Delivering Effective Workshops: Facilitator Tips

Adult Learning Characteristics

Children	Adults	…so training for Adults should…
Have few responsibilities; they perceive time as an unlimited resource.	**Have many responsibilities**; they perceive time as a very limited resource.	Have a strongly logical and efficient structure and use efficient delivery methods.
Are other-directed; they largely depend on other people for material and psychological support.	**Are self-directed**; they largely provide for themselves and are independent.	De-emphasize lecture and allow opportunities to "discover" key learning points.
Have a limited experience base; they accept what adults tell them is important; they are also open to new information and readily adjust their views.	**Have a broad experience base**; they come with their own ideas about what is important; they are also likely to resist or reject information that contradicts their views.	Allow learners to share their experiences and help them process new information in terms of what they already know or can do.
Self esteem is still developing; they are willing to accept a subordinate role in most situations.	**Self-esteem is fully formed**; they expect to be respected for their accomplishments and knowledge.	Approach them as peers and prepare them to succeed on challenges.
Perceive themselves as learners; they can learn without fully comprehending the value of the material; they also trust that learning will be useful in the future.	**Perceive themselves as doers**; they learn best when they can see the value of the material; they also need learning to be applicable to today's problems/needs.	Be focused on "need-to-know" not "nice-to-know" information, provide useful feedback on practice activities, and constantly make clear the applicability and value of all course elements.

Pike's 90-20-8 Rule

- Maximum module length is 90 minutes
- Every 20 minutes – get learners involved
- Every 8 minutes – change your pace/style

ADDIE Training Development Model

- Analyze: Find out what they need.
- Design: Plan the right solution.
- Develop: Build the right solution.
- Implement: Deliver the right solution.
- Evaluate: See if the solution worked.

Pre-Course Attitudes

- Vacationer: "I'm here for a day away from work."
- Prisoner: "Someone is making me be here."
- Learner: "I'm here to share ideas and learn."

Three Learning Types

- Visual: prefer to learn by watching
- Audio: prefer to learn by hearing
- Kinesthetic: prefer to learn by touching/doing

Five Phases of Activity Facilitation

1. Set-up the activity.
2. Review the instructions (EXPLAIN).
3. Show an example (DEMONSTRATE).
4. Run the activity (GUIDED PRACTICE).
5. Debrief the activity.

Four-Phase Delivery Model

1. Explain
2. Demonstrate
3. Guided Practice
4. Unguided Practice

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Learning Objective Domains and Sample Verbs

Knowledge
Recall information. ....*Verbs: Define, describe, identify, list, match, etc.*

Comprehension
Interpret information in your own words. ....*Verbs: Classify, explain, summarize, etc.*

Application
Use knowledge in a new situation. ....*Verbs: Apply, demonstrate, draw, use, etc.*

Analysis
Take a whole unit and identify its parts ....*Verbs: Analyze, calculate, diagram, differentiate, etc.*

Synthesis
Take parts and assemble a whole unit ....*Verbs: Create, revise, write, etc.*

Evaluation
Judge based on criteria. ....*Verbs: Argue, evaluate, rate/score, etc.*

Tips for Creating Learning Objectives

- Completes the stem: "After completing this course/module, learners will be able to…"

- Must be realistic, measurable, and focused on one idea

- Never begin with the verbs "Know" or "Understand"

PowerPoint Guidelines

- 1 slide per 3-4 minutes spoken
- Minimum font size: 20-point
- Titles: Sans serif fonts
- Body text/bullets: Serif fonts

- Strong contrast for readability
- 5 bullets per slide
- 7 words per bullet
- Charts/pictures vs. text

Pre-flight Checklist for Approaching Training

It may help to develop the habit of considering these six questions as you prepare to facilitate any section of a training course:

☐ What is the learning objective(s) for this section of the course?

☐ What information do participants need to achieve the objective(s)?

☐ What is the best way to demonstrate or show examples of the main ideas?

☐ What skills do participants need to practice to achieve the objective(s)?

☐ How can I appeal to all three VAK learning styles in this section of the course?

☐ How can I apply the 90-20-8 Rule in this section of the course?

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