Training Design
ETEY 2016 Pesaro

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PARTICIPANTS HAND-OUT

0   Introduction

"How do I learn best?" For example, do you learn better when someone tells you exactly how to do something, or do you learn better by doing it yourself?

Since all sensory input is organised by the person receiving the stimuli, it cannot always be directly transferred from the teacher to the student. This means that a teacher cannot "pour" information into a student's brain and always expect them to process it and apply it correctly later. For example, think of a time when you were taught something in a lecture-type class. Then contrast that against a time when you had to prepare to teach someone else something. You will probably agree that you learned the material better when you were preparing to teach the material. This is because you constructed the knowledge for yourself.

In other words, learners learn best when they are actively engaged in their own learning. As Confucius said nearly 2,500 years ago:
I hear and I forget.
I see and I remember.
I do and I understand.
(Moncur, n.d.)

As trainer, it is your responsibility to set up learning environment and processes which allow participants to construct their own knowledge, engage their creative side, challenge their mental representations and support in a way that each success or failure leads to relevant learning outcomes.

1   Content

2   Learning objectives

By the end of the session, participants are expected:
- To analyse the development of training: from an idea to a program;
- To create training sessions' out-line;
- To design a learning experience that engages all kind of learners.

3   Training request

Most Youth organisations are not proactive regarding the training needs of their members and therefore functions according to a reactive process during which first comes the request from training.

Training request comes from a group of members or a body of the organisation are sent to trainers who are expected to deliver a learning experience. These requests can come via various format (mail, phone call, SMS, etc.).

Regarding training design, here is where most of your journey will begin… From the information you'll receive from requester, it's important to start figuring out what kind of learning experience they expect from you.

3.1 Training properties

3.1.1 Duration
- **1-2 hours**: **workshop**. It ranges from a presentation towards a more interactive training. This time is not sufficient to cover anything deep enough but good to give a general overview, an "appetizer" or help to answer to small and very specific questions, focus on or address a specific problems.

  Note that for anything over 2 hours, you will need to include some breaks.

- **3-7 hours**: standard size **training session**. The interactivity level is higher compared to shorter sessions, provided it is done on one single topic. You will for sure need several breaks in this duration.

  Note that to avoid participants being over-exhausted, you should not plan more than 7 hours of active learning for the same day, unless it is absolutely necessary for the coherence of the training.

- **8-15 hours**: **training course** or long training session if done on one single topic. It is generally used to go deep into topics on internalisation of skills, such as presentation or facilitation. In this timeframe you have plenty of time to discover, practice, discuss, give feedback, etc.

- **15+ hours**: **training program**. For more advanced courses on a single subject (e.g. project management with step-by-step practicing on a real project) or for courses on combination of subjects (e.g. Leadership Summer School or other long training events)

3.1.2 Frequency

- **1 time**: the session happens within few hours on one day only.

- **Continuous**: you may decide to divide an 8-hour long training into two consecutive morning sessions, or have a 15-hour long training spread over a week-end.

- **Recurring**: sometimes your participants may not have time to spend a whole week-end with training. Instead, you could suggest a recurring setting. E.g. to cover 15 hours, you may say let's meet every Thursday for 3 hours over 5 weeks.

When splitting sessions into several pieces, be aware that you will need to spend time with refreshing what happened on the previous sessions. The greater the distance in time is between your sessions the longer you will need to plan the refresh activities.

3.1.3 Topic Mix

- **Single topic** (exp.: Presentation skills, Facilitation, Leadership);
- **Mixed topics** (exp.: how to manage my local group: leadership, teamwork, motivation, project management…)

3.1.4 Event Type

- **Local event**: can be a part of a Motivation Week-end, or an afternoon after the local's meeting. You may be asked by your own local to conduct the training, but as well you may be invited by a foreign local branch. In the latter case make sure you absolutely understand what the needs are and how the rest of the program will look like (e.g. is there a party before the day your training happens?).

- **International event**: part of an event that is not primarily a training event (e.g. General Assembly). You need to be prepared that your training may not be priority here and can easily be a victim of schedule rearrangements and time cuts. Try to structure your training in a way that you can easily drop blocks if necessary.

- **Training event**: primarily a training event. Put the stress here on cooperation and communication with other trainers. Involve others in your training design or at least keep them updated. There should be always a leading trainer, who coordinates the event from the trainers' side. Make sure s/he is updated in a timely manner on your progress. S/he is also your greatest help with logistics and aligning your training content with others'.

- **Trainers' Meeting**: Event during which trainers meet and discuss about a certain topic in order to raise further/better understanding of and/or to try to reach conclusions and/ or set standards about a specific topic.

Duration	
Workshop	1-2 hours
Training Session	3-7 hours
Training Course	8-15 hours
Training Program	15h +

Frequency
1 Time
Continuous
Recurrent

Topic Mix
Single Topic
Mixed Topics

Event Type
Local Event
International Event
Training Event
Trainers' Meeting

Training Properties Summary

4   Information gathering

When you receive a request to deliver a training, it will often happen that the information delivered with the request is incomplete, difficult to understand or insufficient.

The starting point could be to answer the following questions: Why is the training needed? Where and when will it happen? For how long? What about the participants?
You could complete it with other such as the organisation background, financial situation for the event to happen.

For more the most structured among us:
Topic: What area should the training cover (e.g. fundraising, presentation skills, or leadership)? Sometime the topic might be so vague that you will need to further clarify (e.g. management skills); other times, combination might be needed.

Aim of the training: What is exactly expected from you? Do you only need to talk about efficient meeting techniques, or you may need to help facilitating an entire Motivation week-end? What is expected from the session, the event? What does the organisation expect from the training?

Who are the participants: organisation's members/external people, the international board, or a mix of international teams' members?

Number of people involved: How many participants? How many trainers asked to carry out the course? How many organisers will help you with the logistics?

Duration of the training event: How many hours will the training last?

When: What are the exact dates? When is the arrival, departure date? Are they calculated into the training/course time (this might be important e.g. for training events)?

Where: What is the location? Which city/town? Also specifically where the training will take place? At the university, in a classroom, or in somebody's week-end house outside of the city?

Budget: What about refunds for travel? Can you spend money on training materials? Who pays for food and accommodation? Will you be paid? If yes, how much and under which conditions?

Logistics: what equipment and rooms are available? Is there internet connection? What about printing copying facilities? What kind of visuals they support? Do they provide separate rooms for breakout sessions?

Level of participants: do they have any previous experience in this topic?

Language: what is the language of the training?

It is your responsibility as trainer to collect these information and thus to establish a good communication with the requester/organisers, so that you have enough data to decide whether you can make yourself available and reply to the call, and if yes, when and how you can start preparing. Keep also in mind that some things that are straightforward to you as trainer, might not be to non-trainers.

There are certainly different ways through which you can collect the needed information to prepare your training(s) session(s). Below you can find a table, co-created during the training in ETEY 2016, about the advantages and disadvantages of different means of communication.

Way of communication	Advantages	Disadvantages
Website	Fast/easy access Target group defined Good for PR	Passive information Needs to be updated
Postmail	Information directly from the source	Can be time-consuming
Email	Free and rapid Allows more structure of information Allows proper storage of information	Long time of response Can lead to misunderstandings
Virtual Chat	More personal Instant conversation	Lengthy and time consuming Limited searching function
Phone call	Rapid information Instant conversation	No recording/searching system Time zones difference and availability
Skype (audiovisual call)	Real time interaction Interactive Allows greater number of people to participate Direct response	Availability Time zones Technical support
Face to face meeting	Clear communication Quick answers Direct response Personal preference/connection	Limited resources of information at the moment Can be costly Availability Low number of people
Proxy	Honesty vs Reality	Not complete overview Biased opinion
Reports	Free Detailed and Structured	Can be outdated Can be lost if no proper KT

5   Needs Assessment

Needs assessment is a fundamental step in the process of training. It refers to the initial analysis done to determine if a given training is **necessary** and whether or not it answers to the **perceived needs**. This is crucial point that often seems to be neglected in youth organisations.

Undertaking a complete **needs assessment** within Youth NGOs and their immediate environment requires a lot of effort, knowledge and money. As trainer, you may probably not be involved directly in the strategic planning of an organisation though understanding the big picture might help you provide the most suitable sessions.

In a training **needs assessment**, the emphasis is often on the needs that the youth organisation, their active members and their immediate target group have in order to improve and consolidate their work. To guide you in the process, you can start by asking the following questions:

Why does the organisation need training?
What are the expected outcomes of the programme?
Who are the participants more likely to join?

5.1   *The Social Ecological Model*

Derived from the Social Ecological Model (SEM) of McLeroy, this model can help to address Learning in Organisation in a systemic way. The model has several levels which tackle behaviour affects and influences, and a reciprocal causation (individual behaviours shape, and is shaped by, the social environment. In other words, people do not learn new behaviours solely by trying them and either succeeding or failing, but rather by being dependent upon the replication of the actions of others.

The levels of SEM are from the centre to the outside:

- **Individual**: Individual characteristics that influence behaviour: Knowledge, skills, self-efficacy.
- **Interpersonal**: Interpersonal processes and groups providing identity and support.
- **Organisational**: Rules, regulation, policies, structures constraining or promote behaviours.
- **Community**: Community norms, regulations
- **Public**: Policies, laws, best practices.

On each level, trainer should wonder about what is expected from the learning programme, which level will the participants most likely evolve with the skills and knowledge acquired and how to leverage participants' knowledge, skills and practice.

5.2   *The needs assessment process*
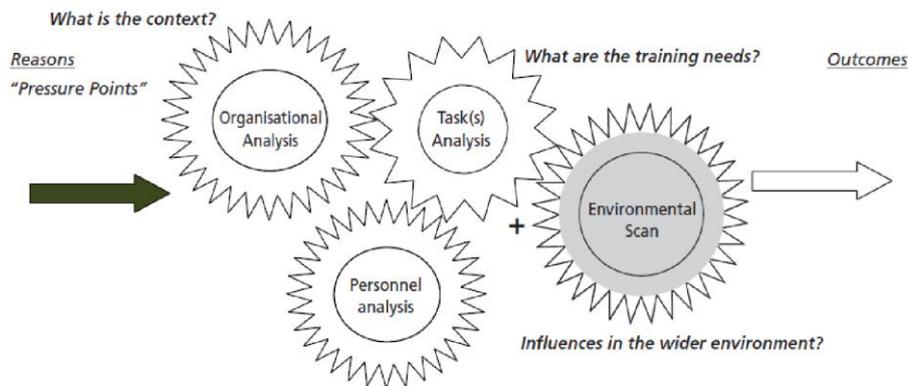
It is important to note that a **needs assessment process** in organisations ordinarily entails a complete analysis of what the organisation is working on, what its members want to accomplish, and what they need (in terms of knowledge, skills and attitudes) in order to be capable of reaching it. Even though regarding your daily training needs assessment, you will rely more on perceived needs, relative sense of usefulness and expected outcomes, it is important for you to know this process to positively impact the participants of your sessions as well as their organisations.

The complete analysis concerns the organisation, tasks members have to achieve, personnel goals and development agendas and environmental scan.

5.2.1 Organisational analysis

Organisational analysis means considering the framework in which the training will occur. This involves analysing the youth organisation in context, its on-going developments, its membership, volunteers and staff continuity and turnover.

A *needs assessment process* aims at identifying the organisation's main *areas of concentration*, the *needs* this highlights, and the necessary *strategy* to address the highlighted issues. A brief example is that of a youth organisation which decides to emphasise human rights education during its next semester. Clearly this organisation will need to acquire more knowledge on the subject, and undertake general organisational adjustment to manage the specificity of the subject it plans to prioritise

5.2.2 Task analysis

Task analysis identifies the tasks that must be fulfilled within the organisation in order to achieve its goals. If we continue to use the example from the previous paragraph, a relevant task analysis will identify specific tasks, or work profiles, related to its programme of human rights education. Related to this is an inventory of the **skills**, **knowledge** and **competencies** needed to tackle the work profiles.

5.2.3 Personnel analysis

Personnel analysis follows logically from the identification of tasks and required skills. It involves an initial overview of current suitability for the activities planned, and also identifies those in need of training, across the spectrum of volunteers, board members, staff or project officers and so forth. The endpoint of this analysis is examining the **readiness and willingness** for training within the organisation.

Because of the constant turnover in Youth NGOs, a personnel analysis should be conducted more often than in other organisations. Youth work tends to be very dynamic, and constant change may results in organisational strengths and weaknesses fluctuating rapidly over short periods of time. A simple example is the way in which a change in leadership in the organisation could result in either a huge improvement or disaster.

5.2.4 Environmental scan

The **environmental scan** is an analysis of the immediate and wider environment of the youth NGO. The importance of this as a separate analysis is because of the significant influence of the outside environment on the work of youth organisations (for example state policy, readiness of major donor organisations, and so forth). This element of the needs assessment maps out the possible collaborators in the field, identifies the relevant competition, maps the key 'actors' in the field and investigates the relations between them.

When working on an international level, it is very difficult for a youth NGO to undertake a comprehensive needs assessment. This difficulty is not however an excuse not to attempt it at all. We frequently hear statements such as "we need more trainers for youth work" or "We need XXX amount of members with negotiation skills", but how frequently do we hear the question "why" at the same time?

Every training event should be preceded by a process, even basic, of establishing the needs assessment on which it will be based. There is no shame involved in ending up with an incomplete needs assessment. As youth trainers, you are expected to play an active role in NGO's internal education and training system having the end in mind will allow you to know whether you are going to the right direction.

5.3   What if there is no time to do a proper assessment?

The last question to be considered is a practical one. Not all situations are ideal; obstacles to undertaking assessment data collection do arise. With significant lead time, you can use many of the techniques that have just been outlined. But you may easily face a situation in which a training program has to be designed and implemented hastily and/or the identity of the participants is largely unknown (which is particularly true for public workshops).

When these problems occur, try not to be discouraged. You will, of necessity, have to design the program by making your best guesses about the nature of the participants and their needs. However, you will still have some ability to obtain quick information and adjust the design accordingly. Here are some recommendations:

1. Phone a contact person who may have some familiarity with the participants and ask that person the basic questions listed at the beginning of this chapter.
2. Phone a few known participants, introduce yourself, and ask them some key questions. Hope that their responses are representative and treat them as a sample of the larger group. Or ask a contact person to set up a phone interview schedule for you.
3. Have any relevant materials (surveys, meeting notes or records) express mailed, faxed, or e-mailed to you.
4. Contact other trainers who have worked with your training group to get their opinions and impressions.
5. Talk to participants who arrive early on the day of the program and obtain whatever information you can.
6. Design some activities at the beginning of the program that will enable you to make some assessments of the group. (More information about this is given in Chapter Three.)

If you have done some contingent planning in your overall design, it still should be possible to make final adjustments before your class begins.

6   Learning goals

Once you clear out what is required from you, you can take some time and formulate your own goals; what you want to reach with the training, what you would like your participants to reach in term of skills, knowledge, attitude and competence. Obviously the goals must be aligned with the requirements though you can also include in your list of goals those items that you personally want to reach with the training.

6.1 Learning

This section continues by considering the concept of learning, and links it to the practice of conceiving and planning a training strategy and activity.

Learning is a differentiated and complex process, responsible for equipping us with knowledge and skills, developing our capabilities, and allowing us to know our own attitudes, values and emotions.

Training not only provides new ways of being, it also is focused on allowing people to learn about subjects, issues, skills, needs, opportunities, and so forth. Crucially, the aim is that people will do something with this learning.

As a trainer, we are charged with **facilitating the learning of others**. Before we can do this, we need to think about what kind of learning goes on in training. Presumably, training continues people's social learning, as it exposes them to new environments and people, situations and attitudes. Therefore we need to relate the way they learn to a planned process which can achieve the desired changes.

6.1.1 Learning outcomes

"If you don't know where you're going, don't be surprised to find yourself somewhere you never intended."

What does a trainer really want the participants to achieve by the end of a training course? What should participants know at the end of a workshop? What should they be able to do? What should they take home with them? These are a few of the endless questions that could be asked regarding the final outcome of a training activity.

Clearly, there is an enormous range of unpredictable factors in the life of a training program, from the expectations and learning styles of the participants to the ways in which it is evaluated. A flexible approach to the dynamics of training and a thoroughly planned approach are not mutually exclusive however. Thinking through learning outcomes allows the trainer to maximise the kinds of learning which the program can support, and influences planning for this within the training strategy and methodology. The question still remains however – what exactly are learning outcomes?

6.2 Learning Goals

Defining the **learning goals** can be seen as operationalising the different learning outcomes identified for a training activity. It should be noted, however, that this does not apply to all of the objectives that may be set for a particular activity. In discussing the types and levels of the learning outcomes, the focus was solely on individual development. In youth work (and in other fields where organisations undertake personnel training), normally two sets of goals can be defined. The first set is composed of specific **goals on an individual level**, outlining the **benefits of the training for participants**. The second set relates to the **organisation** that the individual participants belong to, and addresses the potential **uses and influences of the learning in the organisation and its environment**. If an aim of the course is the creation and motivation of multipliers, this second set of objectives becomes even more important.

This means that the designer of a training activity has two main tasks; translating the individual learning outcomes in training goals, and secondly, creating goals that address the organisational improvements that can be expected after participants start using their newly acquired knowledge. These are not easy tasks. The trainer needs a clear idea of what constitutes a training goal, and must formulate comprehensible and achievable ones. Importantly, these must be communicated to the participants as it allows them to negotiate their expectations with the goals of the training.

6.3   Writing Learning Goals

Your set of goals will be your most important guidelines during the rest of the preparation process, therefore make sure you spend enough time on formulating them and write them down.

Learning goals are statements of what students will learn in a class or in a class session. The statements are focused on student learning (What will students learn today?) rather than instructor teaching (What am I going to teach today?). These statements should include a verb phrase and an impact ("in order to") phrase -- what students will do/be able to do and how they will apply that skill or knowledge.

6.3.1   Sample Learning Goals for Library Instruction

- Students will be able to search a database using Boolean logic and flexible vocabulary in order to retrieve articles that are on-target and topic-relevant.

- Students will know the name and contact information for their subject librarian in order to get subject specific library help.

- Students will be able to develop topic-relevant vocabulary in order to search databases with maximum flexibility and effectiveness.

- Students will be able to use a thesaurus or controlled language list in order to select topic relevant vocabulary.

- Students will be able to construct a search statement using topic-relevant and controlled vocabulary in order to search databases with maximum effectiveness.

6.3.2 How do I write learning goals?

Bloom's Taxonomy of Educational Objectives gives you a way to express learning outcomes in a way that reflects cognitive skills.

You can use Bloom's taxonomy to identify verbs to describe student learning. Examples of learning outcomes verbs for library instruction include…

This training program is designed so that after the training is done, the participant knows or will be able to…

- **Knowledge/Remembering**: define, list, recognize
- **Comprehension/Understanding**: characterize, describe, explain, identify, locate, recognize, sort
- **Application/** choose, demonstrate, implement, perform
- **Analysis**: analyse, categorize, compare, differentiate
- **Synthesis**: construct, design, formulate, organize, synthesize
- **Evaluation**: assess, critique, evaluate, rank, rate

Note: we suggest one goal per level you would like to address in a learning program.
For further reading: Learning Goals Worksheet

Once you have your goals defined, you may want to communicate them with the training requestor, some future trainees, or with other trainers. They can provide valuable feedback on it and make sure you are on the right track.

7   Content development

This section will be dedicated on how to design a learning program from the learning goals set on the previous chapter.

7.1   Learning Blocks

Let's first start with the notion of Learning Unit, aka Learning Block, which is a formulation that facilitates change, a change that will result in the trainee being able to do something he or she could not do before going through the Learning Process. In other words, Learning Block facilitates 'change in behaviour'.

The Learning Unit can be depicted graphically as:

Figure 4
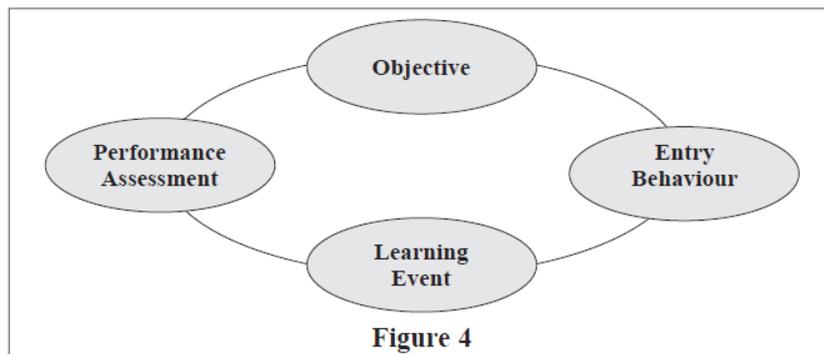
The model shown above has four principal stages. These stages are arranged
in a circular format to show that they are interrelated. For example:

Establish a clear purpose (e.g. the need to learn how to perform a task) and express as an objective. The starting point for developing the Learning Unit is, therefore, the **objective**.

There is a trainee or a group of trainees to train. Their present capabilities are termed as **entry behaviour**.

In the light of objectives set and the Entry Behaviour of the trainees, the **learning event** is designed. The purpose is to enable trainees to achieve the training objectives.

The trainer, the trainees and the management might like to assess whether the objectives have been achieved. This stage is earmarked for **performance assessment**.

7.2   4MAT Learning types

The 4MAT model explains learning in terms of the ways people perceive and process information.

7.2.1 Perceiving
Human perception - the ways people take in new information - occurs in an infinite variety of ways, all of which range between experience and conceptualization.
Experience - Perception by personal engagement - sensations, emotions, physical memories; the immediate; the self. Being in it.

Conceptualization - The translation of experience in conceptual forms - ideas, language, hierarchies, naming systems. An abstract approach to learning. Being apart from it.

The interplay between the "feeling" of experience and the "thinking" of conceptualization is crucial to the learning process. It connects the personal values and perceptions of students to those of expert learners.

7.2.2 Processing
Human processing - what people do with new information - occurs in an infinite variety of ways, all of which range between reflection and action.
Reflection - Transforming knowledge by structuring, ordering, intellectualizing.
Action - Applying ideas to the external world; testing, doing, manipulating.
The interplay between the "watching" of reflection and the "doing" of action is crucial as it provides the impetus for acting on internal ideas. It encourages the learner to test ideas in the real world and adapt what they learn to multiple and ambiguous situations.
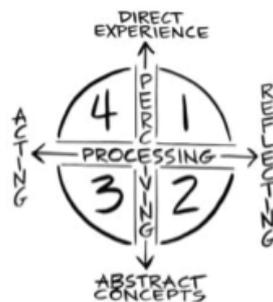

We can draw the way people perceive and process information as an axis, giving us 4 quadrants. These for quadrants each resemble one learning preference, which for ease are just numbered from 1 to 4.

In the picture below you can find a brief introduction to the 4 types of learners.

People Learn Differently: Each learner brings a personalized approach
to new learning. Which type of learner are you?

Type 4 Learners
Take in newness with their senses/feelings and process actively.

They are intuitive and love learning that is creative.

Favorite question: **If?**

Type 1 Learners
Take in newness with their senses/feelings and process reflectively.

They are sensitive and love learning that is personalized.

Favorite question: **Why?**

Take in newness with their intellect and process actively.

They are hands-on and love learning that is filled with real-world relevance.

Favorite question: **How?**

Take in newness with their intellect and process reflectively.

They are analytic and love learning that is filled with "expert knowledge".

Favorite question: **What?**

Type 3 Learners

Type 2 Learners

7.2.3 Type One Learners

Perceive information through direct experience and process it through reflecting. They learn by feeling their experiences, being present to them, trusting in their perceptions, and being open to sensory input. They take time to reflect and ponder their experience. They seek meaning and clarity. They integrate experience with the Self. They learn primarily in dialogue, by listening and sharing ideas. They excel in viewing these ideas from many perspectives. They have highly developed imaginations. They are insightful, absorbing reality, taking in the climate. They thrive on lots of reflecting time, especially when pondering new ideas. They seek commitment. They work for harmony and clue in to the needs of others with ease. They are great mentors. They nurture others to help them accomplish their goals. They tackle problems by reflecting alone and then brainstorming with others. They exercise authority through group participation. If participants are forced into a conflict situation (which is usually difficult for them); they will deal with it through dialogue and a great deal of listening.
They build trust through personal interactions.

Their favourite question is "**Why**?" They seek to know the underlying values.

7.2.4 Type Two Learners

Perceive information through abstract concepts and process it through reflecting. They learn by thinking through experiences, judging the accuracy of what they encounter, examining details and specifics. They take the time to reflect and ponder on what they experience. They seek to achieve goals and to be personally effective. They integrate their observations into what they already know, forming theories and concepts. They excel in traditional learning environments and are thorough and industrious. They judge new learning by how theoretically sound it is. They are intrigued by how systems function. They look for structure. They thrive on stimulating lectures and readings. They seek continuity and certainty and are wary of subjective judgments. They have clearly defined goals and monitor cutting-edge research in their fields. They want to be as knowledgeable and accurate as possible. They are systematic. They tackle problems with logic and analysis. They exercise authority with principles and procedures. If they are forced into a conflict situation, they deal with it systematically, dissecting the problem before coming to a conclusion. They build trust by knowing the facts and presenting them systematically.

Their favourite question is "**What**?" They seek to know what the experts know.

7.2.5 Type Three Learners

Perceive information through abstract concepts and process through acting. They learn by thinking through their experiences, judging the usefulness of what they encounter. They take the time to figure out what can be done with what they learn. They seek utility and results. They integrate new learning by testing theories. They excel at down-to-earth problem solving, often tinkering to make things work. They learn best with hands-on techniques. And once they have it, they move quickly to mastery. They are pragmatists, they need closure and they like to get things done. They thrive in the company of competent people and excel at problem solving. They seek to get to the heart of things. They work for deadlines and "keep to the plan." They like to be considered competent. They help others to be competent. They tackle problems quickly, often with-out consulting others. They exercise authority with reward and punishment. If they are forced into a conflict situation, they deal with it by creating solutions. They build trust with straightforward forcefulness.

Their favourite question is "**How** does this work?" They seek to know the usability of theory.

7.2.6 Type Four Learners

Perceive information through direct experience and process through acting. They learn from their perceptions and the results of their experiences. They are open to all manner of sensory input. They take the time to consider the possibilities of what they learn. They seek challenge and are risk takers. They integrate their present experiences with future opportunities. They learn primarily through self-discovery. They excel at synthesizing. They are flexible and flourish in challenging situations. They are enthusiastic about enriching reality, putting new "spins" on things. They thrive on chaotic situations. They seek to influence others. They push their potential. They are at ease with all types of people. They actively seek growth and pressure others to do so. They tackle problems with their intuition. They exercise authority by influence and expect their people to be accountable. If they are forced into a conflict situation, they react emotionally and then move to cool rationality. They build trust with high communication skills and openness.

Their favourite question is "**If**?" or "What if?" They seek to know the possibilities.

7.3   4MAT Learning process

The main idea is to design the training in such a way that **all** different learning types are addressed, meaning that all participants will feel comfortable with the way the training was delivered, and that it will maximise the learning.

The origin of the process is the quadrant as presented above. Now what we do is we move from a static approach to a dynamic approach. During a training we will move from each quadrant to the next, reaching the full learning spectre.
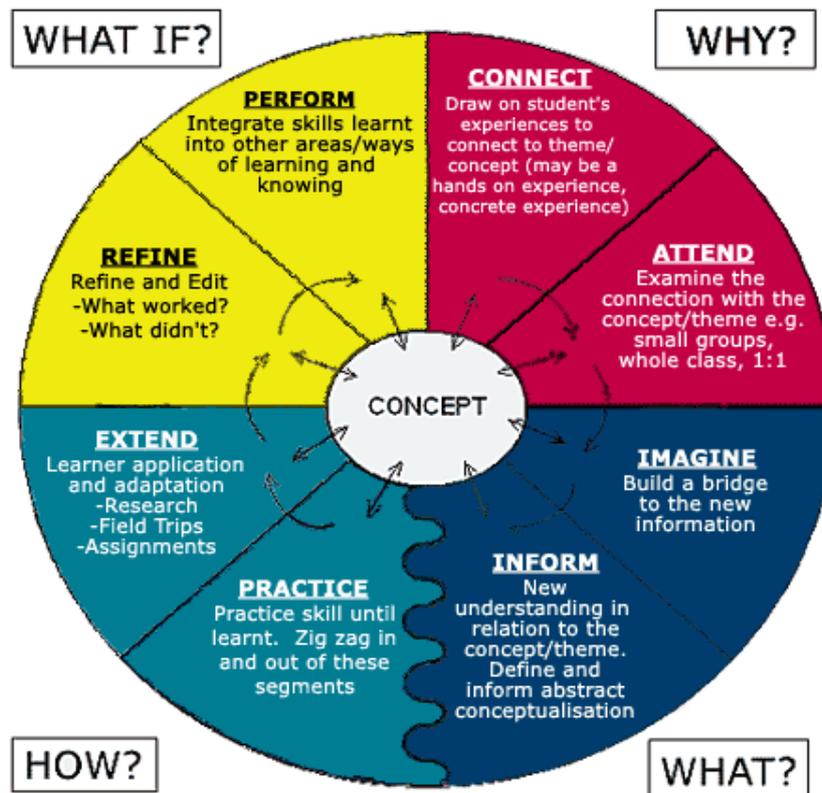
7.3.1 STEP ONE: CONNECT

Create a reason

In Quadrant One we create a reason. We answer the question "Why?" We begin by Creating an Experience.

The objective is to allow the learners to enter into the experience, to engage them, and to integrate the experience with personal meaning.
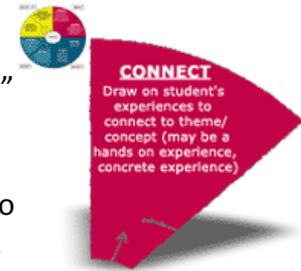
Create a direct experience, something that can be apprehended or perceived on an immediate level by the Educator, something that connects to the learners' own lives and is therefore valuable to them.

Educators who have difficulty with this, should begin by asking WHAT they are teaching.

In other words, go immediately to the Second Quadrant and the content to help determine the concept that will make the content they are teaching the most relevant to their students.

In order to design the experience that will create a personal connection for all of the learners, an educator needs to **know** the concept to be taught. Without the proper grasp of the concept, one cannot create a meaningful personal connection. It requires grasping the idea of something in a way that connects to meaning. It is the core idea formed by mentally combining all the characteristics and particulars into a useful construct. It is the simplicity inherent in the meaning that connects the concept to understanding.

The connecting activity must embody the essence of the concept at a simpler level, in order to prepare the students for the complexities that lie ahead as they move around the circle. Herein lies the concept gestalt coupled with the personal experience, the experience that connects to the self.

One of the biggest stumbling blocks in designing the Quadrant One is the inability to translate the concept into a simple structure, into language learners can understand and relate to, and in a manner that connects to their personal lives.

7.3.2 STEP TWO: ATTEND

Reflect on Experience

The aspect of reflecting on experience lies in the quality of analysis. Now the learners examine the experience. The method is discussion, but the focus has changed. Learners are asked to step outside the experience and look at its parts.

There are two things to guard against: one, getting too technical in the analysis, and two, attempting to introduce new material. When educators construct a meaningful connecting experience they have no difficulty helping learners to reflect on that experience. The experience itself flows into meaningful reflection and dialogue.

The goals that are emphasised throughout the first quadrant are focussing and generating skills, making meaning, observing, visualising, imagining, inferring, connecting, diverging, listening, interacting, honouring subjectivity, and reflecting.

In Quadrant One, students may be engaged in activities such as sharing personal reflections and autobiographic episodes, relational thinking, journal entries, brainstorming, mid-mapping, drawings, group discussions, simulations, study teams, and self-assessment.

7.3.3 STEP THREE: IMAGINE

Integrate Observations into Concepts

This step of Quadrant Two attempts to deepen reflection; it is an integrating step. This step is the key to the learners' internalization of their need for further understanding of the concept at hand. It is the place where they link their personal, subjective experience with the objective, analytic world of the content at hand.

Educators are moving the learners from the concrete to the abstract, blending their world of subjective experience with the abstract theory in the content to come. The IMAGINE activity serves as a lens through which the learners will view not only the parts of the content, but also how the parts contribute to the conceptual whole. Educators must create an activity that causes learners to mull over the experience and reflection just completed in Quadrant One, while deepening their understanding of the concept, the purpose of Quadrant Two.

7.3.4   STEP FOUR: INFORM

Develop Theories and Concepts

This second step of Quadrant Two takes learners to the heart of conceptual information. Be sure the subject matter does not swamp the learner with information easily available elsewhere, but rather information is given selectively to assist in learner inquiry. Stress information that relates to the core of the concept.
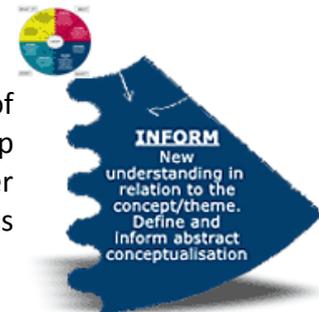
The Fourth Step is to "teach it to them". The choices of content must be related to the concept and engender further learner inquiry.

The goals that are emphasised in Quadrant Two are reflecting, seeing relationships, developing idea coherence, conceptualising, defining, patterning, classifying, comparing, contrasting, being objective, discriminating, planning, constructing theoretical models, and acquiring knowledge.

7.3.5   STEP FIVE: PRACTICE

Work on Defined Concepts (Reinforcement and Manipulation)

In Step Five, the students react to givens. They do worksheets, use workbooks, try fixed lab experiments, employ manipulatives that provide hands-on guided practice, use computer-assisted technology, etc. These activities (and they may be many and varied) are used to reinforce the concepts and skills taught in Quadrant Two.

Note that these two steps, INFORM and PRACTICE, are analytics techniques. One can easily see the value of these two steps for all learners, but exclusive teaching in this way handicaps all learners. We must teach the whole cycle if we are to individualise student productivity and performance in meaningful ways.

The four quadrants in the 4MAT System move from educator-initiated to learner-initiated activities. In Quadrant One (CONNECT and ATTEND), the educator is the initiator, the primary actor. S/he plans and implements the experience as well as the reflective discussion that follows the experience. In Quadrant Two (IMAGINE and INFORM), the educator is the information giver; first in Step Three by linking the experience and the reflection into the concepts to be taught, and second (Step Four) by teaching the material and skills.

This changes as we move into Quadrant Three. The third quadrant is where the learners become active, more self-initiating. Learners become the primary actors even more in Quadrant Four.

Maslow speaks eloquently of choices encouraged by a safe environment. We emphatically agree. We do not believe learning can take place without allowing learners to make choices, to explore, to manipulate, to experience.

7.3.6 STEP SIX : EXTEND

Add something of Themselves

Real integration begins with Step six.

The learners are "adding something of themselves", "messing around," and making the material theirs.

The characteristic of Step Six, EXTEND, is in the integration of the material and the self, the personal synthesis, as well as in the opportunity for learners to approach the content in their own most comfortable way.

Creative educators provide their learners with the opportunity to extend what they have learned through making project choices and individualising their own experimentation. The educator may keep individual learning type characteristics in mind when planning activities for the learners to select. Step Six of a 4MAT unit is the ideal place for the educator and students to agree about the rubrics that will be used to assess the final product created by the learners.

Step Six moves the students into Self-Discovery. This is active thinking. This is learning by doing, and its essence is problem solving. We must motivate our learners by answering the question "Why?"; we must teach it to them by answering the question "What?"; we must lead them from the abstract to the real by answering the question "How does this work?"; and we must allow them the delight of self-discovery by building in the question "What if?".

The goals that are emphasized throughout Quadrant Three include resolving contradictions, managing ambiguity, computing, collecting data, inquiring, predicting, recording, hypothesizing, tinkering, measuring, experimenting, problem-solving, and making decisions.

7.3.7 STEP SEVEN : REFINE

Evaluate the Extension

REFINE is the step where the learners are asked to analyse what they have planned as their "proof" of learning. The characteristic of Step Seven lies in the analysis of the planning. This analysis should be based on:

1. Relevance to the content/skills
2. Originality
3. Excellence
4. Agreed-upon rubrics from Step Six

Step Seven requires the learners to apply and refine in some personal, meaningful way what they have learned. The students (as well as peers and the educator) will be involved in editing and refining the work that has been done so far, analysing for strengths and weaknesses, taking a position, and engaging in productive self-assessment.

The learning is being extended outward into their lives.

7.3.8 STEP EIGHT: PERFORM

Adapting it Themselves and Sharing What They Create With Others

In the last step of the 4MAT unit, PERFORM, the learners share what they have learned and created with each other, and perhaps with the wider community at large. This is the place where students are asked to stand and speak in their own voices as they share in their own best way what it is they have learned from the cycle they experienced. If we have done our job, we have given our learners the skills to discover for themselves whether or not what we have taught is worth knowing.
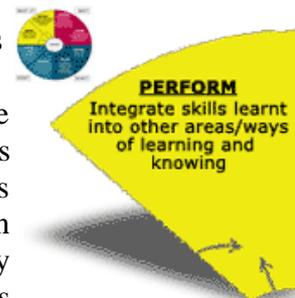
The goals that are emphasised in Quadrant Four are creating, identifying constraints, revising, creating modes, coming to closure, editing, summarising, verifying, synthesising, re-presenting, reflecting anew, re-focusing, and evaluating.

7.4   4MAT checklist

4MAT quadrant	4MAT step	Checklist
I Observation and direct experience (WHY?)	Connect	Did you use "have you ever…" questions? Did you prepare a Big Bang? Did you use exercise before theory?
	Attend	Did you include a sharing session? Did you plan debriefing after the exercise? Did you link the theory back what has been seen during the exercise?
II Abstract conceptualizing (WHAT)	Imagine	Did you plan creative delivery techniques for the theory part? Did you include the "what are we talking about" question? Did you make sure they can put the details into the big picture? Did you use metaphors?
	Inform	Did you design your explanation clear and concise (so that even a 8 year old pupil would understand it?) Did you choose an interactive approach? Did you provide enough data? Did you prepare examples for the theory?
III Active experimentation and problem-solving (HOW?)	Practice	Did you plan exercise after the theory? Did you plan enough time for the exercise so it can unfold a practical outcome? Did you plan a hands-on exercise?
	Extend	Did you plan a "how to" discussion, where you can gather examples from participants? Did you provide a challenge to resolve? Did you provide enough freedom for participants in the exercise?
IV Integration of new knowledge and skills (WHAT IF?)	Refine	Did you provide opportunity to customize the learning? Did you provide a connection with the future?
	Perform	Did you provide them with a complex problem? Did you plan to motivate them to try? Did you plan to celebrate that they acquired the new skill/knowledge? Did you design a system for follow-up?
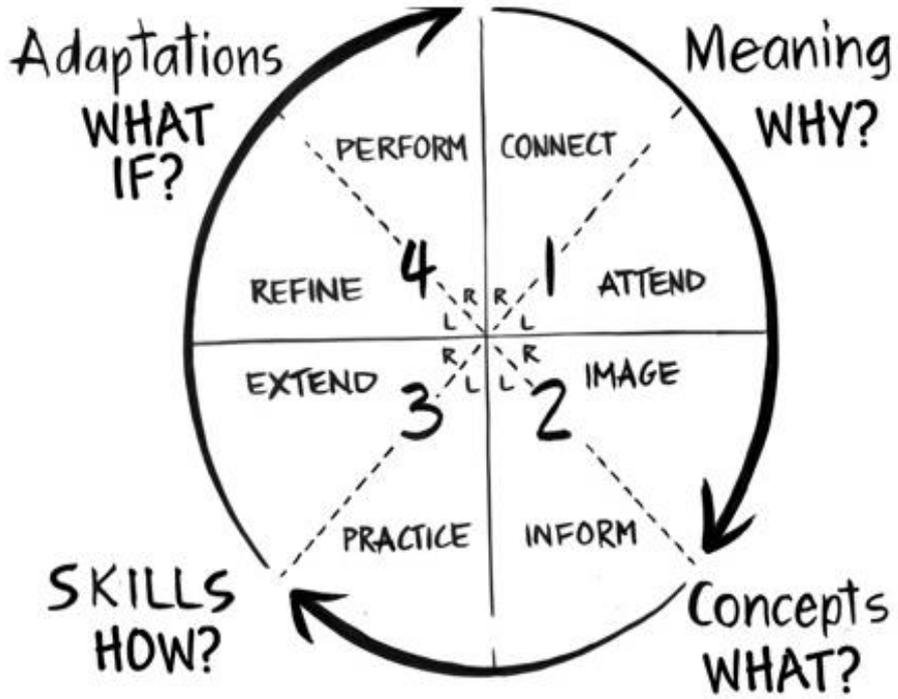
8   Session Outline

8.1   Standard elements of schedule

8.1.1   Training Element Matrix (TEM)

The following matrix presents several typical training elements and their typical duration (in minutes), frequency, purpose and possible problems.

Note that these are initial guidelines; of course it is possible that they last longer/short and/or happen fewer/more often. It would be good to check if your training at least consists of these elements.

Element	Min.	Freq.	Purpose	Possible Problems
Introduction & Schedule presentation	10	1	Act of politeness, explain your background, inform of what's ahead	Unrealistic schedule, running of the schedule, bad first impression
Games	5-60	0-6	Waking up, team dynamics, fun	Mess time, not serious enough, participants might not be in the mood
Expectations gathering & checking	10*	0-1	Tailor the training, showing care, warning if some expectations won't be fulfilled, check satisfaction	Might forget to use them after gathering them, wrong expectations, expectations higher than the depth of the training, trainer could be uncomfortable with difficult expectations
Learning blocks	30-240	1-4	Carry the intended learning of the training e.g. through a full 4MAT process	Incoherent, length of the complete block is difficult to estimate, trainer unable to deliver knowledge or not skilled enough
Coffee breaks	15-60	1-3	Wake up, disconnect, coffee-talks, socializing	Mess time, logistics (coffee/place not ready, far away, difficult to reach), trainer can't leave the room
Recap & conclusions	5-10	1-3	Refreshing what happened, closure, giving hand-out	Forgetting it, forgetting what has happened during the training, participants (think they) didn't learn anything
Feedback & evaluation	5-30*	1	Evaluate the session and improve for the next time	Personal feedback, asking the wrong questions, no time for self-evaluation, worthless feedback
Knowledge and skills assessment & development	5-240	0-2	Measuring the participants skill and their progress	No progress, difficult to measure
Theory blocks	5-30	1-8	Giving knowledge and/or tools to participants	Too long, boring, forgetting the theory, trainer doesn't understand the theory
Exercises	20-120	1-4	Experiencing, conceptualizing, applying, creating	Irrelevant, unclear, too easy/difficult, mess time, participants not participating (seriously) in exercises
Debriefing	20-120	1-4	Extract the learning from an exercise or experience	Irrelevant points, unclear, too easy/difficult exercise, mess time, participants not participating (seriously) in activity

Lunch	30-150	1	Disconnect, lunch-talks, socializing, fulfilling physiological needs, processing time for the trainer	Mess time, logistics (coffee/place not ready, far away, difficult to reach), trainer can't leave the room, danger of losing participants
Parking lot	0-20%	2	Tailoring trainings	Too few/many topics, time is already taken by something else, difficult to create content on the spot
Mess time	5-20%	infinite	Fitting in the event schedule, fixing logistics, time lost between training elements	Very difficult to estimate, always there
Group discussions	5-30	.1-6	Involving people, let them share their knowledge/experience, trying to reach an outcome	Conflicts, talkative/silent people, get out of topic, time
Follow up	?*	?	To guide participants further in their development, to give them homework, to write the report, to write the hand-out	Not doing it, you lazy bastard

* These elements can also take place before (e.g. expectations) and after the actual training session (e.g. follow up)

8.1.2 Hello and Introduction
It is an act of politeness to start your training class with greeting the people and introducing yourself. Give some information on your personal background and especially what experience you have on the topic you will present today.
It can also contain a short description of the topic itself if it is brand new for most of your audience.

8.1.3 Present schedule
People generally need to know what is going to happen to them during the training. What training blocks they will attend to, where the breaks, lunch, dinner, etc. are. Always present the schedule – a flipchart will do –, but make it only as detailed as it is the most comfortable to you. Mark at least major breaks. If you are not sure of your pace in advance, you can simplify or partly omit the timing from the participant's schedule.

8.1.4 Wake up games
Wake-up games are not absolute necessary elements of the training, though certainly are useful when your audience is sleepy. Position them wisely during the course and do not overdo or abuse them.

8.1.5 Gather expectations

The expectations gathering helps you to fine tune your training in the last minute. It also emphasizes towards your participants that you care about them. Once they are clear on what will happen to them during the day (i.e. the topic is shortly introduced and the schedule is presented) you can ask them one-by-one to tell you what specific things they would like to learn during the training, and/or what are their overall expectations? Record each point on a flip-chart, and hang it in the classroom. For some questions you can already point out at which part of the training you will cover them, or warn them that during this training you will not talk about the topic in question.

During the training time-to-time take a look at the list to check if any of the questions are relevant to the topic you are talking about. If yes, point it out. Once you are finished with the training, make sure you check back on the expectations.

8.1.6 Check if expectations met

At the end of your training take the flipchart where you have listed participants' expectations and go through all points one-by-one. Ask the group who had the question. Point out at what part of the training you have covered this specific question – if you did. Ask the person if satisfied with the outcome.

It may happen that you did not cover some questions because they were outside of the topic of the training. In this case, point out where the trainee can look it up, or how you can help him to follow up on this. Remember that once you promise something, you are expected to keep your words!

8.1.7 Learning blocks

These are the standard blocks consisting of exercises and theory parts that carry the intended learning of the training. More about them in detail see chapter *Erreur ! Source du renvoi introuvable.* **Erreur ! Source du renvoi introuvable.***.*

8.1.8 Breaks

You can run a training session without breaks up to about 2 hours. Beyond that you will need to include breaks. You can read more about breaks in chapter *Erreur ! Source du renvoi introuvable.* **Erreur ! Source du renvoi introuvable.***.*

8.1.9 Conclusion

Always close your training with shortly refreshing what happened throughout the session(s). You can do this by yourself or ask one or some trainees to do it as a final exercise.

8.1.10 Feedback and evaluation

Feedback should cover both the content and the process part. The content here refers to the elements of the training and in particular the knowledge and skills you delivered. This information you or others working on this topic later can use to better understand the general needs of trainees.

The process part refers to how you did the training. It is valuable to ask for feedback on you and on your training delivery skills: what went well, where you need improvement.

8.1.11 Knowledge and skill assessment

It is sometimes a good idea to get an overview on the knowledge or skill level or trainees at the beginning or during the training. Based on that you may adjust your teaching strategy one last time; or if you repeat it at the end of the training too, you can directly measure how much participants developed. This kind of assessment can be as simple as a one-point survey or as complex as a carefully crafted questioner.

8.1.12 Collect individual learning points

The recap of the individual learning points for participants helps them to "take home" the material they were taught. Most of the time we do this by asking each one of them: "What have you learned today?" There are several other methods which will be covered more in-depth at the transfer and follow-up section. Before you proceed with the learning points exercise, make sure you have already drawn a conclusion of the training and also give them some time for self-reflection.

8.1.13 Recap of the current or previous session

If you are delivering training in more than one session with longer breaks in between (e.g. lunch or dinner) then you should finish before the break and start after the break your training with a short recap on what happened so far. This you can either do by yourself or ask one or more trainees to do it as an exercise.

8.2 Structured scheduling format

There are many ways to record your own schedule. Here is a suggested one, that helps you to overview your training step-by-step and also offers lots of advantages when it is about to exchange information between trainers.

It is basically an Excel table with a defined header (see below). You record every exercise or block in separate lines. Depending on how much of an Office-whiz you are, you can include additional goodies, such as automatically calculated Time field or, auto-summing the total time.

This scheduling format also comes handy when it is about time to file your training report, namely: this is the standard format used in training reports.

Time	Duration	Real Time	Topic	Goal	Description	Materials	Responsible	TODO	Comments

When you look up older reports, you will see that not all fields are mandatory; moreover the fields' naming is handled quite flexibly by different trainers. In this version we tried to incorporate different layouts. You can adjust it to your needs as long as it is still easy to understand by others.

Below is a definition of columns:
- **Time**: start time or the exercise or block. This will help you during the training to see whether you are still on schedule
- **Duration**: the length of the exercise or block in minutes.
- **Real time**: leave this column empty during the design phase. Then during the training note down here for yourself the time when you actually start the exercises. Revise this info during the training evaluation phase. This will help you to develop a good sense for timing exercises.
- **Topic**: the title of the exercise or block.
- **Goal (optional)**: note down here what the aim of this exercise is. This information is mostly relevant when you use the schedule to exchange information with others (before or after the training) and to ensure main point to tackle on debriefing.
- **Description**: step-by-step description of the exercises/activity.
- **Materials**: what materials you need at this stage (e.g. flipchart, balls, etc.)
- **Responsible (optional)**: who is doing this piece? Obviously if you are the only trainer, you don't use this column.
- **TODO**: use this column during the preparation phase to note down things you still have to complete for this exercise before the training (e.g. ask organizers to buy M&M's)
- **Comments (optional):** anything else that you want to note down.

8.2.1 Tips for designing schedule

Schedule design – just as many things else in training – you learn mostly by practice. If you are doing it for the first time(s) the following tips may help you.

- When you calculate block length count 5 minutes as the shortest time that you put on schedule. If you are faster than that, you can reuse the remaining of that time during the delivery elsewhere.
- For exercises – especially where some logistical setup, moving or breaking into groups is involved – always include some "mess time" at the beginning.
- Activity Debriefing: as a rule of thumb plan for debriefing at least the same amount of time than for the related exercises.
- If you tend to start late after breaks – because you are a nice person and always wait until everyone is back – also include some buffer time for this on your schedule

8.2.2 Practice then theory or theory then practice?

The perfect case would be of course practice then theory then practice. Unfortunately this is not always possible mostly due to time or logistical restrictions. To help you to decide here are some suggestions:

- Try to always include an exercise for each theory block at a minimum.
- Based on the content of the theory and the use of the available exercise, decide where do you want to put the stress – or what the exercise is the most suitable for – reflection or application? In other words one scenario would be "exercise then theory"; another one would be "theory then exercise".
- If you are using "practice then theory" order, make sure that the debriefing includes discussion about how participants would do the exercise differently now.
- If you are using "theory then practice" order, open with a small discussion asking participants to talk about personal experiences that relates to the theory to be covered.

8.2.3 Training aids

The 4MAT theory says that besides you need to cater for all learning types you also have to engage both the creative and the analytical process of the brain. This – high level of creativity during the learning process – is one of the characteristics that makes training differ from standard school education.

Your purpose is therefore to make learning colourful, by using different kinds of tools. Here we provide a small list of techniques, but of course the limit is only your imagination!

- For discussions and opinion gathering when you use flipcharts, make them colorful. Do this by using colour papers, post-its, cards. Use cards in various shapes, not only the conventional rectangular ones. You can buy self-adhesive dots, stars and many other forms that you can use for multi-voting.
- Make your presentations creative, by getting the best out of the tool what you are using. Use photos, and other graphical elements.
- You can use video for training, either by recording certain moments in the training class and playing it back to your audience, or by playing short films or sketches for training purposes. There are several companies that make their living for shooting educational films for training purposes, try go get hold of some of those videos.
- Use relaxing music in the background for some reflective exercises, play something cheerful for the breaks, or ask someone to conduct an aerobic session over the rhythms as a wake-up exercise.
- Play with the light, space and room arrangement to enhance mood or change of topic and environment.
- Use toys, balls, construction sets, LEGO™, etc. to stimulate learning by doing, e.g. for practicing certain steps of running projects, or visualizing some pieces of theory.

8.3 Session design

After you are clear on your training goals, you have collected and read some materials on the topic and have an idea of what training methods are available to you; it is time to start the serious work: designing you training time line.

Step 1
Before you start the whole process, make sure you have an idea about some important points which will form the corner-stones of your design during the previous phases (4MAT or main Learning Objectives).

Step 2
Organise the information related to the content part you have collected from several sources.

Step 3
After this knowledge-based schedule-skeleton is ready add the standard elements (such as introduction, expectation gathering, feedback, etc.) as new blocks. From here on the schedule design becomes an iterative process. Our suggestion for tool is to use a structured scheduling format on Excel sheets or TrainedOn.

Step 4
Take the blocks one-by-one and work out their content following the 4MAT or other design method. Make the exercises as creative and colourful as possible.

Step 5
Estimate the length of each block. Based on this timing and think about dynamics and the expected energy level of the group, and then place the breaks and energizers.

Step 6
Check your timing against the available course length. If necessary drop some blocks, or redesign some exercises. Repeat portions of the design cycle until there is nothing overtime and you are satisfied with the outcome.

Step 7
Once your schedule is fixed write it down in any format that is the most convenient for you making sure it contains all the necessary details.

Step 8
Decide on the next steps. Fill-in the to-do and material requirements parts of the schedule. If you do the training with others and you did not decide about how to split it yet, it is also a good thing to do so now.

Step 9
Celebrate! You have just completed a significant step towards your training.

When good things come together, it's a Session.

9 Trainers' Group Work

Many of the training sessions are conducted by two or more trainers. Furthermore, international training events are often the result of coordinated efforts of many trainers. Below we try to give some advices on how you can effectively communicate with others before, during and after the training.

9.1 Working alone or together?

Working with others on the same session is fun and is definitely a learning experience. It may also be that sometimes you prefer to work alone on your training. It is normal.

To make the situation clear however, please always state your choice right at the beginning to the person who coordinates the training event and working partner(s) or the one who requested the training.

9.2 Working with whom?

Much of the training preparation is done in a virtual working environment which makes communication quite challenging. You can certainly make your life and your peer's life easier if you choose to work with people whom you have worked before and it was successful, or someone who you know well. In case there is nobody on your option list that falls into these categories choose someone who you can trust in.

Bottom line, you may not be able to choose your partner therefore it will be very important to state expectations from and to each other and find the needed time to share each other strong and weak points regarding availability, working methods and topic preferences.

You always have the right to say whom you prefer to work with. Exercise it for the sake of both of you, and your trainees.

9.3 Sharing the work

You have basically four options to work with co-trainers:

Sequential delivery: You design the training together and also deliver it together. During the design phase you slice the training and decide on who will deliver these different portions. During the delivery, at any given time only one of you is "on the stage". (Exceptions are only breakout groups, where you might ask the other/s to help you out with observing or facilitating small group exercises).

This delivery scheme is relatively low in complexity. The watch out is that all of you need to know the whole training, in order to successfully refer to parts which were not taught by you. Also keep your timing strict. If you are slow with your portion, your peer will start later or may even need to drop topics or exercises.

Collective delivery: You design the training together and also deliver it together. During the training you are both "on the stage" and one contributes to the message of the other continuously.

This needs a very high level of co-operation, understanding and patience. People sometimes tend to over-talk the other, or try to look smarter once comparison is so clear. To do this type of delivery successfully, you need to know your peer for a long time, and you must trust each other very well.

Parallel delivery: You design your training together. When the training starts you divide the group into sub-groups, so that each trainer gets a group. Then all of you deliver your training separately alone, parallel to others.

This is a comfortable setting for large groups, where it anyway makes sense to decrease group size in order to increase interactivity level. (See discussion on group size later.) Also from the delivery point of view it is the simplest, as everyone can go on according to his/her own pace.

What you have to take care of is that the separate sessions should be still comparable, so when trainees come together after the training they should be able to change experiences just as they would have sat in the very same class.

Mixed delivery: a mix of any or all of the 3 methods above. Whatever you come up with, make sure it is well coordinated, and the training keeps its consistence and dynamism.

9.4   *Preparation and communicate with peer trainers*

Most of your communication will go virtually, using e-mail, Skype, chat or whatever virtual communication channel or latest technological software or gadget.

Expect that information may get lost in the process – emails can be undelivered, mailboxes can be full, the chat software may break down, etc. Others may be on-line in a different fashion than you – they may be busy or on holiday – and thus answer emails with big delays. So be patient and, from time to time, check if your message went through.

People have also different communication styles both verbally and in a written way. Be aware of that, what more: be prepared! Read about it, or discuss it with others. It is very easy to misunderstand things in the virtual world. Try to be clear and if you are not sure of the meaning of a message ask!

It is one step faster – yet not always simpler – to communicate via the phone. To save on the phone bill, you can also use some Skype like software, or SMS like with Viber or Whatsapp which are free.

Finally, of course, nothing can replace real life meetings. Two days of meeting can save you up to one month of virtual struggle. Trainers' Meetings (TMs) are excellent occasions to prepare a training program. You can also involve others trainers who may not deliver the training with you, but can provide valuable inputs.

When organizing face-to-face meetings be very careful about the schedule, especially following it. Meeting is fun – and it should be – but you don't want to waste your precious time on off-topic discussions, or things that you can do once your training is ready. Use the meeting for idea generation, for agreeing on the common grounds and for designing the creative components. Anything that is individual work can be done and followed-up in e-mails.

10 Further readings

If you want to develop your knowledge from this document, here are some references that were used when designing this training session:

10.1 References

- T-KIT6 – Training Essential
- The trainers' toolkit by Cy Charney & Kathy Conway
- Teaching around the 4MAT cycle by Bernice and Dennis McCarthy

10.2 Web links

- TrainedOn - Session Design Online tool
- http://www.myatp.org/Synergy_1/Syn_9.pdf
- BEST - Train the Trainer
- Learning Unit
- http://www.ndt-ed.org/TeachingResources/ClassroomTips/Constructivist%20_Learning.htm
- http://www.cal.org/co/domestic/toolkit/tools/Adult_Learning.pdf
- http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/blooms.html
- http://ocw.jhsph.edu/courses/healthbehaviorchange/PDFs/C14_2011.pdf
- Writing objectives using blooms taxonomy

10.3 Books

- Active training, handbook of techniques by Mel Silberman
- The training design manual by Tony Bray
- Training for dummies by Elaine Biech
- Methods and Techniques used in intercultural youth projects
- Training from the back of the room, Sharon Bowman