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Guidelines for Trainers
Module 4: Methods of Adult Education

Deutsches Institut für
Erwachsenenbildung
Leibniz-Zentrum für
Lebenslanges Lernen

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Introduction

Every training is different, and each section you will read here emphasises the need to consider and adapt models, theories and methods to your situation, group moment, environments, competencies and values.
(T-Kit on Training Essentials, p. 8)

Curriculum globALE (CG) is a cross-cultural core curriculum for the training of adult educators worldwide. It was developed jointly by the German Institute for Adult Education (DIE) and DVV International, the Institute for International Cooperation of the German Adult Education Association. In five modules, it describes the relevant skills needed to lead successful courses and provides guidance on their practical implementation.

This guideline covers the 4th module of Curriculum globALE and offers a blueprint for how to do a four day training course on Methods in Adult Education, including a self-learning phase. As the use of methods is an activity that needs analysis as well as application, the focus is not too much on input but more on using methods and reflecting on their appropriateness.

The guidelines cover

- An overview on lessons and their linkage to Curriculum globALE
- Recommendations for assessment of learning achievements
- A typology of methods and an introduction to the selection of appropriate methods
- A detailed training plan
- Sources
- Annexes with detailed information for some more sophisticated methods used

The author wishes everyone using this module great success and all the best for the training.

Note on language

There is quite a risk of language confusion when it comes to methods:

- Different methods are known under different names. This gets more confusing as names are sometimes directly translated and add to the confusion (the method described as a variation of fishbowl in the session on starters is known in German as *Kugellager*, which would be translated as “ball-bearing” but hardly makes sense to anyone not familiar with the German term).
- The same name is used for different variations of methods, even the widely used term “group work” can mean plenty of actually very different methods. This might cause a lot of confusion between participants as they might be using the same term but actually will have quite different notions of what this entails (just check the different methods under the name “fishbowl” for example).
- Sometimes there is no name for a method or the participant is not familiar with it. This makes it difficult to find examples in the internet. Even more, sometimes new methods are invented or result from the combination of previously known methods. These either bear no name or might be known by their own figurative description.

Hence, methods need to be looked at in detail to understand how they can actually be used and what can be achieved by using them.

Note on Terminology used:

Capitals indicate a specific person, role or method, while small letters indicate the general group, e.g. the Trainer is the person conducting the CG Module, and while “trainers” means the professional group of trainers in general. The Participants in this context are the ones taking part in the CG training, while “participants” means in general persons taking part in any kind training.

Note on Formatting

All sessions follow the same structure of description:

Normal text is the introduction on what the session is about

Boxed text gives a description of the background of the respective method

➲ Bullet Arrow indicates links to websites related to the topic

Text in Italics refers to tips and tricks as well as comments on the method

- Bullet Points indicate each step of the session (either change of method or different phase of the same)

Please note that not all sessions feature background information and comments

About this module

Even though this module offers a detailed training plan, it is not, however, designed to be used without adjustment – since that would contradict the principles which will be described later. The training was designed for an “ideal” training venue with essentially all kinds of devices available and a group of experienced and “open” trainers. In addition, the choice of methods reflects the preferences of the author to some extent, which do not necessarily need to be the ones of the Trainer conducting it.

When planning for this training to take place, these issues need to be taken into consideration and the programme needs to be adjusted accordingly in order to enable the participants to benefit most from it.

It needs to be noted, that some tasks are deliberately vague (such as in the role-play or during facilitation) in order to challenge the participants to use their intellect to understand how methods work.

The training course consists of four phases:

- Preparation by Participants
- Three days of training
- Three months of self-learning and application
- One day workshop to reflect and wrap-up

The self-learning phase is structured by a learning contract between the Participants and the training institution, their learning progress is documented by a learning diary and a corresponding Portfolio.

Areas of Curriculum globALE, Workload and Sessions

Area	Percentage of overall trainee workload in module 4	Learning Requirements	Training Sessions	Timeframe
Area 1	4% = 115.2 Minutes, 2.56 units ≈ 3 Lessons	Trainees are made aware of the importance of **choosing appropriate methods** for different purposes and contexts. They are introduced to criteria for choosing adequate methods (e.g. learning/teaching aim, group size, etc.) and learn about factors which may impact on the adequacy of methods (age, gender, etc.)	- Session One – Welcome, getting to know each other, expectations - Session Two – What is important when choosing methods - Session Three – Types of Methods	90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 270 Min/ 6 Lessons
Area 2	22% = 633.6 Minutes, 14.08 units ≈ 14 lessons	Trainees are introduced to and/or perform practical exercises to a **range of methods** for different purposes and contexts. They reflect on the respective advantages/disadvantages of these methods. As a mimimum the following needs to be covered: **a)** Methods for **different phases of the training** (opening methods; warming-up exercises; ending the instruction methods): introduction to the importance of these methods/phases and introduction to 2-4 examples for each phase. **b) Presentation and visualisation techniques** (lecturing, input giving; using power point; flip chart etc.) Introduction to principles of presentation/visualisation in adult learning contexts; exercises **c) Group work methods** (e.g. four corners methods, 5x5 method, sandwich method): Introduction to the characteristics of group work and introduction to 3-5 examples **d) Creative methods** (e.g. brainstorming, drawing, creative writing): Introduction to the function of creative method and introduction to 2-4 examples **e) Social learning/experiential learning** (role-play, simulation, project work, world café, open space etc.): Introduction to the function of social learning/experiential learning and introduction to 3-5 methods **f) Individual, reflective learning**: Introduction to the function individual reflective learning. Introduction to the learning diary	- Preparation - Session Four – Starters and warmup - Session Five – Instructional methods - Session Six – Social Methods - Session Seven – Facilitation Method - Session Eight – Facilitation exercise/ - Session Nine – Giving Input - Session Ten – Closing Sessions - Session Eleven – Individual Learning - Session Twelve: Wrap up	270 min/ 6 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 90 Min/ 2 Lessons 1080 Min/24 Lessons
Area 3	74% , 2131.2 Minutes, 47.36 units ≈ 47 lessons	**Application**: Trainees prepare, teach and reflect on lessons of their own: and discuss their experience with the trainer and/or with the group	- Application - Closing Day	1170 Min/ 26 Lessons 360 Min/ 8 Lessons 1530 Min/34 Lessons
Total	100% = 2880 Minutes, 64 Units, 64 lessons			2880 minutes / 64 lessons

The proposed training refers quite closely to the original CG structure. It fully covers the minimal requirements as stated in the CG Quality Assurance documents. The proposed training structure consists of one day of introduction, two days of application, a phase of application (the Participants use their newly acquired methods in their own trainings) and another day of reflection and review of learning achievements.

The module focuses on a group of Participants who have already gathered some experience in holding trainings and are at least familiar with some basic methods on how to carry them out. It can be adjusted for beginners by increasing the time they should spend on preparing for the module, e.g. by asking them to get familiar with more toolboxes and have some trial runs (e.g. in their local community centre or with friends and family if there is no one else to be found).

The size of the group is assumed to be 18 Participants; if more or fewer people take part, the sizes/number of groups need to be adjusted accordingly.

Assessment and Grading

The performance of the Participants will be rated based on two methodologies:

Learning Diary, Portfolio, and Learning Contract

At the end of the third training day, the Participants are asked to sign a Learning Contract which will list the competencies gained by the end of the course. DVV International and the team of Curriculum globALE need to be involved to ensure compliance with minimum requirements and coverage of all learning areas.

The Participants will keep a Learning Diary, which will enable them to keep track of their learning achievements and state the competencies gained. It will serve as a backbone for the process, but will not be used for assessment.

The Participants will compile a Portfolio to document their learning progress to others. It should include training concepts and plans, (written) feedback from other Participants, training providers or fellow trainers, course evaluations, videos of sessions, etc. The documentation is linked to the competencies stated in the Learning Contract and will be reviewed during the fourth day of the workshop.

In order to show appreciation for the approach, it is suggested that the Participants be provided with a professional-looking folder for their documents and an attractive Diary, as well as a USB stick for data storage, by the end of the third training day.

Practical exercise/presentation

Methodologies which cannot be covered by the Participants during the practical phase can be presented during the fourth day. The respective Participants will conduct a matching session, state their concept and receive feedback from the Group.

The Author suggests abstaining from an advanced grading system and rather focusing on whether or not Participants demonstrate competent application of methods. The social setup in which methods are applied is complex and quite a few success factors cannot or may only partly be influenced by the respective trainer. Hence, any grading based on observing a trainer in action can hardly be fair. In addition, mastery in the use of methods can mainly be demonstrated when “the going gets tough”, a situation that cannot be artificially produced for the trainer to deal with.

If one were to break down even more the ability to reflect on methods (just to pick one requirement) only to match a grading framework, either a lot of discretion will be left to the assessor or it will result in a complicated scheme which will hardly be useable.

Hence Participants should receive their certificate if they have demonstrated, that

- they are able to choose and plan the use of method appropriate to the internal and external requirements of the respective course,
- apply the method with the flexibility required in a normal training setting,
- reflect on it by being able to verbalise how the process went and
- why and which decision was taken to adjust (if needed).

If a Participant shows particular ability in the use of a particular type of method, it can be mentioned in the certificate so that he or she has proof of his or her specialisation.

Introduction to Methods in Adult Education

Methods are devices used to make Adult Education happen whenever – while interacting with a group – a trainer uses them in order to lead the participants to the desired outcome of the respective session.

The root of the word method comes from ancient Greek: μέθοδος (*méthodos*, “pursuit of knowledge, investigation, mode of prosecuting such inquiry, system”), it is comprised of the words μετά (*metá*, “after”) and ὁδός (*hodós*, “way, motion, journey”). Figuratively speaking, methods pave the way the participants travel in order to achieve their learning outcomes. The role of the trainer is to choose the appropriate method to meet these ends.

Methods are very flexible in their use and can be combined in a plethora of ways in order to achieve the desired learning result. For example, the size of the respective group is one of the key determinants of whether a method works or not, by breaking the group into several groups the trainer can at most times reach units of a size that enable an intense discussion.

Factors in choosing Methods

When choosing the right method, a complex set of circumstances need to be considered:

Attainment of learning outcomes. Whatever the participants do needs to relate to their expected achievements by the end of the respective session. This does not only refer to the content itself but also to participants’ expectations and needs (see below). Also, it does not mean to follow a script of a training session without adaption (see flexibility below), the learning outcomes serve as a reference point, like a compass – it shows the trainer which harbour to reach but still requires him or her to change course in case of rocks on the way or favourable wind in the rough direction.

The type of content and learning outcome plays a crucial role in the choice of methods: If the aim for the beneficiaries is to learn a practical skill, another set of methods needs to be employed than when political awareness should be raised. It is a bit challenging to come up with a simple classification of which method is suitable for which type of content, as the same method can serve several purposes: A presentation can as well impart knowledge, stimulate or provoke a discussion, be used to advocate for a position or be a testing ground for the presentation skills of the respective speaker. For the challenges of classifying methods, see Types of Methods below.

Linking the previous knowledge of the participants to the desired outcome. The chosen method needs to pick up where the respective participants are at the start of the session in terms of depth and width of the subject dealt with. Because trainers in the frame of Curriculum globALE already have some experience in working with adults, they will have (at least implicitly) formed opinions on the suitability of methods and gathered know-how of what works and what does not in their working context. Ideally, the methods chosen link up and complement[1] the skills and attitudes of the participants and lead to greater understanding and improved competencies.

Linking to the experiences and expectations of the participants. Participants possess general cultural norms and a specific status, which needs to be kept in mind when designing a training course. This is evident, for example, if it comes to gender-related issues in “traditional societies” or when dealing with different vocational groups: All male middle aged

[1] This does not imply that methods always need to match the wants of the participants, at times methods can and should be used to provoke them and thus help them to break up solidified patterns of thought and gain new perspectives

vocational trainers in the banking sector will require different ways to get to know each other than a group of young and gender diverse community activists. If things go well, the methods used respect the cultural values of the participants while at the same time push for reflection and greater awareness on the way these values influence the behaviour of the group members.

It needs to be noted that dealing with experienced trainers can make it quite hard to come up with new methods not known to at least some of them. One way to deal with this is to use their knowledge and give them an active role in the training so the session turns into a workshop with an exchange of experience.

Aspects and limitations of the training venue and at least what it is principally needed for must be considered. Every social space offers a frame of behavioural aspects describing what is appropriate or not: A religious space used for quiet contemplation would not be suitable for a Karaoke ice-breaker session audible through the whole building, and DVV International would probably not be all that happy if a Curriculum globALE session on communication did not involve any group work.

The **internal structure of the group** also needs to be considered, e.g. in terms of gender, age, level of experience, etc. Even more, some group members may have a “previous history”, or there might be different levels of hierarchy represented in the group. The choice of methods can help to deal with such issues, e.g. by assigning work to a group and arranging all managing staff to be in one group; this may help the participants who are lower in the hierarchy to express themselves more freely.

The **size of the group** also plays an important role in choosing a method, some methods have a maximum number (e.g. working groups will hardly work with more than eight members) others need a minimum number (e.g. a World Café will not work with less than 16 people). If groups are larger than required, the groups can usually be broken down into several smaller groups, or if the group is only slightly bigger, several participants can take up other roles (e.g. observers).

Time available in the educational setting**.** Methods require a certain timeframe, especially more elaborate and complex learning achievements can only be attained in depth and sustainably if there is ample time to deal with the issues arising and the necessary didactic steps (particularly since “speeding up” and pressuring participants often leads to superficial learning results or even failure). For example, role-plays may take up a full day or more, which makes them hard to include even in the generous timeframe offered by Curriculum globALE.

If it comes to refection or personal issues – which may arise during the training process – time needs to be set aside to deal with them. Subjects like the trainer’s role or the reason for choosing this profession can lead to difficult realisations for individual participants. In such a case, it is the trainer’s responsibility to generate the support needed for the respective individual to leave the training in a state which allows them to deal with the issue. This does not necessarily involve the whole group but also requires a significant amount of time.

Finally, yet importantly, time is a precious resource for participants, if assigned homework or self-studies they need to be able to accomplish these within the frame of their daily chores. If the workload is too high, either they will not be able to accomplish these or will have to neglect other responsibilities.

Resources cannot be taken for granted neither for trainings nor for self-study: Books and articles in the respective language of teaching are not necessarily universally available, which must be factored in when planning for self-study.

The training venue itself offers opportunities and boundaries for the session: Is there space for larger group sessions (no open space in a broom cabinet)? Are electricity, a video projector, and possibilities to make copies available? Can posters be affixed on the wall? Are there flip charts, and if yes, also soft-tip-pens/markers? The ability of the management of the venue to provide additional resources on short notice needs to be considered too – if you need additional room for working groups, or if the place is fully booked and it is raining outside, then you better tailor your approach.

The **Sequence and timing** of methods needs to be kept in mind as well. Methods seldom happen as a "stand-alone" but are embedded in the "choreography" of a training. The most simple principle is to mix methods so the participants are kept active and interested. (If you want to know how not to do it, remember what happens after five PowerPoint presentations in a row at conferences!) Frontal teaching sessions need to be complemented by discussions and more animated phases; repetitions should be avoided.

This also holds true for the "micro-planning" of a session, usually several methods are directly linked to form a compact unit, e.g. starting off with an input, followed by a discussion in the plenum, an individual work for individual consequences and "wrap-up" in the whole group.

Of equal importance is that groups mature and develop during the course of the respective training. Methods, which involve close contact and mutual trust of the beneficiaries, will work better with a group that has been working together for some time than with a group of people who just met.

An often-neglected element is also the time of the day. Participants will be more awake and able to focus in the morning and much less so after lunch (do not worry it will get better in the late afternoon). So when planning for a training, maybe the crucial content should not be conveyed as a PowerPoint presentation at two o'clock in the afternoon. Some training providers even tailor their overall timing to the human biorhythm by having sessions from 8:00-13:00 and then only starting again from 17:00-20:00. In any case, it makes sense to factor in energisers and active methods, particularly for the afternoon, to keep the participants involved.

The same holds true for regular courses with beneficiaries, e.g. on the weekend or after work. Participants who have been sitting in the office the whole day will appreciate some movement, while people who have been physically working would rather prefer some quiet time.

The **trainer's preference** needs to be part of the decision making process too. A trainer who is comfortable with a method has a higher chance of success than one who is not really sure, as insecurity has the tendency to spread to the group. If one really does not like a method, it is just better not to use it, there are plenty of other ways. If a method is new to a trainer, it makes sense to first try it with a group that is working well and then go to more challenging settings.

Flexibility in dealing with the group is the paramount example of a good trainer's skill. As can be seen above, many issues need to be considered when planning for methods to be used in a training session. This complexity gets multiplied when having to deal with unanticipated developments during the training (which commonly happens): Having an eye on the training plan, the state of the group and being active in front of them makes it hard to think about how to modify the programme. In order for trainers who are not too experienced to avoid overstraining themselves, it is advisable, in general, to stick to the programme and only carry out minor adjustments and to become more flexible with more experience.

Still in an emergency, a coffee break can get the trainer fifteen minutes to breathe deeply and to think about what to do next.

This complex set of requirements and circumstances needs to be integrated when planning and implementing methods for a training session. Even though this looks quite challenging when listed, in practical application and with growing experience it is fun to try out methods, and it is a skill everyone can acquire. A group which is well-functioning and trusts its trainer is quite resilient to mishaps (and, in the end, not all participants will always be happy anyway).

The following list mainly features toolkits, which in turn consist of loads and loads of method:

➲ 350.org: **Facilitation tips, games, and energisers**: http://workshops.350.org/facilitation/

➲ Action for the Rights of Children: **Facilitator's Toolkit**: http://www.unhcr.org/4371d7c92.pdf

➲ Core Net Global: **Adult Learning Techniques:** https://www.corenetglobal.org/files/summits_events/CallforContent/pdf/AdultLearningTips.pdf

➲ Council of Europe, Directorate of Youth and Sport: **T-Kit on Training Essentials**: http://pjp-eu.coe.int/documents/1017981/1667921/tkit6.pdf/459e262b-11f9-4af8-834f-c10c4cf4d30a

➲ DVV International: **Functional Adult Literacy Training Manual**: http://collections.infocollections.org/ukedu/en/d/Jh0414e/5.2.html

➲ Kamp, Mathias: **Facilitation Skills and Methods of Adult Education**, a guide for civic education at grassroots level: http://www.kas.de/wf/doc/kas_29778-1522-2-30.pdf?111219190922

➲ Lucas, Robert W.: **The Creative Idea Training Book**, Inspired Tips and Techniques for Engaging and Effective Learning (from Google books): https://books.google.com.tr/books?id=ujiaBAAAQBAJ&pg=PR9&lpg=PR9&dq=the+creative+training+idea+book&source=bl&ots=eYIGI-kQKs&sig=OKBGcqTb7udfoX6Q19uyhyRMIOo&hl=tr&sa=X&ved=0ahUKEwjozcbFgdXOAhUIxxQKHQMqAa0Q6AEIPjAF#v=onepage&q&f=false

➲ Mason, David J.: **Trainer's Toolbox of Training Techniques:** http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@emp_policy/@invest/documents/instructionalmaterial/wcms_asist_4495.pdf

➲ Permaculture: **Facilitator's Resource Book for Training and Assessment**: http://www.teindia.nic.in/files/teacher_trg_module/8_creative_facilitation_techniques.pdf

➲ Training for Change: **Tools**: http://www.trainingforchange.org/tools

➲ UNESCO: **Embracing Diversity**, Toolkit for Creating Inclusive, Learning-Friendly Environments, http://unesdoc.unesco.org/images/0013/001375/137522e.pdf

➲ United States Patent and Trade Mark Office, Office of Quality Management: **Facilitator's Tool Kit**: https://www.uspto.gov/web/offices/com/oqm-old/Facilitation.pdf

- ➲ University of Texas, Education and Human Development, **The Adult Basic Education Teacher's Toolkit**: http://www-tcall.tamu.edu/toolkit/contents.html
- ➲ Salto-Youth: **Toolbox – For Training and Youth Work**: https://www.salto-youth.net/tools/toolbox/

Types of Methods

There are quite a number of ways to structure types of methods. First of all, the question is whether the focus is methods for teaching or methods for learning. This manual also focuses on individual learning and hence uses the wider focus on possibilities to learn.

General typologies – differentiation based

- On the **phase of the training**: Starters, methods for the body of the course, closing methods. This training concept follows this rough structure. What appeals about this system is that it follows, roughly, the order of a training session. The disadvantage is that it's a very rough distinction and, especially the body of the training, contains a very diverse set of groups of methods. In addition, some methods usually put together with starters and wrap-ups are used throughout a training, e.g. to warm up at the beginning of a training day or as a wrap-up of a single session.
- On **clusters of activities**: Energiser, Presentation, Group Work, Creative Methods, Social learning, Individual Learning as used in the Quality Assurance of Curriculum globALE. This categorisation is hands-on (everyone knows what group work is) but is not really selective: e.g. a Mind Map is a creative method but at the same time it can be used as a group exercise or for individual learning.
- On the **type of learning**: e.g. for Knowledge, Skills, Awareness or Attitude, Perception, Behaviour. These typologies focus on what kind of learning should be achieved. The advantage is that the typology itself already leads to a reflection on what aims are behind the respective session, but at the same time a lot of methods cover several areas. A role-play, for example, helps to gain knowledge and at the same time sharpens perception and may also lead to a change of behaviour in the participants.

As is apparent, no typology is able to cover the complexity of methods and their usage. Consequently, the sheer flexibility of methods makes it difficult to come up with a definitive placement of a single method: At first glance, some group work may belong to the body of a training and refer to knowledge-building, but in another context may function as a method to get to know each other and serve mainly a social function.

What is the conclusion? A typology serves as a tool that helps to structure the complexity of methods, so even if they are not able to cover all aspects, they can still be beneficial depending on the context they are used in. Hence, in this manual the first two typologies form the basis of the structure since they are best suited to give an overview of methodological families, while the third classification is used in the second session to help the choice of a method for specific means.

For different ways to group methods see:

- ➲ National Highway Institute (USA): **Principles of Adult Learning & Instructional Systems Design:** https://www.nhi.fhwa.dot.gov/downloads/freebies/172/PR%20Pre-course%20Reading%20Assignment.pdf

- Pant, Mandakini: **Participatory Training Methodology and Materials**: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_12.pdf
- Petrina, Stephen: Curriculum and Instruction For Technology Teachers, Chapter 4: **Instructional Methods and Learning Styles**: http://people.uwplatt.edu/~steck/Petrina%20Text/Chapter%204.pdf

Training Plan

Overview

The training days are planned for four sessions each, each block consists of two lessons with a total of 90 minutes and a coffee break of 30 minutes. Specific training times are not listed and may be adjusted as need be (standard is 9:00-10:30 first session, 10:30-11:00 coffee break, 11:00-12:30 second session, 12:30-14:00 lunch break, 14:00-15:30 third session, 15:30-16:00 coffee break, 16:00-17:30 final session).

Some sessions exceed 90 minutes and the overall timing is quite tight, so the Trainer should keep strict discipline if it comes to timekeeping. In addition, the 30-minute coffee breaks can be considered as a reserve if activities take longer than planned.

Contents and Methods covered

Session	Area	Methods Introduced/Used	Lessons
Preparation	2	(Individual)	6
Session One: Welcome, getting to know each other, expectations	1	Sociometrics (2a/e), Collection of Expectations (2a), Feedback Rules (2e)	2
Session Two: What is important when choosing methods	1	Group Work (2c), Visualization (2b), Group Presentation (2c), Plenary Discussion (2c)	2
Session Three: Types of Methods	1	Fruit Salad (2a), Brain Storming (2b), Scoring Table (2b)	2
Session Four: Starters and warmup	2	Fishbowl (2a), Wanted poster (2a/b), Partner Introduction (2b). Dot-Feedback (2a)	2
Session Five: Instructional methods	2	Iceberg (2a), Jigsaw (2c), Sandwich (2c), Project (2c), Four Corners (2c)	2
Session Six: Social Methods	2/3	Role-Play (2e), Guided Observation (2e)	2
Session Seven: Facilitation Method	2	Japanese Rock, Scissors, Stone, Paper (2a), Facilitation Method (2d/e), Question Techniques (2d/e), Brainstorming (2d) Scoring Matrix (2d), Action Plan (2d/e)	2
Session Eight: Facilitation exercise/Visualisations	2/3	SWOT (2b/d/e), Needs Assessment (2b/d/e)	2
Session Nine: Giving Input	2	Flashlight (2a), World Café (2d/e), Mind Map (2b/d/e), Poster Presentation (2b), Gallery Walk (2c), Written Feedback (2e)	2
Session Ten: Closing Sessions	2	In your suitcase (2a/b), Farewell Song (2a/d)	2
Session Eleven: Individual Learning	2/3	Hero and Villain (2a), Learning Contract (2a/f), SQ3R (2f)	2

Session Twelve: Wrap up	2	Learning Diary (2f), Portfolio (2f)	2
Application	3	(Individual Plan)	26
Closing Day	2/3	Critical Incident (2e), Farewell Message (2a)	8
			<u>64</u>

Methods per Group:

Methods	Minimum Requirements of Quality Assurance	Number of Methods used
2a) Methods for Phases	Introduction, 2-4 methods for each phase	Introduction: 4 Energiser: 5 Wrap-up: 5
2b) Presentation and Visualisation Techniques	Basic Principles, Exercises	8
2c) Group Work Methods	Introduction, 3-5 methods	8
2d) Creative Methods	Introduction, 2-4 methods	10
2e) Social Learning/Experiential Learning	Introduction, 3-5 methods	12
2f) Individual, Reflective Learning	Introduction, Learning Diary	4
Total Number of Methods		44

Preparation:

The preparation aims to provide the Participants with a basic pool of methods and will give them an idea of the sheer variety of methods available

- Participants familiarise themselves with at least three toolboxes of methods in Adult Education (see introduction on methods but any suitable material will do) → 6 lessons / 270 minutes of individual study

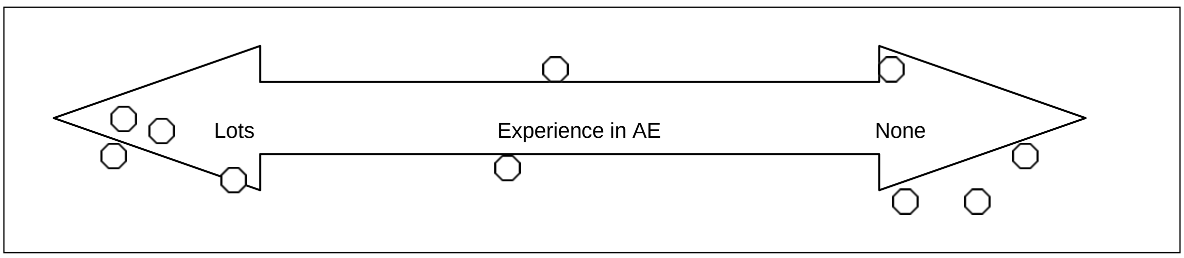
Session One: Welcome, getting to know each other, expectations

As will be described in more detail in session four, the starting session allows the Participants to introduce themselves and find their place in the group. Additionally, it is a valuable source for the Trainer to find out about the composition, expectations, and mood in the group.

In case the group has already worked together this session can be kept shorter

- Welcoming (15 Minutes)
- Getting to know each other: Sociometrics (30 Minutes, preparation: None**)**

  The Participants are asked to locate themselves in the room according to several parameters, e.g. starting with the first letter of their first name, where they come from, how long they have worked in Adult Education, what field of adult education they work in, how confident they feel applying methods, etc.:



The directions given should be as basic as possible, e.g. right is low experience, left is high experience so the Participants need to talk to find out where they need to go. In addition, the "picture" which results when everyone has found their place should be used for further dialogue, e.g. if people grouped themselves according to their name, it should be used as an opportunity for a quick introduction.

- Introduction of the programme, open questions regarding the next three days (15 minutes, preparation: programme on flip-chart, handout or via video projector)

- Expectations of Participants (30 minutes, preparation: sheets of paper, soft-tip-pen/marker, pin boards or suitable wall and blue-tag):

  The Participants get a sheet of paper and are asked to finish the sentences

  ☞ When I have finished the module on methods, I want to be able to…

  ☞ During the training, I expect…

  ☞ While on the course, I do not want to…

  The Participants pin their papers to the board and give a short explanation of what they mean – their statements are not to be discussed or commented on.

  The Trainer gives a summary of what he or she takes from the statements. The statements to the first question should be commented on in terms of what can be realistically achieved or not in the training. The latter two are implicit group rules and can be elaborated as such at a later stage if need be. Usually the statements refer to respectful treatment, the use of mobile phones and similar issues, which can be discussed and agreed upon with the group.

  It is important that the Trainer (see facilitation below) takes a neutral stance on the statements themselves and their authors.

  The statements need to be kept in order to be used at the wrap-up session.

- Introduction of Feedback Rules (15 minutes, preparation: Flip Chart)

  As the Participants are asked to give each other feedback throughout the training, the Trainer should familiarise them with basic feedback rules. These are written on flip chart paper and affixed to a wall or board so that they remain visible at all times.

➲ University of Oxford, Oxford Learning Institute: **Guidelines for giving and receiving feedback:** https://www.learning.ox.ac.uk/media/global/wwwadminoxacuk/localsites/oxfordlearninginstitute/documents/overview/rsv/Guidelines_for_giving_and_receiving_feedback.pdf

Some things to consider when giving feedback

1. Invite the individual to self-assess	For instance, "what do you see as the strengths and weaknesses of your analysis?"
2. Comment on positives	Whenever possible, try to give some (genuine) positive feedback – it makes the negative easier to bear.
3. Focus on the behaviour not the person	For instance, "I think that the draft you've given me needs more thorough editing here, and here", rather than "Your writing is really shoddy."
4. Be specific and clear; if possible, suggest concrete ways to make improvements	For instance, "The proposed method does not align well with the methodology. Are there studies in the literature that can provide guidance?
5. Own the statement	Use 'I' statements rather than 'you' statements, e.g. "I find your description confusing" rather than "you sound confused here".
6. Don't wait	Immediate feedback is the most valuable. If this is not possible, give it as soon as you can.
7. Recognize that an immediate response to negative feedback may be defensive.	Be prepared for these kinds of responses since without addressing them the feedback is unlikely to have much effect.

Some things to consider when receiving feedback

1. Self-assess your ideas and work beforehand	Prepare some specific questions that you want the other person to provide feedback on.
2. Ask for help in finding solutions to the difficulties	For instance, "Can you tell me what you think would work better?"
3. Remember that it is easy not to "hear" feedback, particularly if it's negative.	There are several ways in which individuals may prevent themselves from taking in negative feedback. They may justify (e.g. "Well, you'd have done the same thing in that situation"), explain (e.g. "Well you don't really know the situation"), deny or become angry or hurt.
4. Remind yourself that all feedback, even negative, can be useful.	Take notes so that you can think through more thoughtfully the specifics of any negative feedback you receive.
5. Check that you have fully understood the specifics of the feedback.	For instance, "So the main things I should focus on are xxx, yyy, etc."

Also, it needs to be stated, that when receiving feedback, questions should only be asked to truly understand what the other means. Every statement is valid from the perspective of the "giving party" and should not be discussed. At the same time, it is up to the receiver whether or not he or she will consider the feedback. Feedback provides orientation on how actions are perceived; it is up to the receiving party if they are picked up on or not.

Session Two: What is important when choosing methods

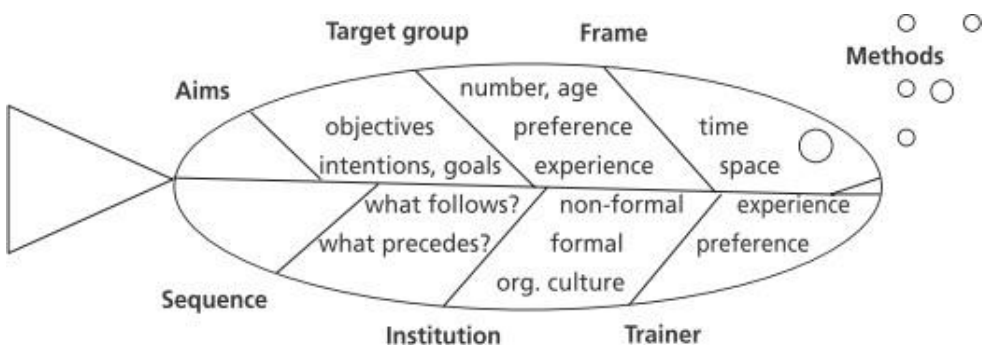
In this session the Participants will elaborate the main factors to be considered when choosing methods, they should come up with roundabout the same dimensions as described in the "factors choosing Methods".

➲ Council of Europe, Directorate of Youth and Sport: **T-Kit on Training Essentials**: http://pjp-eu.coe.int/documents/1017981/1667921/tkit6.pdf/459e262b-11f9-4af8-834f-c10c4cf4d30a

- Group work (30 minutes, preparation: flip chart or packing paper, cards of various shapes and colours, soft-tip-pens/markers, the group should consist of 4-5 people. Selection method: The Participants count from 1 to 5, everyone with a 1 is a group, everyone with 2 is a group and so forth).

  Guiding question: **Which dimensions need to be considered when implementing methods using the visual material available? Please visualise.**

- Presentation in front of the plenum (30 minutes, preparation: Flipchart or pin board, soft-tip-pen/marker). The groups present their findings to all Participants, the outcomes are not discussed, only questions to understand what was meant should be asked. During the presentations the Trainer documents the most important findings (which should be roughly the same as the ones outlined in the introduction), using a figurative expression, like the one used in T-Kit 6:



(T-Kit 6, p. 53)

If dimensions are missing, the Trainer needs to add them after the last presentation. In case there are other dimensions highlighted that are not included, they should still be included in order to respect the Participants' own experience (see Facilitation below).

- Open discussion on the dimensions (30 minutes): Guiding questions: What are the experiences of the Participants in using methods? Which dimensions are of more relevance in their working context, which less so? Which of them are easily to be assessed and adhered to, which less so?

The Trainer needs to make sure that all Participants' standpoints are equally valid; the aim is not to define the "right way" to assess the appropriateness of methods but to allow the Participants to develop a clear frame of mind about how they are choosing appropriate methods.

Session Three: Types of Methods

This lesson will be used to collect the various methods the Participants know and group them according to a very basic typology.

The findings can be used to develop a manual of methods in case a volunteer is found. If a participant wants to volunteer to demonstrate a method during the training (e.g. the role-play) he or she should be allowed to if the programme permits.

- It is after lunch now most probably, so an energiser is used: e.g. fruit salad or its getting-to-know-each-other variation, time: 10 minutes. Chairs are put into a circle, there needs to be one chair less than people joining. In the beginning, every person gets a fruit assigned the same way the groups were assigned in the second session: Apple, banana, cherry. One person is standing in the middle of the circle and calls out either one of the fruits or fruit salad. The respective group needs to find a new chair, fruit salad means everyone needs to change places. This will leave one person in the middle of the cycle again who needs to choose again until the group is bored of the session.

  The getting-to-know-each-other variation works with the same cycle and one person left in the middle, but this time he or she can freely choose which category should change seats: Everybody who reads the newspaper in the morning, everyone with glasses, everyone with children, it is all up to the "(wo)man in the middle".

- Collection of Methods (20 minutes, preparation: Four pin boards, cards, soft-tip pens/markers): The pin boards are arranged with one board for starting/warmup methods, two boards for methods used during trainings, and the last board for closing/wrap-up methods. The boards used during trainings are sub-divided into the Quality Assurance categories: Presentation and visualisation techniques, group work methods, creative methods, Social learning/experiential learning. Each Participant writes down all the methods they know on a card and pin the card on the board. Because the methods listed during training will be very many, the participants should try to cluster them into groups.

  In case there are types of methods missing – according to the Curriculum globALE – the Trainer needs to pin them on the board. It also needs to be noted that almost certainly a discussion on the appropriateness of the typology will ensue (see Typology).

- Going through the methods (20 minutes): The group goes through all the methods; if need be, the authors of the respective cards explain in brief how the method works.

- Rating of Methods (30 minutes, preparation: Flip charts, cards, soft-tip pens/markers):

  The groups are divided into three sub-groups (try to mix the previous sub-groups). Each group prepares a rating scheme for methods using the criteria identified at the previous session. In order to keep it comparable, the criteria

  - Group size
  - Time
  - Material needed

- Target group
- Primary learning type
- Comments

should be used (these should match the outcomes of a previous session).

The groups start picking methods from the pin board and rate them against the criteria until all methods are rated.

- Wrap-up (10 minutes): The groups give a quick review on their main findings.

Session Four: Starters and Energisers

This session will familiarise the Participants with the role of starters and energisers and they will learn two examples. As the day is ending with this lesson, a short assessment of the satisfaction of the Participants will conclude it.

Starters/Ice Breakers and Energisers mainly serve social functions; they are not principally focused on learning. Starters are used in the beginning of a training course and serve a range of functions:

- Participants can introduce themselves and let the group know who they are
- Participants and Trainer start to get to know each other. On a deeper level, it serves as the starting point for the development of the group, setting norms, balancing expectations, etc.
- Trainers can set the pace and the frame for the group. It serves as a starting point for the mood of the group and atmosphere.
- Participants and trainers can get a sense of expectations in terms of content, roles and methods to be used.

At the beginning of a training session the role of the Trainer is to "steer" the participants through the phase of insecurity since the "scaffolding" (norms, roles) of the group has not yet been established. The general expectations of participants should be carefully considered so as not to have a false start: Playful methods at the beginning work well if the participants are willing to accept them and see their sense; otherwise, there is a risk that they reject them as silly[2].

Warm ups generally help participants to wake up, e.g. after the lunch break, to get physically active and get the circulation going in order to better focus in the sessions still to come. Usually they are rather simple and can be used spontaneously without much preparation. Additionally, they might be used to foster group coherence and give the trainer analytical clues on the group's status.

➲ Permaculture: **Facilitator's Resource Book for Training and Assessment**: http://www.teindia.nic.in/files/teacher_trg_module/8_creative_facilitation_techniques.pdf

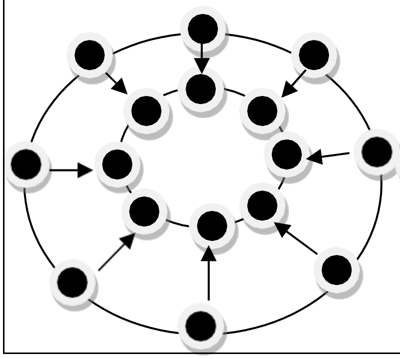
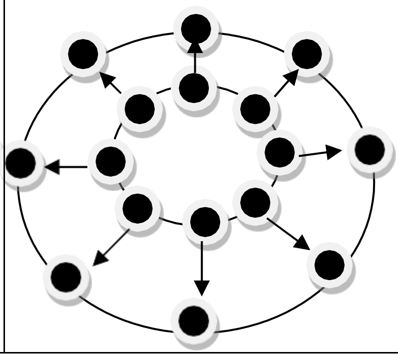
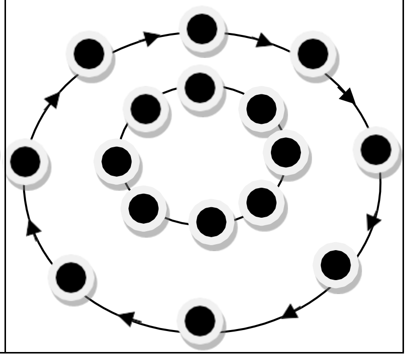
➲ Knowledge Sharing Tools. **Fish Bowl**: http://www.kstoolkit.org/Fish+Bowl

[2] There are no absolute Do's and Don'ts in Adult Education. If a trainer is confident enough and if it fits the session's aim, he or she can deliberately refuse to play the captain's role and see how the group deals with the need to organise themselves. Or the Trainer can deliberately use a starting method which does not match the participants expectations at all. In any case, the Trainer needs to be aware of what he or she is doing and be able to deal with the consequences.

- Input[3] (5 minutes; material to be prepared: main points on flip chart) about the functions of starters and warmups as described above.

- Fishbowl (20 minutes, preparation: two circles of chairs facing each other; there should be enough so that each Participant faces another Participant, the Trainer blows a whistle or strikes a bell to indicate the next step). This is a variation of a method that can also be used for listening practice, adoption of different standpoints and the like[4].

  The Participants sit down (it can be also done standing) and have one minute each to talk while the other person just listens, the roles are reversed after a minute. After that, the people in the outer circle move one place further clockwise and the one-minute dialogue is repeated. To inform the Participants that it is time to move on, a whistle, bell or the like should be used (the alternative is a spoon striking half a glass of water):

1st step: 1 Minute of talking	2nd step: 1 Minute of talking	3rd step. Outer cycle moves
		

  The person listening does nothing else and does not interrupt the talking person. Each round another subject should be discussed:

  1st round: Please introduce yourself

  2nd round: Please explain what you do in Adult Education

  3rd round: Please tell your opposite what brought you to this training

  4th round: Please let the other know what you want to take from this training

  5th round: Please share what you have got to contribute to this training

  The Trainer wraps up after the session and asks the Participants how they liked the session.

- Wanted Poster (45 minutes, materials needed, flip chart paper, soft-tip/marker and other pens, cards): The Participants form pairs (they are free to choose their partner) and need to produce a wanted poster of each other (Participant A makes a poster of Participant B and vice-versa). The Participants decide what they want to put on it.

  The Participants have 20 minutes to prepare the posters.

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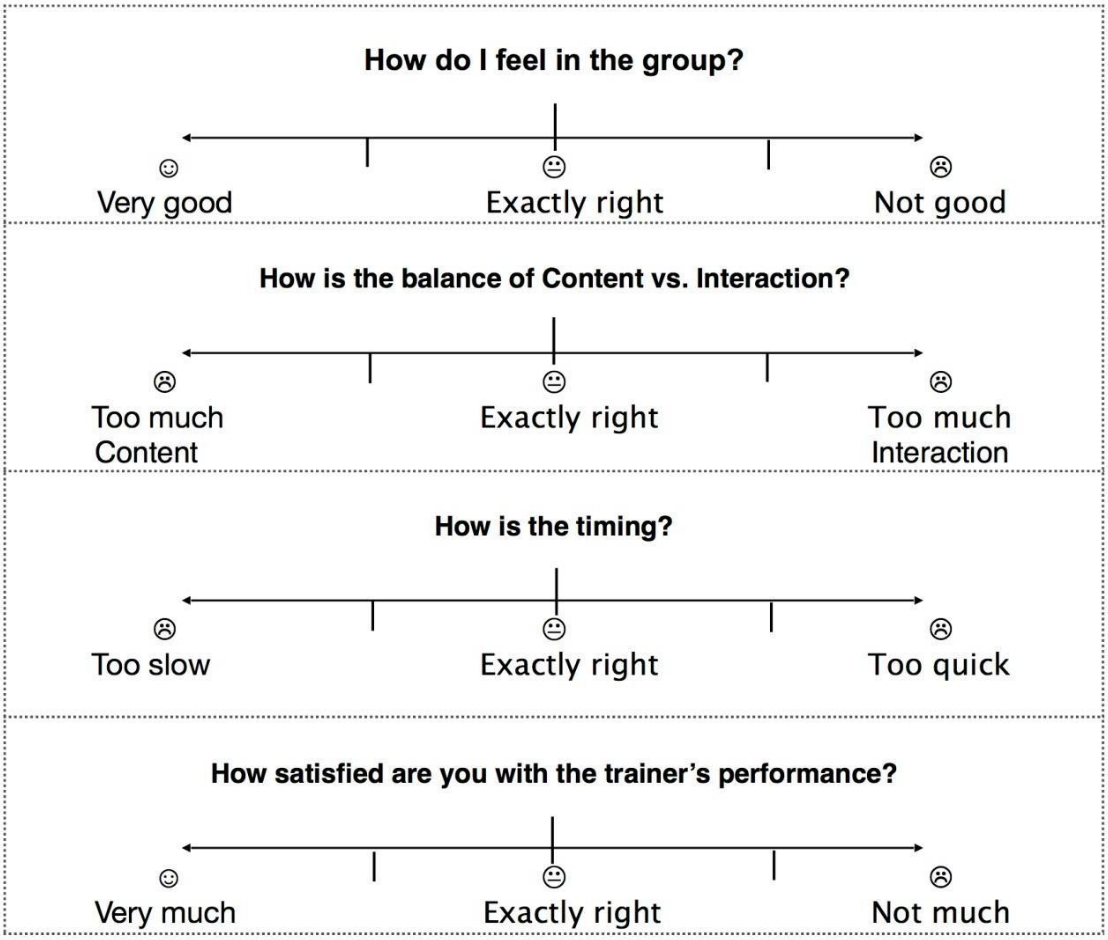
[3] This part can also be done in the same fashion as the previous two sessions by letting the participants elaborate, but it is supposed that they are a little tired of the same approach for the third time. The choice is up to the Trainer.

[4] There are also plenty of variations on how to do it, e.g. it can be done in triads instead of pairs or only one pair discusses while the group observes.

After they are finished, the pairs mutually introduce their posters (25 minutes to the max).

- Debriefing (20 Minutes, no preparation): The Participants share their thoughts on the session. Guiding questions:
  - What do you think about the methods used?
  - How did you like it?
  - How would you use them?
  - When are they appropriate and when not?
- Closing session: Sticker Feedback (15 minutes, extra, preparation: Flip chart, soft-tip-pens/markers)

The flip chart is turned away from the plenary and participants make a dot at the appropriate places in the diagram:



The flip chart gets turned so everyone can see after everyone has placed their dot.

The Trainer can use this feedback as a starter for an in-depth discussion, e.g. if the scoring shows "too much interaction" the trainer may ask what type of content the participants want.

Session Five: Instructional methods

The following session is done using the Jigsaw Method, which breaks down the group into four sub-groups and facilitates the discussion between their members. In the sub-groups the Participants will learn various ways to gain knowledge.

Contrary to common perception, presentations are not the most efficient way to gain knowledge in a larger group. Learning happens best if participants “dive deep” into the subject and discuss it. This can be done even in big groups if they are efficiently broken down, so possibly all participants do in fact take part in discussions – this only works in groups with a maximum of eight members, if the group is bigger, some members of the group will drop out.

➲ Gulzar, Anwaar Ahmad: **The Project Method of Teaching:** http://www.educarepk.com/the-project-method-of-teaching.html

➲ Han, Seungyeon; Bhattacharya, Kakali: **Constructionism, Learning by Design, and Project Based Learning**: http://epltt.coe.uga.edu/index.php?title=Constructionism,_Learning_by_Design,_and_Project_Based_Learning

➲ Humber Polytechnic: **Teaching Methods:Case Studies** http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/teaching-with-case-studies.html

➲ Mertens, Elke: **Activating teaching methods for lectures and seminars**: http://www.kolleg.loel.hs-anhalt.de/landschaftsinformatik/fileadmin/user_upload/_temp_/2012/Proceedings/Buhmann_2012_5_Mertens.pdf

- Welcome and starter (10 minutes, preparation: Flip Chart with programme, flip chart papers or paper tablecloth, CD-Player): The Trainer introduces the programme for the day and conducts a starter (Participants are always free to volunteer their own methods).

  Iceberg: The story is, the Participants are swimming in the nice blue water with a convenient iceberg in the middle which they need to reach in case a shark comes round. The Trainer places several sheets of paper on the floor in the middle of the room representing the iceberg and switches on the CD player. The Participants are free to mingle as long as the music plays, once it stops the group members have to reach the iceberg and step on it so they are not touching the floor any more (and the shark cannot eat them). After each turn, the iceberg gets smaller by tearing off a part of the paper. This is repeated until the iceberg is so small that the Participants are crowded together like sardines[5].

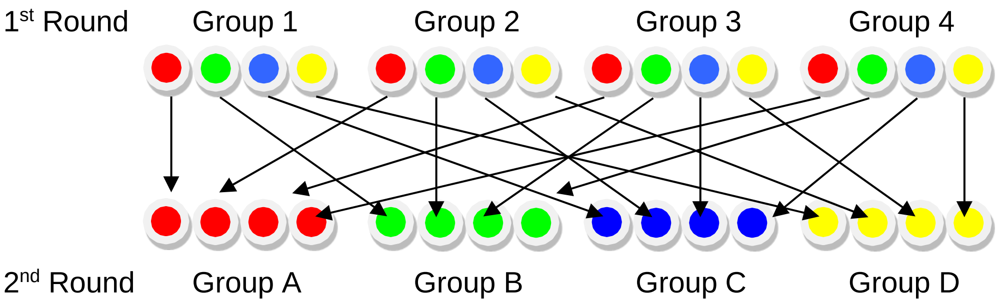
- Introduction (5 minutes, preparation: marked handouts): The Trainer gives a quick introduction on the upcoming section along the lines described above. Each Participant gets one handout marked with a different colour (see below and Annex I).

- Jigsaw (60 minutes): The handouts contain a short description of one group method. First all Participants read the handout and then join the group of the one holding the same handout. The groups discuss the respective method, how it is used, when it is appropriate, its advantages and limitations for about 20 minutes.

  In the second step, the colours on the handouts are used to form new groups: One of the papers for each “method group” bears a red mark, one a yellow, one green and so forth. Everyone with a red (green, yellow…) mark forms a new group which contains at least one member of the method group (if the group doesn’t have exactly 16 members some

[5] Cultural note: In cultures where men and women (or genders with each other) are not allowed to touch in public situations, the groups should be gender-selective, or this method should be avoided.

colours have to be assigned twice, so some groups will feature two members of the previous group). In the new groups, each member introduces his or her method and the conclusion of the group as to the suitability of the method. After that, the group members shall discuss if and how the method can be utilised for their working context (altogether 40 minutes).



The groups will deal with

- Paper One: Sandwich Method (Annex 1a)
- Paper Two: Project Method (Annex 1b)
- Paper Three: Four Corners (Annex 1c)
- Paper Four: Jigsaw Method (Annex 1d)

- Wrap up in the plenary (15 minutes): All Participants get together and share their feedback on the previous session.

Session Six: Social Methods

The session on social methods will feature only one method: a role-play. It will be used to show how the method can be utilised for reflection and social learning The session aims to reflect on two issues: The first is the way projects are planned in international cooperation involving stakeholders with different interests, the second focuses on how social interaction works in such groups and how generalised norms can be made apparent in such an environment. This session takes about two hours so a small break should be included in the middle.

Social methods cover a large number of different methods which aim to enable the participants to learn in the process of social interaction. The aim of using such methods can be a different approach to gain knowledge, e.g. the proceedings of a parliament through a role-play and reflection on social interactions themselves. Especially the former type can be enriched fruitfully by e-learning, e.g. by internet based simulations.

“Role-play in a simulation exercise where persons take on assumed roles in order to act out a scenario in a contrived setting. The learners or participants can act out the assigned roles in order to explore the scenario, apply skills (maybe communication, negotiation, debate etc.), experience the scenario from another viewpoint, evoke and understand emotions that are maybe alien to them. It helps to make sense of theory and gathers the concepts into a practical experience. This is deeply rooted in the principles of constructivist teaching.” (Kuman, Mohar: How to use Role-Play in Teaching and Training, http://hubpages.com/education/How-to-use-Role-Play-in-Teaching-and-Training

➲ Kumar, Mohan: **How to use Role-Play in Teaching and Training:** http://hubpages.com/education/How-to-use-Role-Play-in-Teaching-and-Training#

➲ Satish, Sreevidya: **Role-Plays**: http://www.sswm.info/category/train-trainers/train-trainers/train-trainers/training-methods/role-plays

- Introduction (5 minutes, preparation: marked handouts): The Trainer gives a quick introduction on the upcoming section along the lines described above and introduction of the setting described below.

- Role-Play: Let's get some money for Non Formal Education

  Setting: DVV International has been working for a couple of years in the southern country of Kamerania. The country largely relies on farming and welcomes a growing number of tourists every year due to its beautiful beaches.

  The populace is largely literate but uses their own script and knowledge of English is quite limited. This has led to problems in the tourism industry as hotel staff, taxi drivers and other concerned staff are not able to communicate efficiently with the tourists.

  Recently YOURaid, a national donor from the West, has issued a call for projects aimed at Economic Development by Capacity Building. DVV International together with its local Partner KAOSD (Kamerian Organisation for Social Development) has developed a concept note to train hotel staff in spoken and written English.

  Today a meeting is taking place in order to discuss the project idea together with the concerned stakeholders. Present will be:

  - The Country Director of DVV International and his/her responsible local project officer.
  - The Director and the Programme Officer of KAOSD.
  - The grants manager and his/her local officer of YOURaid.
  - The President of the KABOT (Kameranian Board of Tourism) and his/her secretary.
  - Two representatives of KAEOTTSA (Kameranian Employees of the Tourism Sector Association).

  The roles are explained in Annex 2

  The project proposes to teach English in lessons combined with training in hospitality and customer service during working hours three times per week, for three hours each week and these will be delivered by practitioners from KAOSD.

- The Trainer lets the Participants pick their roles and divides the remaining group into two observation teams (5 Minutes)

  Group A focuses on:

  - Who chairs the meeting?
  - How are the power relations?
  - What are your perceptions in terms of gender?

Group B focuses on:

- What issues are discussed?
- What lines of argument are used?
- What argument was convincing and why?

- Procedure:

The Participants read their assignments; if there are holes in their story, they should think of how to fill the gaps.

The observing groups and the respective representatives get together for five minutes to prepare (10 minutes).

The meeting commences: tables and chairs are prepared for a roundtable; the observers form an outer circle. The meeting should take no more than 30 minutes.

The respective groups reconvene and prepare a small presentation: Observers according to their guiding questions, the representatives according to:

- Was a conclusion reached and if yes, which?
- How far were your character's interests met?
- How high are the chances the project will be awarded?

This should take no more than 15 minutes.

The plenary meets and the representatives present their findings.

After that the two observing groups present their findings.

This should take about 30 minutes. The Trainer makes sure that in the discussion, all perspectives are valid; there is no "true" point of view in social interactions but only different perceptions of what has happened.

The Trainer declares the end of the role-play and wraps up the session along the lines of:

- What did you learn in the session?
- How far can methods like the one used be used in the Participants trainings?
- In how far did this session foster or break up stereotyping?

This session should take about 15 minutes again.

Session Seven: Facilitation Method

The next two sessions will be used to familiarise the Participants with the facilitation method and give them some opportunities for trying it.

Facilitation is a technique to lead groups to decisions through creative processes. Often they are integral parts of training sessions but require a different role for the trainer than in a teaching setting.

A facilitator's task in a training environment[6] is to steer the process of decision making in a group. While the trainer's role is to ensure that learning aims are met and the trainer can be expected to be an expert in the subject taught, the facilitator only needs to have basic

[6] Facilitation is commonly used in a lot of areas, like organisational and business development. While the basic principles are the same, there are some differences in aims and focus.

understanding about the issues dealt with and has to make sure the process is fair so that everyone's stance is included.

The main precondition for a successful session is the facilitator's attitude: He or she needs to respect the group's decision-making authority and ensure an equal chance for each group member to have his or her opinion fed into the process.

A "standard" facilitation consists of five steps:

a) Introduction: What is the issue? This can also involve a longer session on the analysis of a situation, e.g. by SWOT;

b) Creative development of ideas, e.g. by brainstorming or a mind map;

c) Decision on the option of action e.g. by scoring;

d) Development of an action plan on how to make the chosen option work (what, who, how, until when?);

e) Wrap up and further agreements on the way forward.

Such a process in adult education is sometimes challenging, e.g. the trainer facilitates the process while at the same time having to set boundaries on what is possible or not (thus making decisions which are not compatible with the facilitator's role).

The main techniques of facilitators are: using visualisation and asking questions:

Open questions which open up topics, dig deeper and get people involved: What ideas do you have in regards to XYZ? How could this be achieved? What ideas would ABC have on this? What do the other members of the group think?

Closed questions to clarify and wrap things up: Did I understand you right, you mean…? To sum up, the group agreed to … Is that correct?

Facilitation is quite a complex approach and is best learnt by doing, the links below offer more insights, but to go deeper into facilitation will require a full training by itself. It is of particular use for trainers working in adult education, as their learning outcomes often need to be utilised, which can be done by using the steps described above.

➲ Community Tool Box: **Developing Facilitation Skills**: http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main

➲ Seeds of Change: **Facilitating Tools for Meetings and Workshops**: www.seedsforchange.org.uk/tools.pdf

➲ Seeds of Change: **Facilitating Workshops**: http://www.seedsforchange.org.uk/facilwsh.pdf

➲ Strategic Training Solutions: **Guide to Meeting Facilitation** Best Practices and Talking Tips: http://www.training-sts.com/resources/Meeting_Facilitation_Best_Practices_and_Talking_Tips.pdf

➲ World of Work: **The Role of The Facilitator – Understanding What Facilitators Really DO!:** http://work911.com/articles/facil.htm

➲ Workshop Exercises: **Facilitator Guide**: http://www.workshopexercises.com/Facilitator.htm

- Warmup: Japanese Rock, Scissors, Paper (10 minutes)

  Two groups of roughly equal size are formed. Each group has to decide on one of the three figures, which have to be acted with full body language:

  Samurai: Jumps forward and brings down his sword with a loud “Haa!”

  Tiger: Comes forward with his claws out and his mouth open shouting “Grrrr!”

  Grandma: Tip-toeing forward slowly with her back bent and resting on a cane going “Yii!”

  The Samurai beats the Tiger, the Tiger eats the Grandma, the Grandma chases away the Samurai.

  Procedure: Each group decides on one character. The Trainer counts backwards, at “0” (zero) both groups make their move. The winning group gets one point. Repeat until one team scores three. This method is hard to describe because the moves need to be shown. If in doubt just copy them from your favourite Samurai movie.

- Introduction (15 minutes, preparation: Flip-chart)

  Give a short description of the philosophy of facilitation as described above and include an overview on the comparison of the roles of a facilitator and a trainer. This can be done either as a presentation or as a collection with the group if they are already familiar with the method.

- The Trainer gives a demonstration on how facilitation works (30 minutes: preparation, flip chart, pin board, cards, stickers, soft-tip pens/markers)

  Use the facilitation technique to plan for a social night this evening.

  10 Minutes of brainstorming: What can be done?

  15 minutes of decision-making, either by scoring (parameters: enough time to prepare, interesting to everyone, etc.) or by direct selection by sticky points and wrap-up discussion.

  5 Minutes of planning: Who does what?

- Feedback on the session (20 minutes). Guiding questions:

  How did the facilitator do the session?

  How far did the Participants feel their voice was heard?

  What were the challenges and how did the facilitator deal with them?

- Presentation on visualisation techniques[7] (20 minutes preparation: flip chart, pin board, cards, examples of methods described):

  - SWOT
  - Brainstorming: Verbal and using cards
  - Mind Map
  - Scoring table
  - Needs Assessment/ranking on X/Y scale
  - Action plan

[7] Details on the design of visualisations, how to write and which size, etc., will be dealt with in Session 9, on giving input.

Session Eight: Facilitation exercise/Visualisations

This session aims on letting the Participants have a run-through on one facilitation process and give most of them the opportunity to try their skills. The whole session will take 90 minutes and possibly more. As it is the last session of the day, the dot-evaluation is repeated.

- The Trainer explains the steps of the process below to the Participants; this should not be too difficult as most material needs to prepared beforehand. This will take 10 minutes.
- The Trainer divides the plenary into three sub-groups of about six people and randomly assigns roles for each team member: 1 Person for SWOT, 1 Person for Brainstorming, 1 Person for Needs Assessment, 1 Person for Action Planning, the other members act as observers.
- The Participants are informed about the objective for the simulation, which is to identify possibilities to improve the situation for adult educators in your country (note: If the group features Participants from various countries, form “national groups” at the previous step).

  The sub-groups meet.
- Let the sub-groups conduct a SWOT analysis focusing on the situation of Adult Educators in the given country, this should not take more than 15 minutes. All groups will need a flip chart for this exercise.

  A SWOT looks like this:

Strengths = Positive internal factors, e.g. such as ToT programmes available on local TTC	**Weaknesses** = negative internal factors, e.g. such as low payment
Opportunities = Positive external factors, e.g. such as foreign aid to support Adult Education available	**Threats** = negative external factors, e.g. focus of donors on TVET

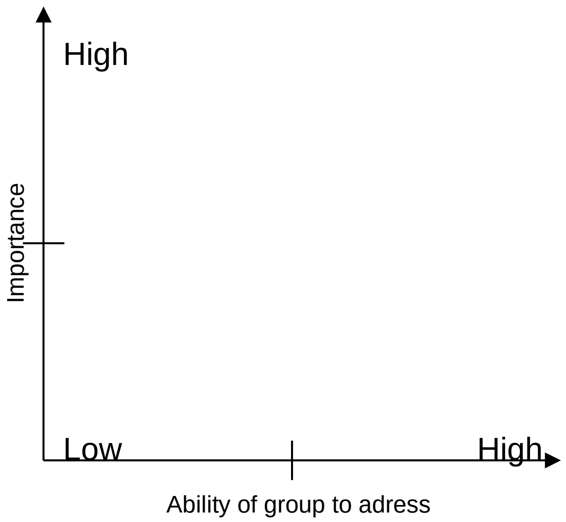
  Internal refers to factors which can possibly be influenced by the Participants; external factors cannot be influenced by Participants. For this session, the distinction is on “inside the country”, “outside the country”.

  For dealing with issues identified in the next step: Strength should be strengthened (or enjoyed), weaknesses worked on, opportunities should be taken and threats mitigated against.
- Brainstorming on possibilities of how to improve an Adult Educator’s situation in the country (15 minutes + 10 minutes selection. Material: cards, pin board, soft-tip pens/markers). Ideas are collected on cards (only one idea per card) and collected by the Participant-facilitator. He or she needs to make sure that every group member understands what is roughly meant by the ideas and try to cluster the ideas if they are similar.

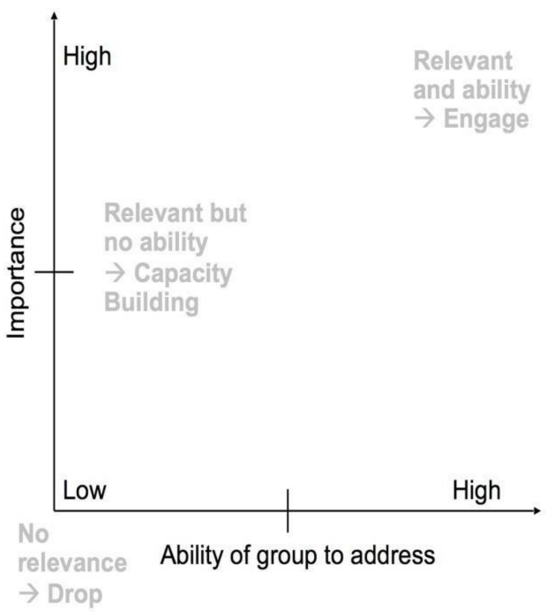
  During the brainstorming, the group will face two problems:

- The facilitator will have to make sure everyone is on the same page without interrupting the process. If the facilitator gets stuck, the Trainer gives him or her the hint to wait with the clarification until people run out of ideas.
- For the next session there should not be more than five cards for the needs assessment; usually brainstorming yields far more ideas, which need to be pre-selected to go to the next step. In order to save time, give the facilitator the hint to use “dot/sticker-scoring” for a quick selection.

- Needs Assessment (20 minutes): The five selected options are rated on an X/Y scale according to importance for the respective group and their opportunities to address these:



The cards are pinned one by one on the board and the group decides on where each card should be put. In the later stages the facilitator should check the relations between the different cards (e.g. if cards end up at the same spot by asking which is more important A or B?): Once all cards are placed and the facilitator made sure the picture is adequate, the diagram should be read like this:



The groups now need to decide on which issue should be addressed

- Development of an Action Plan (15 minutes, preparation required: Pin Board)

  Now the groups need to plan what to do using an action plan

What	Who	Until when	Comments

- Groups get together and draw their lessons learnt (15 minutes, preparation: flip chart):
  - How did the whole process and the different steps go?
  - What were the facilitators' experiences?
  - What did the observers note?
- Plenary gets together and the groups present their findings (25 minutes).

  Trainer collects lessons learnt.

  The papers of this session need to be kept for the next day.
- Wrap-up using the same methodology and questions like on the previous day.

Session Nine: Giving Input

The session on input gives a quick overview on how to deliver a presentation. Instead of a comprehensive lecture, the Participants will get to known some basic principles in a modified version of the method World Café.

Inputs in the form of presentations are probably the most commonly used device of Adult Education. They can be prepared quickly and can be used to address a large audience. Interestingly even though design principles are quite simple, they are seldom applied. This session will provide an overview on how to structure a presentation, how to use material and how to write, give some hints on design and mention the application of these when using PowerPoint and other computer programmes.

- Cipolla, Roberto: **How to prepare and deliver a presentation**: http://mi.eng.cam.ac.uk/~cipolla/archive/Presentations/MakingPresentations.pdf
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World Café is usually used as a facilitation method for group decisions, more details can be found at

➲ The World Café Community Foundation: **The World Cafe: Shaping Our Futures Through Conversations That Matter:** *http://www.theworldcafe.com/*

This session is longer than 90 minutes and will have a smooth transition to the next session.

- Flashlight (10 minutes, preparation: flip chart with programme): All Participants sit down in a circle of chairs. The Trainer welcomes everyone and gives a brief overview of what is happening today.

  Short introduction of Flashlight: In turn, everyone is asked to share their thoughts on a common or a single issue, e.g. How do you feel today? What are you looking forward to for today? What do you think about XYZ? Statements should be brief and are not to be commented on by others (also not by the Trainer). The method can also be used for the closing of the day or in crises to get a picture of where the Participants are at and initiate a discussion afterwards.

  The Participants are asked to make a statement on their expectations for the rest of the training and the Flashlight commences.

- World-Café/Mind Map combination on Inputs (40 minutes, preparation: mind maps for four elements – structure, talking, drawing, computer use – on packing paper at four groups of tables across the room, soft-tip pens/markers)

  The plenary is divided into four sub-groups and spend 10 minutes at each table. The groups should go through the statements in the mind maps and discuss their suitability. The Participants are encouraged to share their comments and suggestions at the mind map. One member of each group stays behind during the changes to present the findings to the next group.

  The mind maps can be found in Annex 3.

- The groups present their findings one by one (20 minutes).

- Short break (10 minutes).

- Each Participant prepares a poster presentation on his or her main learning achievements during the training so far in order to present it at a gallery walk (20 minutes, material needed: flip chart paper, soft-tip pens/markers, cards, laptop and projector if desired and available).

- The Participants set up their presentations; the group gets divided into four sub-groups. Each of these has to be “on presentation duty” for 15 minutes, the rest of the group is allowed to mingle and check out the presentations at their own interest (so the whole exercise should take about 60 minutes).

  Each “stand” should feature a “feedback paper” on the backside of the flip chart (in any case so the presenter does not see who writes what) on which the audience can leave comments on what they liked about the presentation and what can be improved in the future.

- After the session, the Participants have 10 minutes to read their feedback and have a little break.

- The plenary gathers again for a wrap-up on how the previous session helped them to improve their presentation skills and how they perceived their feedback (15 minutes).

Session Ten: Closing Sessions

The introduction to wrap-up methods gives two quick examples on how to end a training.

The end of a training leaves the trainer with two challenges:

The participants got used to their group and spent an intensive time together, so the closing session needs to be arranged for a proper farewell.

The purpose of a training reaches beyond the mere learning objectives being achieved, they need to take root in the future behaviour of the participants (e.g. the rules of making an input should be utilised); hence follow-up needs to be organised so this process is reinforced.

In order to do, it is advisable to have a recap on the learning contents covered (which just happened in the previous session).

➲ Sipe, Ann: **Lesson Closure with Examples** or 40 Ways to Leave a Lesson: http://www.stma.k12.mn.us/documents/DW/Q_Comp/40_ways_to_leave_a_lesson.pdf

The previous session is twice as long as a normal session but features two breaks, so there should be about an hour to talk about closing sessions. As there is a closing session by the end of the day this should be sufficient.

- Introduction along the lines described above (10 minutes), elaboration of social functions, review, and follow up, statements are collected on a flip chart. The previous method is mentioned as one way to review knowledge during or after a training.
- In your suitcase… (20 minutes, preparation: pin board, cards, soft-tip pens/markers): A suitcase and a trash bin are drawn on a pin board. The Participants get cards (only one colour – we learnt that from the previous session) and write what they take from the training (suitcase) or what they leave (trash bin) and pin it on the board. The Trainer does not comment but sums up what he/she takes from the feedback.
- Farewell song: (30 minutes or how much time is left until the lunch break, preparation: Laptops with internet connection to find lyrics): The Participants form groups as they wish. They should find an appropriate farewell song for the training and perform it. Computers can be used to get the lyrics.

Session Eleven: Individual Learning

The session on individual learning introduces two methods for self-studying, one of which will be taken up again at session twelve.

Self-learning even though it is most probably the most common form of learning is seldom dealt with in non-formal education. Even though it has a lot of strength in terms of flexibility and a lot of freedom of choice, it requires some upfront planning and a basic structure in order to stay focused. In addition, it is challenging in terms of discipline, even though study groups may support learners staying "on track".

➲ Harris, Robert**:** Learning Strategy 8: **The SQ3R Reading Method**: http://www.virtualsalt.com/learn8.html

➲ Hiemstra, Roger: **Adult Education: Foundations Of Practice:** A Self-Study Course: http://roghiemstra.com/foundations.html#rationale

- Warmup: Hero and Villain (10 minutes, large space empty of chairs and tables). The rules of this little game are quite simple: Every Participant picks one person to be his or her hero, and one person to be the villain. Everyone should now move so the hero is between him or herself and the villain. As everybody does so, this should create a great running around.
- How to structure oneself: The Learning Contract (10 minutes). The Learning Contract states what learning aims the learner wants to achieve and how it can be done, in varying amounts of detail, and can either be used rather formally signed by the trainer and the learner at a table or rather be an informal formulation of one's own aims. The method can also be used at the beginning of a course in order to formulate what focus the learner should apply within and beyond the training. In this case, it can also list rights and obligations of trainer and learner in terms of quality of content, rules, etc.

  A detailed contact may look like this:

Learning Objective	**How are these going to be achieved (strategies and resources)?**	**How do we know the objective has been met: Which physical evidence is produced?**	**How do we know the objective has been met? How is the knowledge/ skill of the learner verified?**	**Who will verify?**	**Until when?**	**Comments**
Example: Learner Joe is able to conduct role-plays with a group of adults	Reading of materials from the internet Practice in Trainings Exchange/shadowing with experienced trainers	Reading List Training concept including role-play Feedback from participants Training report	Learner Joe can name the steps of a role-play More than 75% of the participants rate the role-play good or better	Trainer Jane Training Institution	4th of July 2017	Learner Joe will shadow Youth for Democracy Workshop in Brussels in February 2017

  The Trainer presents the scheme of a learning contract to the group and explains about its purpose.

  The Participants prepare three learning objectives they want to achieve by the fourth day of the workshop. One of these should be the use of a method they have not used before. This should not take longer than 20 minutes.

  The Participants form pairs and give each other feedback on the learning plans they developed (10 minutes).

  The two pairs each form groups of four (and one six if the number is not divisible by four) and discuss what they think about this method and their experience. This takes another 10 minutes.

  The plenary gets together to discuss the pros and cons of this method (15 minutes).
- Another important skill for self-study is the ability to read efficiently. One possibility to do so is the SQ3R strategy of reading. The abbreviation stands for Survey, Question, Read, Recite, and Review and offers a guideline on how to read books.
  - Survey serves to get an overview on what you are about to read, book cover, blurb, index. Skim through the text's headers so you know what you are up to.

- Question focuses on what you want to know from the particular text, in the case of methods, e.g. What theoretical school does the author belong to? What solutions does he/she offer for conflicts in the group? What systematics are used to sort methods, etc.
- Read does not only mean to read but also to highlight what is important, add comments and summarise/paraphrase, also in diagrams.
- Recite means to reproduce the text's main content. That can be done by reciting it to yourself, debating with your study group or friends and, of course, rewriting the content in your own words.
- Review means going back to your original questions and checking your notes against what you originally wanted to know.

This should be demonstrated with a presentation (flip chart or power point) of about 15 minutes.

Session Twelve: Wrap-up

The wrap-up session ends the training block of the module and serves three functions: Ensuring an agreement about what each Participant needs to accomplish during the practical phase, getting feedback on the Participants' satisfaction with the training, and having a farewell for the group.

The Learning Diary and the Portfolio both ensure participants can keep track of their learning achievements. The former is for the participant only, while the latter allows for external verification.

The Learning Diary can be any booklet. It is used after each learning experience by its owner, e.g. after holding a training or reading a book, he or she writes down what he or she took from it. By that, the learner can follow his or her own progress and is able to state which competencies have been acquired.

The Learning Diary is for the eyes of its owner only.

The Portfolio is a folder in which documentation of learning progress and success are filed. In the case of Curriculum globALE, these can be training concepts and plans, (written) feedback from participants, training providers or fellow trainers, course evaluations, videos of sessions, etc. In order to keep the Portfolio understandable to others, the "artefacts" need to be linked to specific learning aims; it is not enough to collect five positive evaluations from trainings to state the ability to appropriately use those methods.

Both devices complement each other – the Learning Diary provides the backbone and the compass of the learning process while the Portfolio makes it evident. For example if the learner desires to become proficient in the use of role-plays, the diary lists his or her learning steps, while the Portfolio shows the progress in planning and achievements.

➲ Fenwick, Tara J: **Assessing Adult Learning Using Portfolios.**
http://files.eric.ed.gov/fulltext/ED400462.pdf

➲ University of Turku: , Faculty of Social Sciences: **Learning Diary**:
https://www.utu.fi/en/units/soc/units/conthist/studying/methods/learning-diary-instruction/Pages/home.aspx

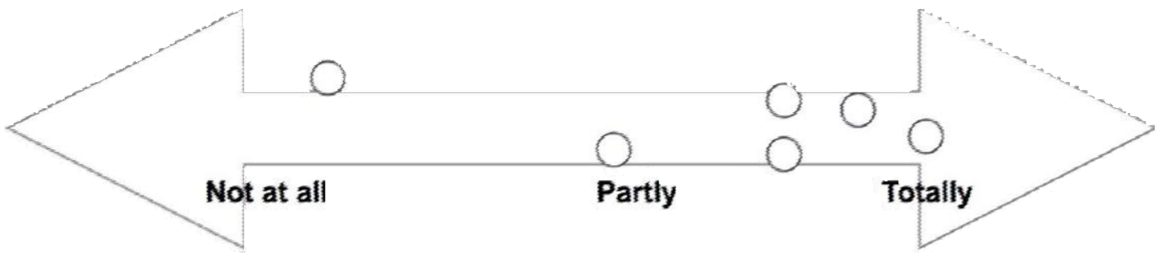
- Introduction to Learning Diary and Portfolio (30 minutes, preparation: flip chart)

  The Trainer presents the two approaches to the Participants and initiates a discussion on how these two approaches can be linked to the Learning Contract elaborated in the previous session, e.g. using a graph.

- The Trainer explains the way forward to the forth training day (30 minutes):
  - DVV International and the learners conduct a learning contract along the lines on what has been individually developed during the previous session. Within a week after the training both parties will have agreed on the plan (negotiations will have to be done via email, telephone and individual meetings).
  - The Participants will start a Learning Diary and prepare a Portfolio during the ensuring practical phase. They will go about their usual business as trainers and document their learning progress.
  - Participants who do not have the opportunity to apply one of the groups of methods during their trainings prepare such a session for the Final Day in order to show their capacity.
  - The group will reconvene three months later to discuss the outcomes.

  Practicalities and open questions should be discussed involving a team member of Curriculum globALE and DVV International to improve the procedure in the future and ensure a binding agreement on both sides.

- Wrap up (30 minutes). The Participants take up their expectations from the first session and rank how far these have been achieved using sociometrics (they position themselves in the room according to this graph):



The Trainer asks questions to get more specific feedback

The plenary meets in a circle and the Trainer asks the Participants to share their farewell message to the group.

The Trainer and the representative of DVV International say their farewell messages and close the session.

Practical Phase

The Participants undertake their trainings and fill their Learning Diary and Portfolio. A reference point at DVV International should be maintained in order to stay in touch with them, to check regularly on their progress and make adjustments with them if need be.

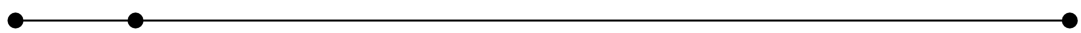
Flexible solutions need to be found for Participants who face challenges meeting their obligations, e.g. because they only have a limited number of assignments or work in a different environment (e.g. university lecturers or teachers).

Closing Day

The Trainer, a representative of DVV International and/or Curriculum globALE, as well as the Participants, meet to reflect on the learning outcomes of the last three months and observe the Participants performance in the use of methods they have not been able to use yet. The programme needs to be developed in close collaboration with the Participants in order to match the available time with the requirements of the methods they want to use.

Additionally, everyone is asked to bring a photo that represents him/herself for the final session.

- Welcome by DVV International and the Trainer (15 minutes).
- Introduction of the programme for the current day, it will consist of several steps which are partly conducted in parallel:
  - Introduction
  - Recapitulation on the last three month
  - Parallel sessions conducted by Participants
  - Review of the Portfolios of the Participants by representative of DVV International and Curriculum globALE (this happens while the parallel sessions are ongoing; each review should not take more than 20 minutes)
  - Closing Session
- Critical (Learning) Incident (30 minutes, preparation: Rope). The rope forms a straight line through the room. One end marks the current day, a knot a short distance away from the other end the end of the previous training. The very end marks the starting day:



  The Participants are asked to stand where they had the most beneficial learning experience in regards to the usage of method. The Trainer uses questions to elaborate on what the Participants view as their most important learning experience and what led to it (e.g. if it was more the variety of methods discovered in the Training, or challenging situations in a training conducted, or the reflection initiated by the Learning Diary).
- The Participants conduct their sessions. If need be, the group needs to be broken down so everyone required can hold his or her session. After each session the group and the Trainer provide feedback.
- The representatives of DVV International and Curriculum globALE review and discuss the Portfolio of each Participant and assess if the capacity displayed is sufficient to grant the certificate. Participants are allowed to present additional evidence at a later date if they fail to meet the standards and receive a certificate of attendance instead.
- The plenary meets after the afternoon coffee break. Participants are handed evaluation forms and form four groups.
- World Café Wrap-Up (duration: 60 minutes, preparation, paper covers or flip chart paper covering two tables of about 4 square meters each, soft-tip pens/markers). Each group goes to one of the tables. The guiding questions for the World Café are:

- What did I learn from the Module on Methods?
- What supported my learning process?
- What hindered my learning progress?
- What will I work on in the future?

The Participants, in their groups, spend 10 minutes at each table and write down their statements, one person stays behind after a change of the groups to explain the main findings so far to the newly arrived Participants.

After all groups have worked on all tables, the final findings are presented to the plenary, which will take about 20 minutes.

- The representatives of DVV International and Curriculum globALE hand over the certificates to the Participants (10 minutes).
- Farewell Wishes (20 minutes, preparation: Flip chart paper, soft-tip pens/markers, blue-tag or adhesive tape, photos): Everyone participating writes his or her name on one flip chart paper and fixes his or her photo on it. The papers are then stuck to the wall or pin boards. Everyone can write or draw his or her wishes to the other group members on the respective paper. After the session the members of the group can take their wishes with them.
- The Trainer bids everyone farewell.

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Humber Polytechnic: **Teaching Methods**: http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/teaching-with-case-studies.html

World of Work: **The Role of The Facilitator – Understanding What Facilitators Really DO!:** http://work911.com/articles/facil.htm

Workshop Exercises: **Facilitator Guide**: http://www.workshopexercises.com/Facilitator.htm

Annex 1: Handouts Jigsaw

A: Sandwich

Phases of learning in universities are usually too long to be suitable for teaching the subject matter in the form of lectures. Students' attention spans are not as long as the lecture period and during long lectures there is no time for reflection and application of the teaching matter. The Sandwich Method organises the learning process in such a way that periods of collective learning alternate with periods of highly individual learning. In this way, new information is particularly well integrated into the student's own unique mental structure.

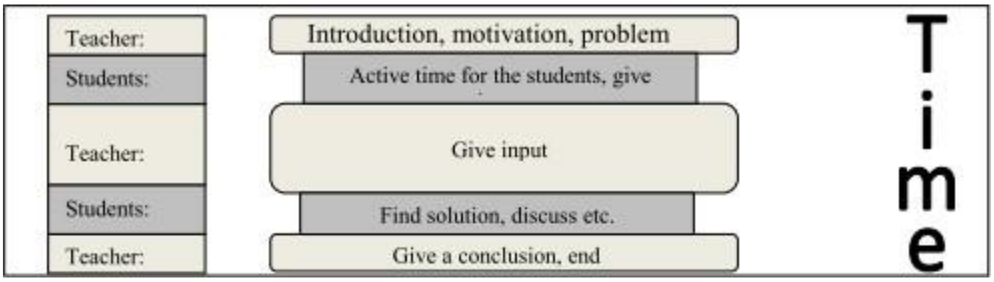


Fig. 2: Visualisation of the basic structure of a teaching unit according to the Sandwich Method, it can be modified e.g. the input can be split and divided by more active phases/assignments for the students and different techniques for activating the students may be employed.

<u>The phases of a teaching and learning unit according to the Sandwich Method</u>

It is important that in the phases of collective learning, a high density of information is offered. Similarly, the phases of individual learning must be designed to be demanding, so that the learner is given a significant incentive to deal with the content. In the case of obvious differences in levels of the individual learners, various tasks should be offered.

This way everyone can benefit and use the available learning time best.

<u>How long should the phases of a Sandwich be?</u>

This depends on many factors and cannot be stated for every teaching/learning unit in the same way. In general, the phases of collective learning should not be too long; it is useful to change to a individual learning phase after about 20 to 30 minutes.

<u>The transition between the phases of a Sandwich</u>

The transitions between the phases of collective and individual learning are important, they have to be well planned. The beginning of a thematic unit needs an introduction, e.g. the specific structure or the demonstration of thematic contexts. One possible method for the introduction is of course the Advance Organiser. The change from the collective learning phase to the individual learning and application phase needs clear assignments, even possibly including different tasks for different students. If a method is used that needs extra material, e.g. a group puzzle, the material and space for the students must be prepared in advance so that the students can start working without loss of time. At the end of an individual learning phase and at the beginning of the next collective phase, it is important to reflect on what the students have gained during the individual phase. Here it is important to compare ideas of the students, to present their results, to clarify any questions and to share opinions. In this transitional phase the teacher has to keep in mind the topic and the time in addition to the learning outcomes of students. At the end of the whole teaching unit, or the whole course, the teacher needs to secure the learning process with suitable methods and/or with a concluding statement.

The methods used to introduce and implement individual learning phases can vary, they depend much on the size and homogeneity of the student group. In many cases, teachers state that they cannot apply activating methods in large groups of students as the noise level would be too great. Also, they are afraid that the transition to the collective learning phase would be impossible. Moreover, they are afraid that these phases need too much time and the delay seems too large. They fear that the teaching matter is too voluminous to be stopped at some point to provide time for the individual learning phases. This attitude is very sad and hinders the students' understanding and application of the matter – very often a requirement for learning. New information has to be integrated into individual and personal conceptual structures to be understood and remembered. Each person has her/his own conceptual structure with all the nerves, nerve synapses and connections between nerve cells. The integration of new knowledge into individual memory structures is self-paced learning using personal strategies for reception, processing and recollection.

Consequently, periods should always be included in which the individual has the opportunity to translate the new information into his or her own internal memory, i.e., to anchor new information onto one's own subjective mental structure. If this time is not made available, the learning rate for the same period is much lower, although, paradoxically, more information can been provided!

Planning a lecture or seminar using the Sandwich Method

Give compact information at a high level in the presentation/collective learning phases; give demanding tasks for the processing/individual learning phases; maybe in different levels.

- Set a time limit for individual learning phases but give as much time as possible in the overall setting of the time available.
- Use different methods for the individual learning phases to meet different learning strategies of the students.
- Plan the transitions between different phases well ahead and don't lose time.

Variations of the Sandwich:

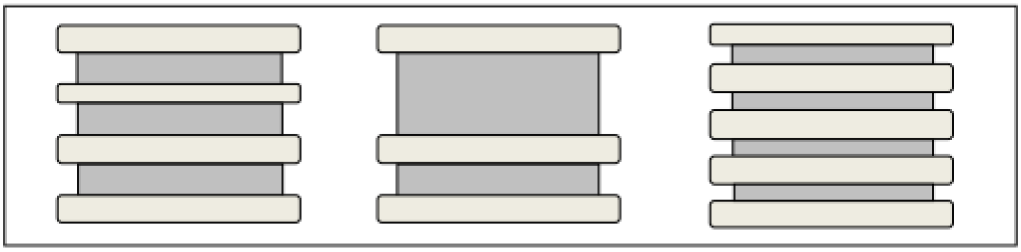


Fig. 3: The basic structure of a Sandwich can be altered according to the length of a teaching unit and according to the needs of the teacher and students. Possible variation to Fig. 2

Depending on the length of the whole session, the middle parts of the Sandwich can be divided into more phases for input and other phases for active transfer, reflection, and problem solving. The beginning and end should never be skipped.

Source: Mertens, Elke: Activating teaching methods for lectures and seminars, pp. 53-55, http://www.kolleg.loel.hs-anhalt.de/landschaftsinformatik/fileadmin/user_upload/_temp_/2012/Proceedings/Buhmann_2012_5_Mertens.pdf

B. Project Method

[…]

PRINCIPLES OF PROJECT METHOD

Principle of Purposefulness

The project should be purposeful, and that purpose should have some main objective. The objective should give the enthusiasm and work to the students, otherwise that will be a waste of time and energy.

Principle of Utility

The project should be useful to the students and society. It should be of some value to the students. From a good project, the students as well as society may get a lot of the benefit.

Principle of Freedom

The students should be free to select the topic and execute the work according to their will and wish, interest, attitude and capacity. The teacher should only be a "guide on the side" and give guidelines to execute that.

Principle of Activity

The project should have means for purposeful activity, so by the end of the project the students must have gained knowledge through their activity. It is also a demand of the principle of *learning by doing*.

Principle of Reality

The project should be real and related to the life situation of the students and the society. Only then will they be able to complete the project naturally and really. Imaginary problems must not be taken up in the project.

Principle of Social Development

A good project focuses society's needs, social development, and usefulness to the society. A single project solves the problem of thousands of people or the society.

Principle of Planning

The students plan in advance about the project. They find solutions for: How? When? What? Where? Why? So, good a project develops the problem-solving capacity and prior planning for the execution.

PARADIGM OF PROJECT METHOD

Project method has the following steps:

Creating a situation

In the first step, the teacher creates the proper situation for the students in the class. He/she shares the knowledge about the project method procedure, steps, and uses with the students. After that she/he provides proper motivation through conversation about day-to-day life problems to the students.

Selection of the problem

Then the teacher helps the students to select the problem and guide them. Here the students have freedom to choose the topic or problem based on their interest and ability. Before choosing the topic, the principles should be taken in to an account.

Planning

The teacher discuss the problem with the students from various angles and points of view. He/she should create the situation of the discussion with the students; they are allowed to talk freely and openly. After the free expression of the students' opinion about the problem, the teacher writes down the whole programme of action step-by-step on the blackboard. The grouping is made by the teacher based on the interest and ability of the students.

Execution

The students start their work in this step. They collect the relevant information/data and materials first. The teacher should give the students time to complete this according to their own speed, interest and ability. If the need arises, she/he may provide the necessary help and guidelines to the students. The groups are told to complete the project in the particular time alloted.

Evaluation

Here the students evaluate their task. They determine whether the objectives have been achieved or not. After that they criticise and express their feelings about the task freely. The planning, selecting the task, and execution are discussed in the class. All these things are collectively reported to the teacher.

Reporting and Recording

It is the last step of the project method in which each and every step of the work is reported. The reported things are recorded in a certain order in a book form. The record is useful for further use and future reference about the project. It reveals many ideas about the concerned project. The book formatted report is submitted to the teacher at the end.

ADVANTAGES OF PROJECT METHOD

- It is students-centred, activity-based method.
- Students involved whole-heartedly in the learning process according to their needs, attitude, interest and ability.
- This method is related to the life situation of the students.
- This method develops the problem-solving ability of the students.
- It makes the students independent and confident.
- It gives real work experience to the students.
- It develops social qualities and synergism in the students' heart.
- It develops the realisation of responsibility of the students.

LIMITATIONS OF PROJECT METHOD

- It is a time-consuming method.
- It is difficult to complete the prescribed syllabus in a particular time.
- It is a very costly method.
- It is not applicable for lower level classes.
- All topics cannot be treated through this method.
- It is not applicable for all schools.
- It needs too much material for its execution.

Source: Gulzar, Anwaar Ahmad: The Project Method of Teaching, http://www.educarepk.com/the-project-method-of-teaching.html

C. Four Corners

4 Corners Activity: This activity is great for utilisation with a group of students in one classroom to explore concepts, ideas, or content. It can be used on its own or in conjunction with additional group work. It is useful when trying to work collaboratively on content or concepts. This activity gets students up and out of their seats.

Time Requirements: 20-30 minutes

Materials needed: You will need a large piece of paper (flip chart paper) for every group in the room. You will also need to provide a marker or 2 for every corner of the room.

Procedure:

- Choose different content topics or concepts for each corner.
- Write the content or concept on the top of the flip chart paper for each corner and mount these papers in the 4 corners of the room.
- Divide Participants into 4 groups (using whatever sorting gimmick you like). Once students are in their corners, they can either pair up or work as a larger group to discuss their question or topic. The ideas should be recorded on the flip chart paper mounted on the wall.
- After the groups have written down their ideas, the teacher will give the signal for all the groups to move one corner to the left. This means all students will now be in a new corner of the room, looking at new content on the wall. Give the group a couple of minutes to read the information on the wall and add to it if they like. Then move the students two more times, until everyone is back to their original corner.
- Now have the Participants quickly present their content back to the entire group.
- Option: You can post different topics in the 4 corners, and have students self-identify which corner they wish to go to, based on what topic they are most interested in. The debriefing process may then include discussion of the motivation for the students to go to a specific corner, in addition to content discussion.

Function in the class: This can be used at the beginning, middle or end of a class time depending on what the instructor is trying to do related to content or concepts. It is also a great way to explore case study situations by having a different case study in each corner, having the students process the case study and come up with assessments or solutions.

Source: Humber Polytechnic: Teaching Methods: 4 corners,
http://www.humber.ca/centreforteachingandlearning/instructional-strategies/teaching-methods/classroom-strategies-designing-instruction/activities-and-games/4-corners.html

D. Jigsaw Method

The jigsaw strategy is used to develop the skills and expertise needed to participate effectively in group activities. It focuses on listening, speaking, co-operation, reflection, and problem-solving skills.

The Jigsaw method is a very useful tool for trying to help students integrate knowledge and understanding from various sources and experts. The basic idea is very simple: students are divided into groups which all have their own research topic to study. After researching each topic, the group is split in such a manner that new groups have a single member from each of the old topic groups. After the new groups have been assembled each topic expert is responsible for integrating the knowledge of his/her topic-specific knowledge into the understanding of the new group he/she is in.

This is where the name for the method comes from: students are organised like pieces in a jigsaw puzzle to form different kinds of groups, where each student (piece) must be part of the solution to the jigsaw puzzle.

The Jigsaw method is a group work method for learning and participating in the following group learning activities.

Listening: Students must listen actively in order to learn the required material and be able to teach it to others in their original groups.

Speaking: Students will be responsible for taking the knowledge gained from one group and repeating it to new listeners in their original groups.

Cooperation: All members of a group are responsible for the success of others in the group.

Reflective thinking: To successfully complete the activity in the original group, there must be reflective thinking at several levels about what was learned in the expert group.

Creative thinking: Groups must devise new ways of approaching, teaching and presenting material.

<u>How-to</u>

Directions for the Jigsaw strategy are given below. Information about this strategy is from the Muskingum Area Technical College (Zanesville, Ohio) Newsletter, September 14, 1994.

- Define the group project on which the class will be working.
- Randomly break the class into groups of 4-5 students each, depending on the size of the class, and assign a number (1 to 4-5) to students in each group.
- Assign each student/number a topic in which he/she will become an expert.
- The topics could be related facets of a general content theme.
- For example, in a computer class the general theme might be hardware and the topics might be central processing unit [9] (student #1), memory (student #2), input devices (student #3), and output devices (student #4).
- Rearrange the students into expert groups based on their assigned numbers and topics.
- Provide the experts with the materials and resources necessary to learn about their topics.

[9] Often referred to as the CPU.

- The experts should be given the opportunity to obtain knowledge through reading, research and discussion.
- Reassemble the original groups.
- Experts then teach what they have learned to the rest of the group.
- Take turns until all experts have presented their new material.
- Groups present results to the entire class, or they may participate in some assessment activity.

Background

Jigsaw is a multifunctional structure of cooperative learning. Jigsaw can be used in a variety of ways for a variety of goals, but it is primarily used for the acquisition and presentation of new material, review, or informed debate. The use of this structure creates interdependence and status equalisation.

Each student on the team becomes an "expert" on one topic by working with members from other teams assigned the corresponding expert topic. Upon returning to their teams, each one in turn teaches the group; and students are all assessed on all aspects of the topic.

Process for expert group jigsaw

1. Assign Topics: The learning unit is divided into four topics and each student on the team is assigned one topic. For teams of five, two students are assigned one topic and instructed to work together. For three member teams, only three topics are assigned and the members learn the fourth from another team.
2. Expert Groups Meet: All Topic 1 students meet in one area, Topic 2 students in another area, Topic 3 students and Topic 4 students. If eight teams exist in the classroom, two groups of each topic may be formed to reduce the size of the expert groups. A balance of achievement levels may have advantages for topic groups.
3. Experts Consult: Experts consult and discuss their topic, making certain each group member understands the information. A variety of strategies for checking for understanding can be used. For example, work sheets, cross group interviews, dialogue etc.
4. Experts Create and Practice a Teaching Plan: Expert groups design and practice a plan for teaching their expertise to team members.
5. Experts Return to Teams to Share and Tutor: Experts take turns sharing their individual topic expertise with team members.
6. Demonstration of Knowledge: The culminating activity allows individual team members to demonstrate their knowledge of all topics identified in the unit.

Source: Kai Hakkarainen : Jigsaw, http://mlab.taik.fi/polut/Yhteisollinen/tyokalu_jigsaw.html

Annex 2: Role-play Kamerania

Country Director of DVV International

You have been working in Kamerania for a couple of years and have established a couple of successful projects together with your local staff in the past. You have invested a significant amount of time into the project and are keen on making it happen soon, also due to rising pressure from your head office to acquire more own funds.

You trust your local officer and KAOSD as reliable partners.

Local Project Officer

You have been working with DVV International for a couple of months now and are eager to prove your worth. You have some doubts on the feasibility of the project though, as you suppose written English is only of secondary importance to the beneficiaries. Also there is the huge issue of finding qualified teachers since English has only recently been introduced as a major subject at teacher training colleges.

Director of KAOSD

You have been with KAOSD for 20 years and are one of its founders. You have implemented a lot of good projects in the farming sector but now that leaves you in a catch: Due to recent changes in funding you have about 30 well-qualified trainers from a farming project that is about to run out. The only problem is that only some of them speak English well enough to function as teachers. In order to keep them with your organisation you would like the project to focus more on transferable competencies so that there is also further employment for your staff who not familiar with English.

Programme Officer of KAOSD

You have successfully implemented a large-scale project for economic literacy for farmers but the project is about to end soon and your staff is getting increasingly nervous about its future possibilities with KAOSD. If the English language idea comes to fruition you are a bit torn, on the one hand you see a good opportunity to establish a new field for more projects with the Tourism Board, on the other hand you are afraid your English-speaking staff will use the opportunity to leave for greener pastures since the Tourism sector pays higher wages and is in desperate need of English speakers.

You have some ideas on forming learning circles, which features a language expert and your community organisers from the famers' project, but have not had the chance to discuss the issue.

Grants manager of YOURaid

You just recently arrived and don't have much of an idea what the project is about. Your boss has briefed you that recent projects left much to be desired in terms of impact and is asking for "something tangible which gives real employment to the people".

Local officer of YOURaid

You have been in your job for a few years and managed a lot of projects in Kamerania, even though you heard good things about DVV International and KAOSD you are in favour of a training programme of after work lessons for employees of the tourism sector offered by Teacher Training colleges. At the same time you are not too convinced of their approach, which pretty much focuses on traditional classroom teaching.

President of KABOT (Kamerania Board of Tourism)

You are the owner of a chain of hotels and are desperately struggling to find qualified staff. Just recently, a tourism organiser from London terminated a large booking after some guests were unable to place their orders at the bars of your hotel. Your colleagues on the board face the same issue, but you would be pleased if your company could also benefit from the project. What only worries you is the time needed for the training, as you are not keen on having to donate their working time for the language courses.

Secretary of KABOT (Kamerania Board of Tourism)

You support the project idea of KAOSD, not least because you have been offered a project officer's position there recently.

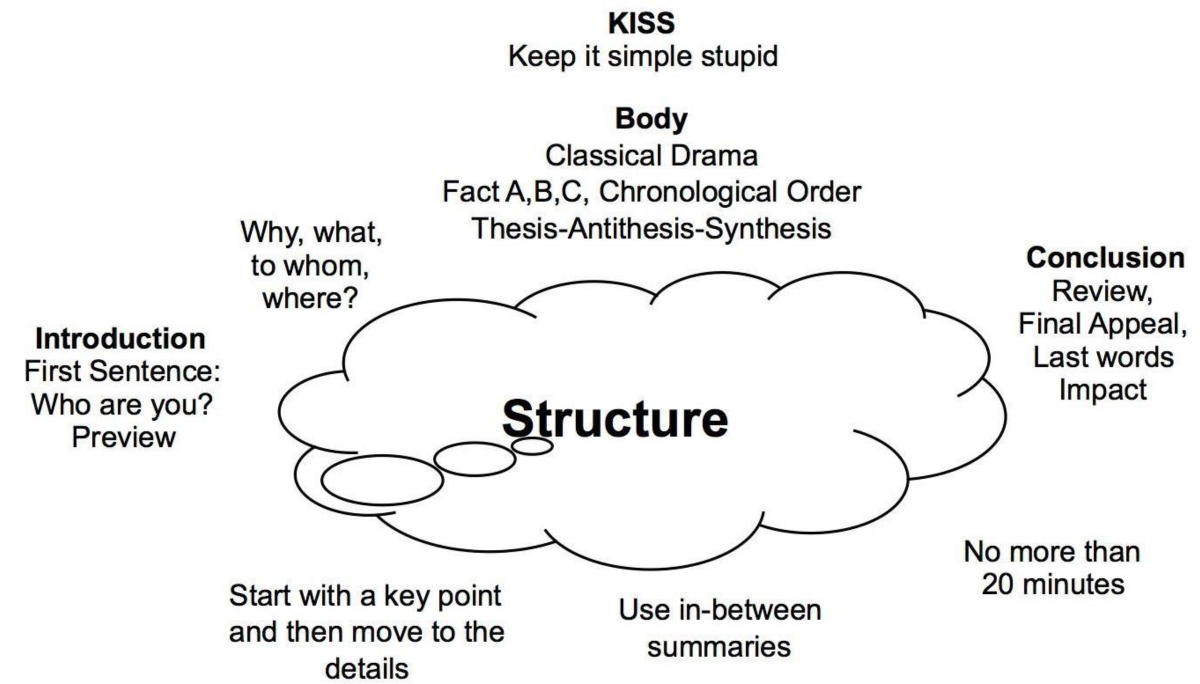
Representative of KAEOTTSA (Kameranian Employees of the Tourism Sector Association)

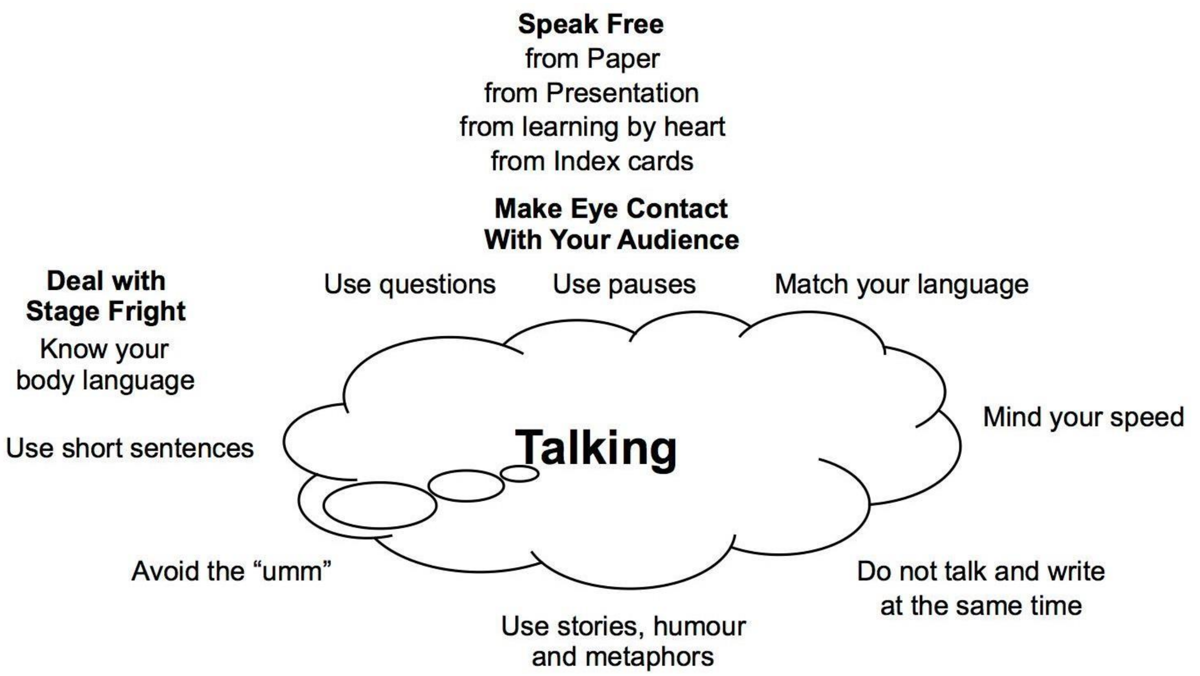
You are working as a waiter in one of the hotels of the president of KABOD; you realise the need for English lessons for your colleagues, as a lot of them have to suffer from the reaction of angry tourists who cannot make themselves understood. You think it is only fair to have the training taking place during work hours because your shifts are 12 hours per day, six days a week, and you do not know how you would be able to attend any trainings in the time left over.

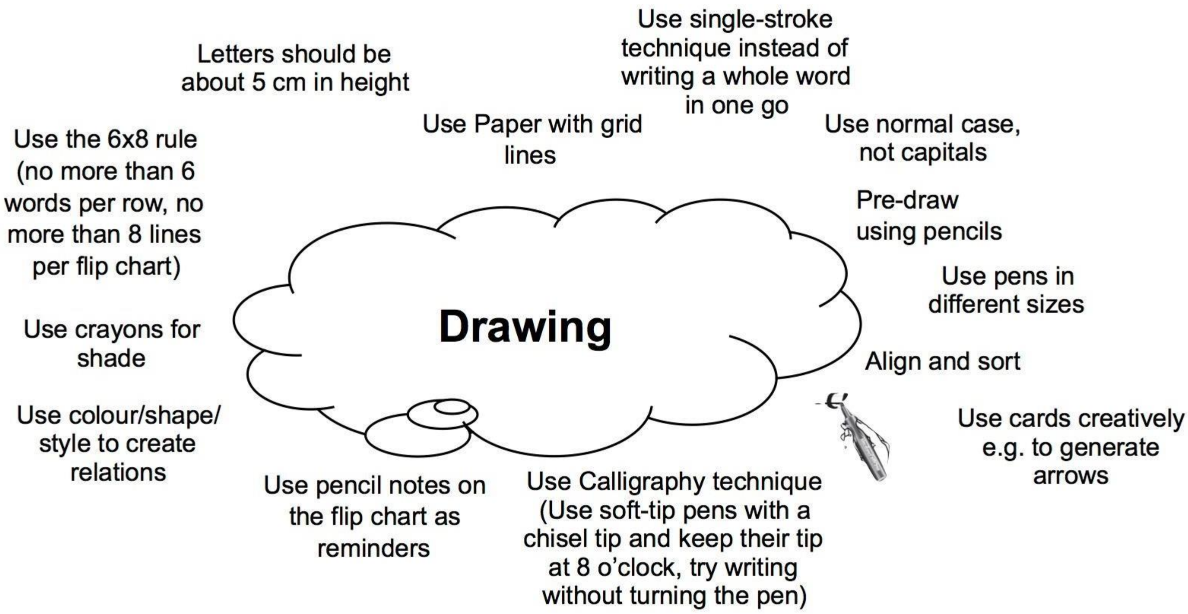
Representative of KAEOTTSA (Kameranian Employees of the Tourism Sector Association)

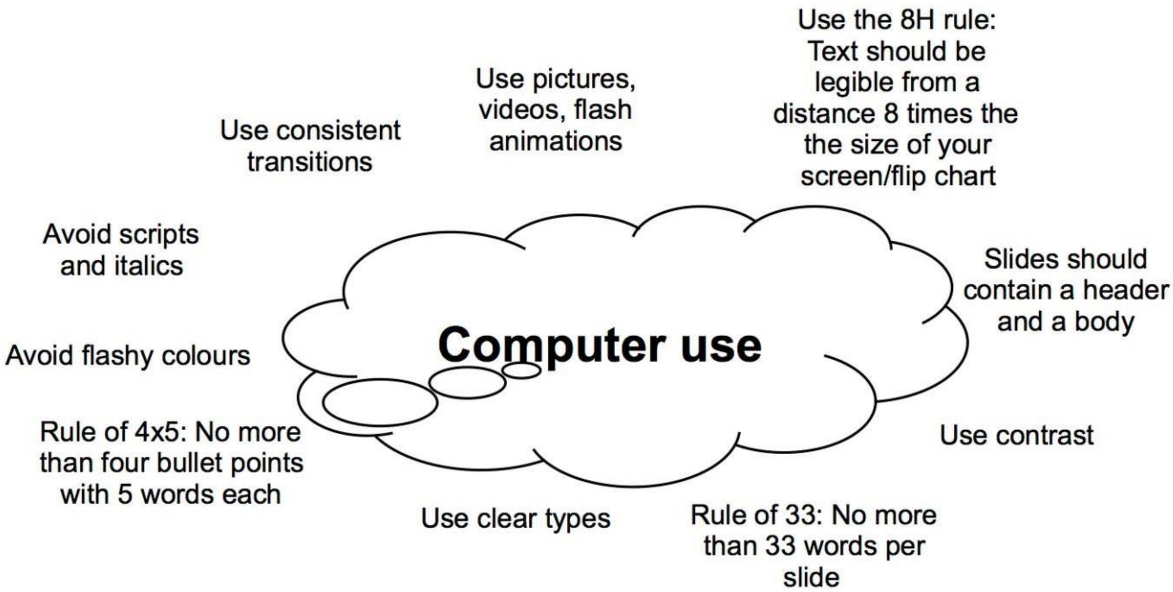
You are working as a receptionist in a small independent backpacker hostel. You realise the need for English lessons in the sector, not least because tourists are not able to find your place. You think it is only fair to have the training taking place during work hours since your shifts are long and most of your colleagues have families to take care of.

Annex 3: Mind Maps Inputs






Drawing
Letters should be about 5 cm in height
Use single-stroke technique instead of writing a whole word in one go
Use Paper with grid lines
Use normal case, not capitals
Use the 6x8 rule (no more than 6 words per row, no more than 8 lines per flip chart)
Pre-draw using pencils
Use pens in different sizes
Use crayons for shade
Align and sort
Use colour/shape/ style to create relations
Use cards creatively e.g. to generate arrows
Use pencil notes on the flip chart as reminders
Use Calligraphy technique (Use soft-tip pens with a chisel tip and keep their tip at 8 o'clock, try writing without turning the pen)


Computer use
Use the 8H rule: Text should be legible from a distance 8 times the the size of your screen/flip chart
Use pictures, videos, flash animations
Use consistent transitions
Avoid scripts and italics
Slides should contain a header and a body
Avoid flashy colours
Rule of 4x5: No more than four bullet points with 5 words each
Use contrast
Use clear types
Rule of 33: No more than 33 words per slide