred. (e.g., "I agree that John was heavy-handed in that role play but I really like his honesty.")

Here is a list of several problem situations that can occur in training programs. How would you handle them?

1. A participant monopolizes discussions.
2. A participant goes off on a lengthy tangent unrelated to the current discussion.
3. A participant continually holds private conversations with another participant.
4. A participant disrupts the session with jokes.
5. A participant strongly expresses disagreement with what the trainer says.
6. A participant has a distracting habit (e.g., pencil tapping, pen clicking, paper shuffling, etc.).
7. A participant does other work during the training session.
8. A participant does not adhere to time schedules, arriving late or coming and going at will during class.
9. A participant does not participate at all during discussion.
10. A participant does not do the in-class assignments or the homework.

Here are potential solutions to these situations:

1. Monopolizing

Summarize the participant's viewpoint (active listening), then move on.
Ask others for their input.
Ask the participant to hold off until a break.

2. Tangents

Ask the participant to hold off till later in the seminar.
Summarize the participant's viewpoint and move on.

Address directly the fact that a tangent has been raised — "That seems to be a different issue," — and restate the purpose of the discussion, asking others for input.

3. Private conversations

Use nonverbal methods to regain the participants' attention (make eye contact, move closer).

Ask one of them a question (making sure to say the participant's name first).

4. Jokes

Privately ask the participant to minimize jokes.

Resume the session after the humorous interjections (be as serious as possible).

5. Disagreeing

Summarize the participant's viewpoint; ask others for their opinions.

Agree to disagree.

Agree in part, then state how you differ and why.

6. Distractions

Use nonverbal means to get the participant's attention (e.g., eye contact).

Ignore if the behaviour is not detracting from the session.

Privately ask the participant to stop.

7. Doing own work

Use nonverbal methods to get the participant's attention.

If a group activity is under way, ask all to participate.

Ignore the behaviour if it is not affecting others.

Privately ask the person to participate actively in the program.

8. Time schedules

Ignore the behaviour.

Adhere to time schedules; don't let everyone suffer for one person's lateness.

Remind participants of time frames.

Privately request promptness (as a courtesy to the rest of the group, not just to you).

9. Non-participation

Use nonverbal means to draw the person into the discussion.

Ask direct but non-threatening questions.

Connect with the participant during breaks. Ask the participant to be the leader in a small group activity.

Leave such participants alone (just because they're not participating doesn't mean they aren't learning).

10. No assignments

Reemphasize the purpose of assignments (either to the class as a whole or one on one).

Ignore the behaviour.

Recapitulate major learning from assignments so that delinquent participants don't lose out.

One final thought as you consider handling a problem situation:

Remember that it may not be necessary for you to intervene every time that a participant exhibits a problem behaviour during your training program. Very often, other participants will make it know that they find such behaviour inappropriate and unnecessary. A good guideline is to intervene only if the problem behaviour is repetitive or affects the entire training program. Also, realize that participants who have been difficult often want to find a way out themselves. Give them some space to discover a graceful, face-saving way to change their behaviour.

To gain leadership of your training group effectively, it is important to keep in mind that prevention and intervention are the keys to establishing and maintaining control. Setting positive group norms and modeling those behaviours throughout the session help participants know what guidelines to follow.

Controlling the timing and pacing of your program prevents boredom and keeps participants focused on the course content. The way that you handle problem situations will give further credibility to your leadership, allowing you to concentrate on giving presentations and leading discussions.

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Assisted by Carol Auerbach (1990)

Active Training. A Handbook of Techniques, Design, Case Examples and Tips

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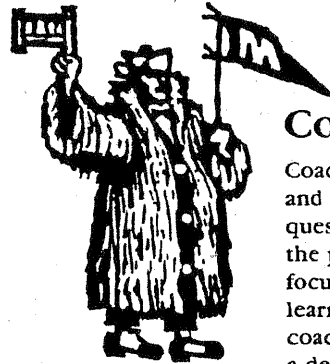
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A Good Workshop Leader: Roles

Mentor

Mentors teach one-to-one, and tailor instruction and support according to novice's needs. They model the best practice by doing.



Coach

Coaches are non-judgmental and employ skills of reflective questioning and inquiry with the purpose of helping others focus on the new skill being learned and practiced. As a coach, a workshop leader takes a developmental stance and focuses on the inner thought processes, perceptions, and decision-making processes of the person being coached.



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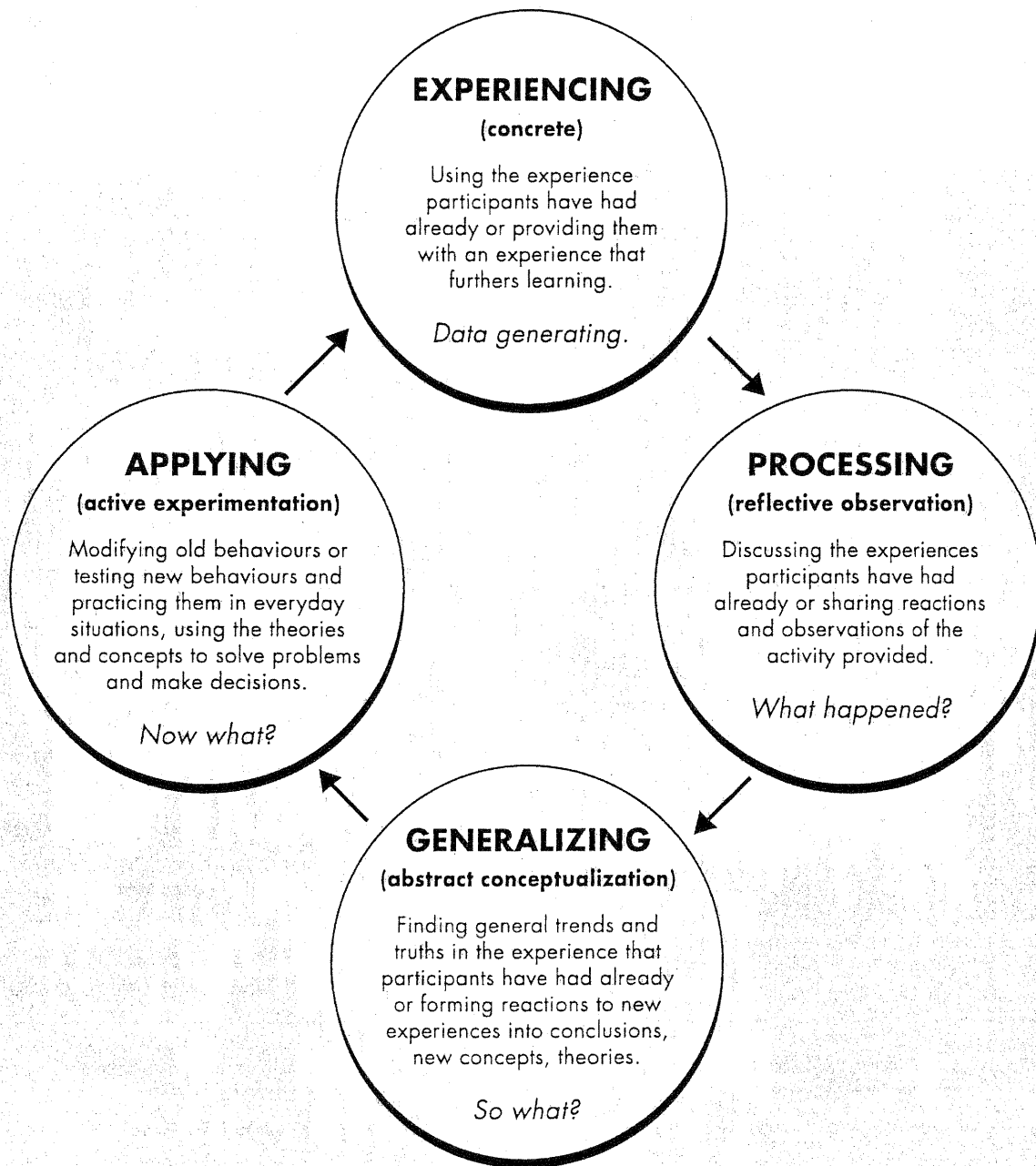
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Facilitator

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Experiential Learning Cycle



Kolb's Theory of Learning Style

Most people proceed through this cycle when engaged in learning.
Individuals develop a preference for one particular stage of the cycle.

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The 1986 Annual: Developing Human Resources. San Diego, CA: Pfeiffer & Co.*



Adult Learning Cycle

Examples of Processing Questions

Activating Engaging	Experiencing <hr/> <i>What happened ... to me? ... in general?</i>	What do you need to know to ...? Would you be willing to try? What is going on? What has happened in the past?
Exploring Discovering	Processing <hr/> <i>What happened ... to me? ... in general?</i>	What did you observe? What were you aware of? What did you notice? How did you feel? How many felt the same? Were there any surprises? What does this suggest about yourself? Your group? What are the common themes? How might it have been different? How was that significant?
Organizing Integrating	Generalizing <hr/> <i>So what?</i> Applying <hr/> <i>Now what?</i>	What might we pull from that? What did you learn/re-learn? What principle/law do you see operating? What are the key points here? Does this remind you of something? So what? How does this relate to other experiences? What would you like to do with that? What modifications can you make work for you? How could you make it better? What are the costs/benefits? How could you apply that? What could you do to hold on to that?