BEYOND WORKSHOP
HOW TO PLAN EFFECTIVE TRAININGS

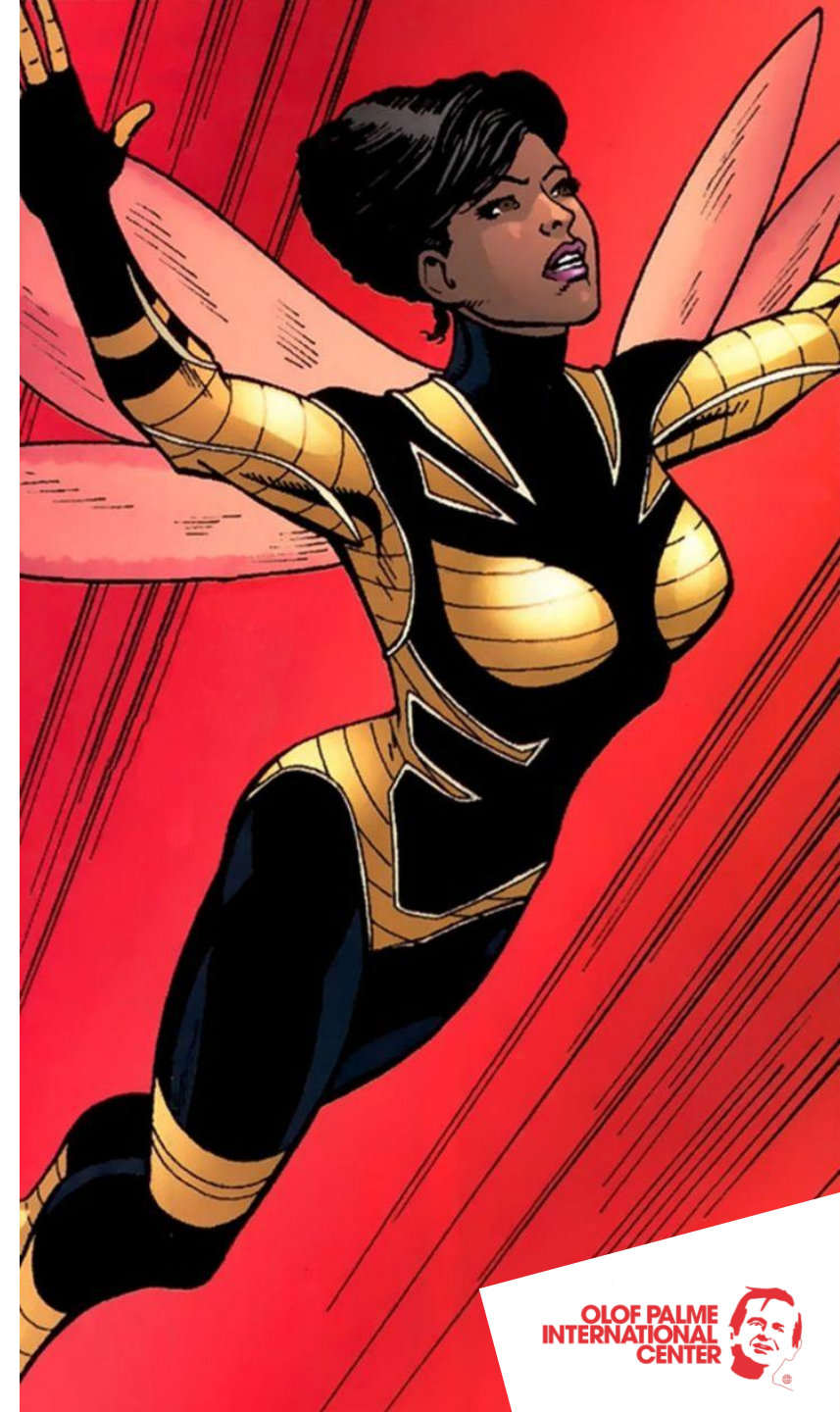OLOF PALME INTERNATIONAL CENTER

active participation in

AFTER THIS WORKSHOP, YOU WILL BE ABLE TO...

- **design** an effective workshop

AGENDA

DAY 1:

1. Evaluating learning

2. Setting learning objectives

DAY 2:

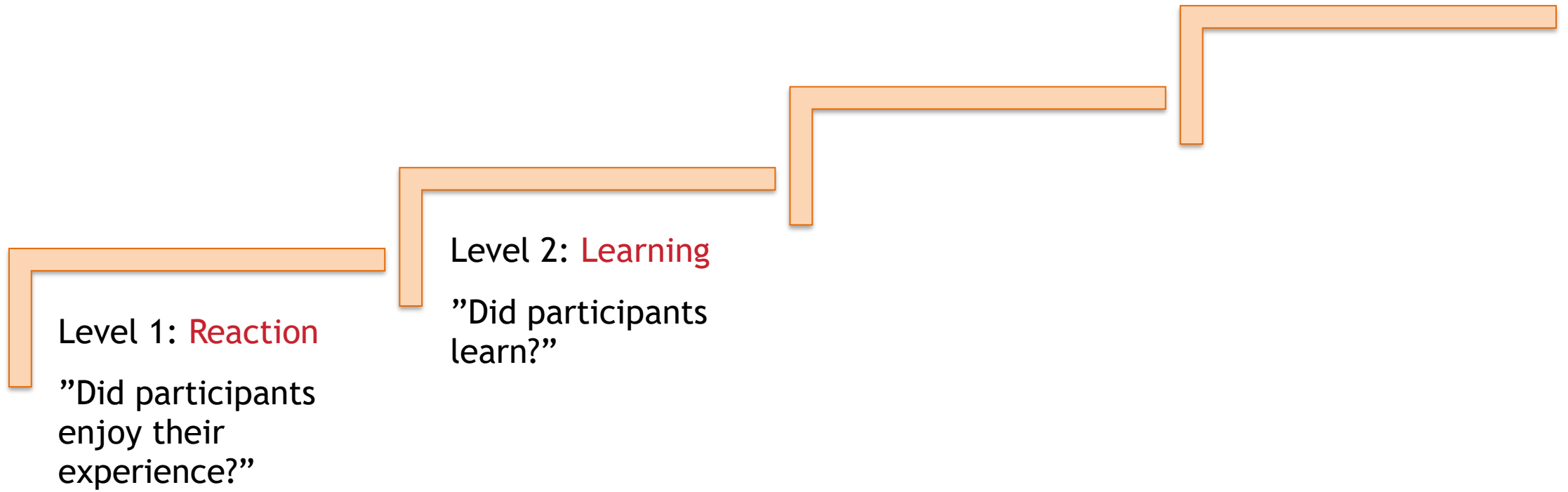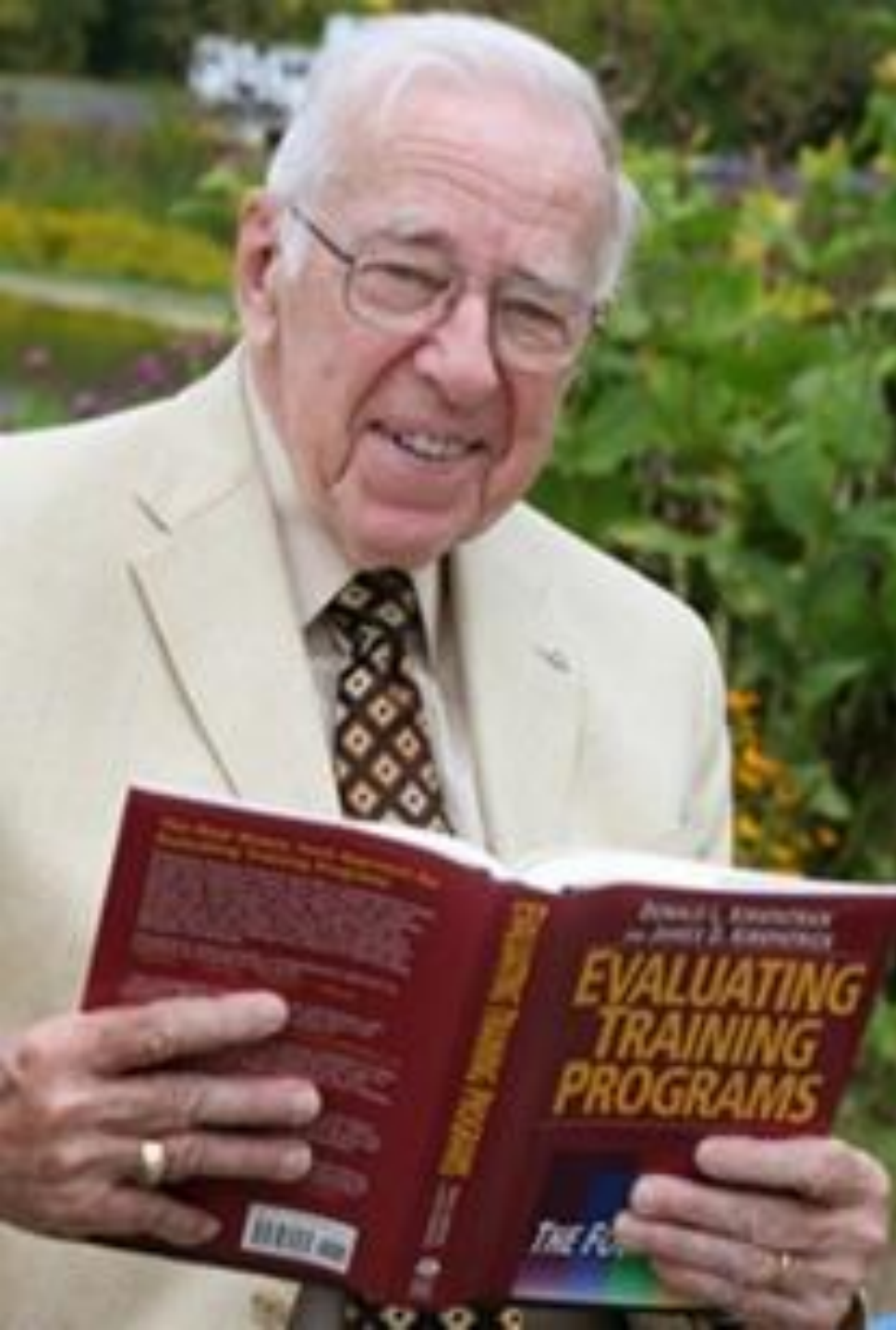1. How we learn/Active methods

4. Efficient change processes (AAA)

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- If everyone liked the training, it means that it was a success. ❌

- Even though the trainer was funny, the workshop may have been ineffective. ✅

- If the trainees have increased their knowledge their organisation will be stronger. ❌

- If the trainees give the training a high score it means that they have increased their knowledge. ❌

- If the trainees can repeat what was said in the training, they have gained new knowledge. ❌

- The training was successful only if the trainees can apply what they have learnt. ✅

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Level 1: Reaction

"Did participants enjoy their experience?"

Level 2: Learning
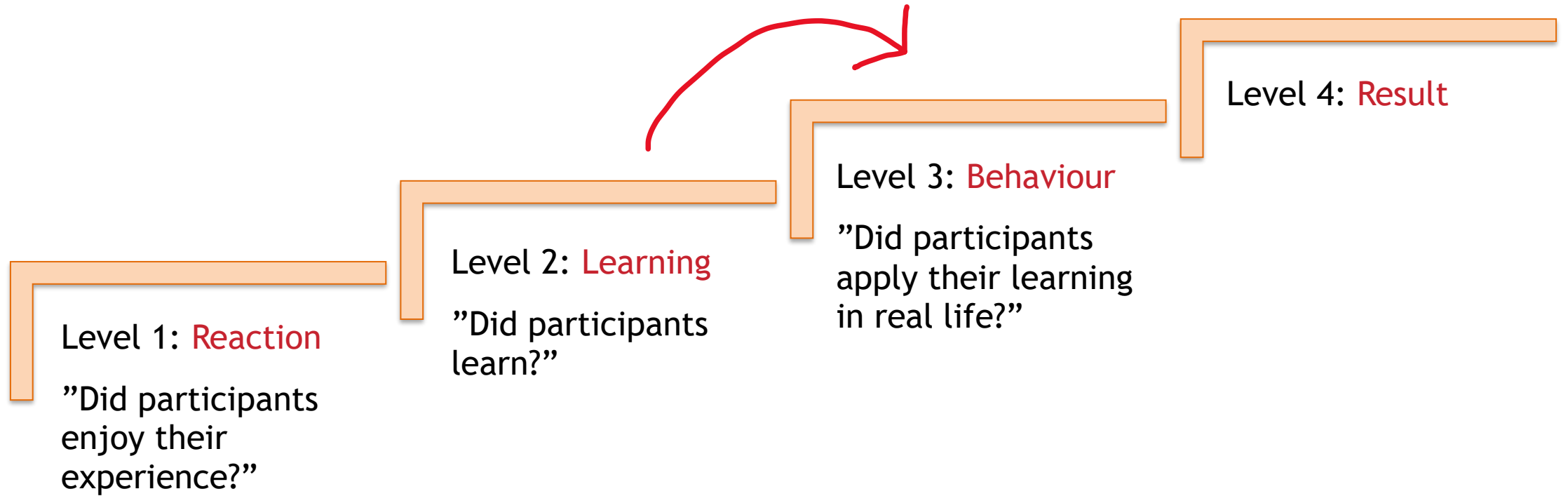
"Did participants learn?"

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Donald Kirkpatrick

"If the trainees do not apply what they learned,
the program has been a failure even if learning has taken place."

Level 1: Reaction

"Did participants enjoy their experience?"

Level 2: Learning

"Did participants learn?"

Level 3: Behaviour

"Did participants apply their learning in real life?"

Level 4: Result

2. Setting learning objectives
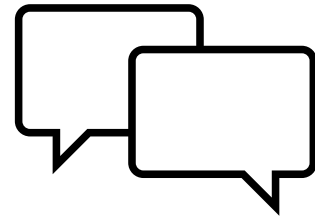
DISCUSS

How can you tell that learning has taken place?

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If you don't know where you are going,
any road will get you there.

Lewis Carroll

Why learning objectives?

Learning objectives…

… help **the trainer** plan the training.

… help **participants** focus their learning.

… help **the arranging organisation** evaluate the results.

… that are met impress the **donors**.

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How does one set good learning objectives?
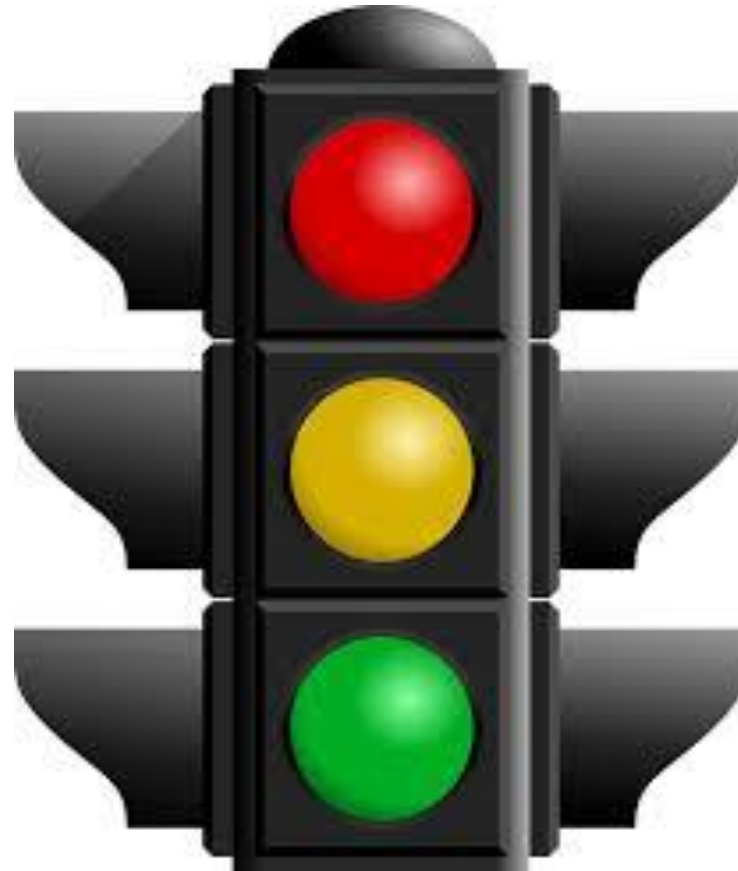
Start phrase + the **ABC** formula:

"After active participation in this workshop…"

THE ABC FORMULA

A - Audience

B - Behaviour

C - Content

Stop! Don't proceed until you have switched perspective from trainer/topic to participant.

Choose a verb that describes an action that is possible to observe!

Pick your topic. Keep it short and concrete!

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Example of learning objective
using the ABC formula

Start phrase

A - Audience

B - Behaviour

C - Content

After active participation in the workshop...

Local women's organisations

will be able to evaluate

Regional climate adaptation plans from a gender equality perspective

TRY IT OUT

For a training that you will hold or arrange, **formulate two learning objectives**.
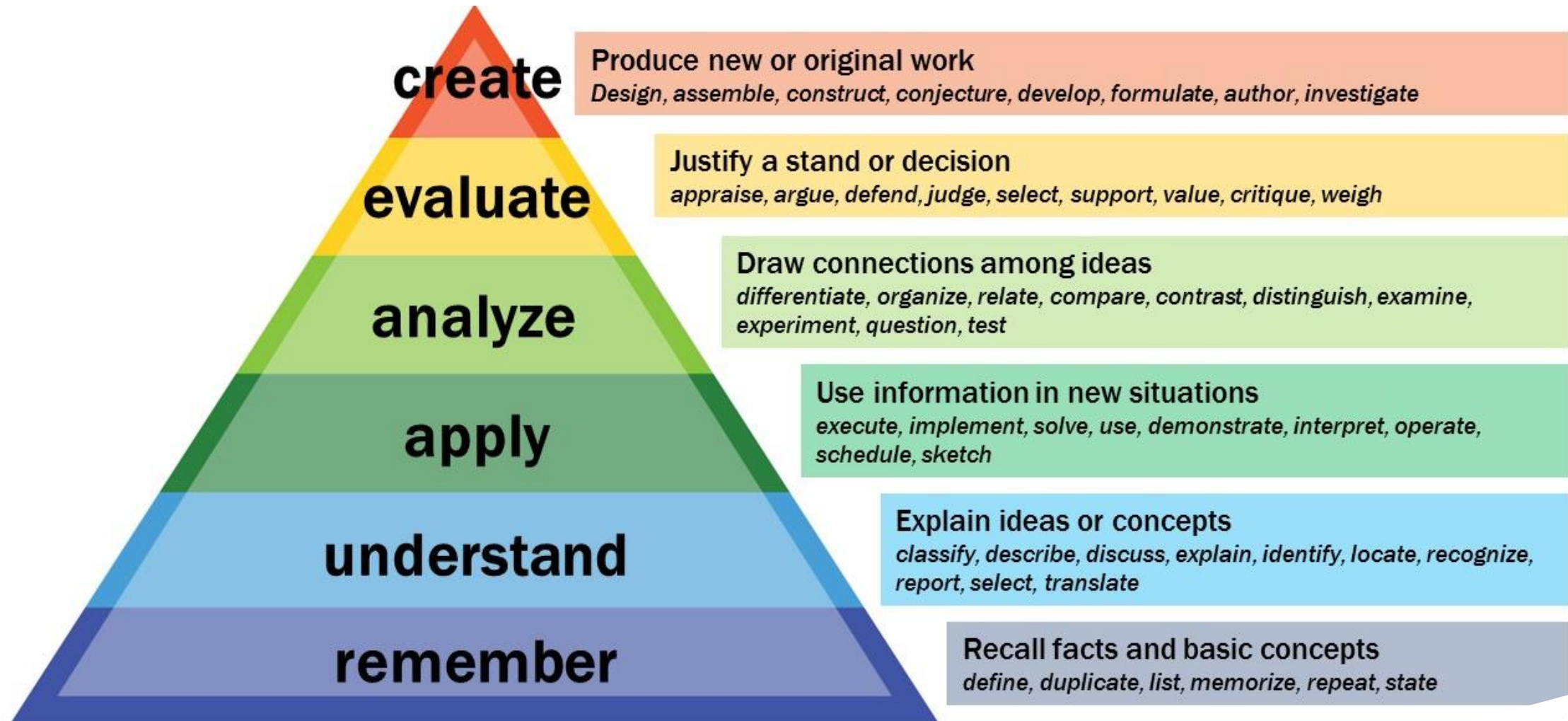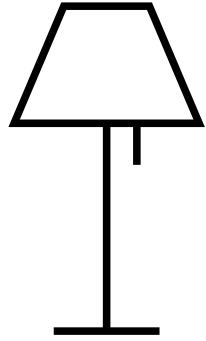
15 min

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Picking the right Behaviour

Behaviours should be…

- Observable (avoid "understand/know")

- Relevant (useful in real life)

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BLOOM'S TAXONOMY

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

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HOME ASSIGNMENT

Formulate a new learning objective to a planned training in Padlet.

Until tomorrow at 9.00 am CEST

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Wrap up of Day 1

We have used many Learner Centered methods today!

Active participation!
1. Everyone from Asia, Africa, Middle East, Europe turns on their cameras and waves to us all.

2. Rename yourself in **Zoom** with an adjective/one word how you feel today "Curious Karl"

Where do we start?
3. First associations: to "adult learning"

4. Self assessment: On a scale from 1-5 use zoom **poll**

5. Participants sharing in plenum

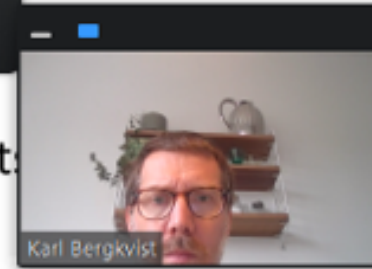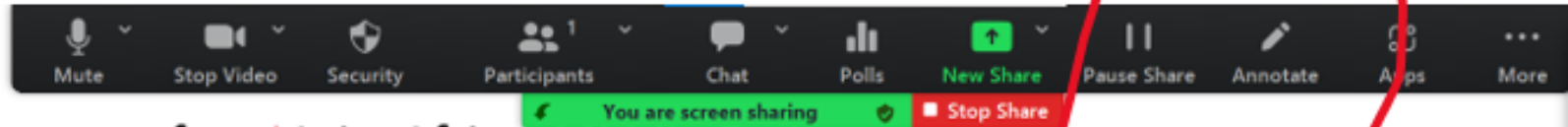Reflections ?

6. True and False statements (Zoom **reactions**)

7. **Group discussion** on learning effective training

8. View and **rate** each others learning objectives in Padlet

Exercise!
9. Solo work: formulate two learning objectives in **Padlet**

10. **Home assignment** to improve your learning objective in Padlet

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1. How we learn/Active methods

4. Efficient change processes (AAA)

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Thank you for today!
See you on Thursday 22 September at 9 am (CEST)

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RECAP DAY 1

- Introduction **exercises** (Zoom camera + rename)

- **Energizer** (thumb and pinky finger)

- How to **evaluate** learning – Donald Kirkpatrick's evaluation model - a workshop is not effective if learning has not taken place

- Formulate **learning objectives** – formulating learning objectives with ABC formula using Padlet. Blooms taxonomy.

- **Home assignment** – formulate learning objectives in Padlet

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3. How we learn

How we learn

- **Brainstorm** with a twist (10 min)

- **Two basic concepts** and a **theory** (10 min)

- Fishbowl (10 min)

- **Group exercise** (40 min)

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Knowledge transfer

Is it really possible ?

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When you fill in the form, consider these **effective design tricks**

1: Formulate **measurable** learning objectives.

2: **Reserve time** for participants to do exactly what you have written in your learning objectives.

3: Let participants **reflect** alone or **discuss** with peers about some aspect closely related to your learning objective.

4: Add one or two **quick games** that are learned centered methods, such as brainstorming, roleplay, quiz, guessing games, Kahoot.

5: When participants engage in active methods, you can usually collect evidence that they have met the learning objectives by *simply observing.* No separate evaluation needed!

6: **Limit each presentation to 15 minute in a go**. If your training is long, do a few of those, rather than lecture for an hour.

TRY IT OUT

In your assigned groups:
Fill in the template for planning effective
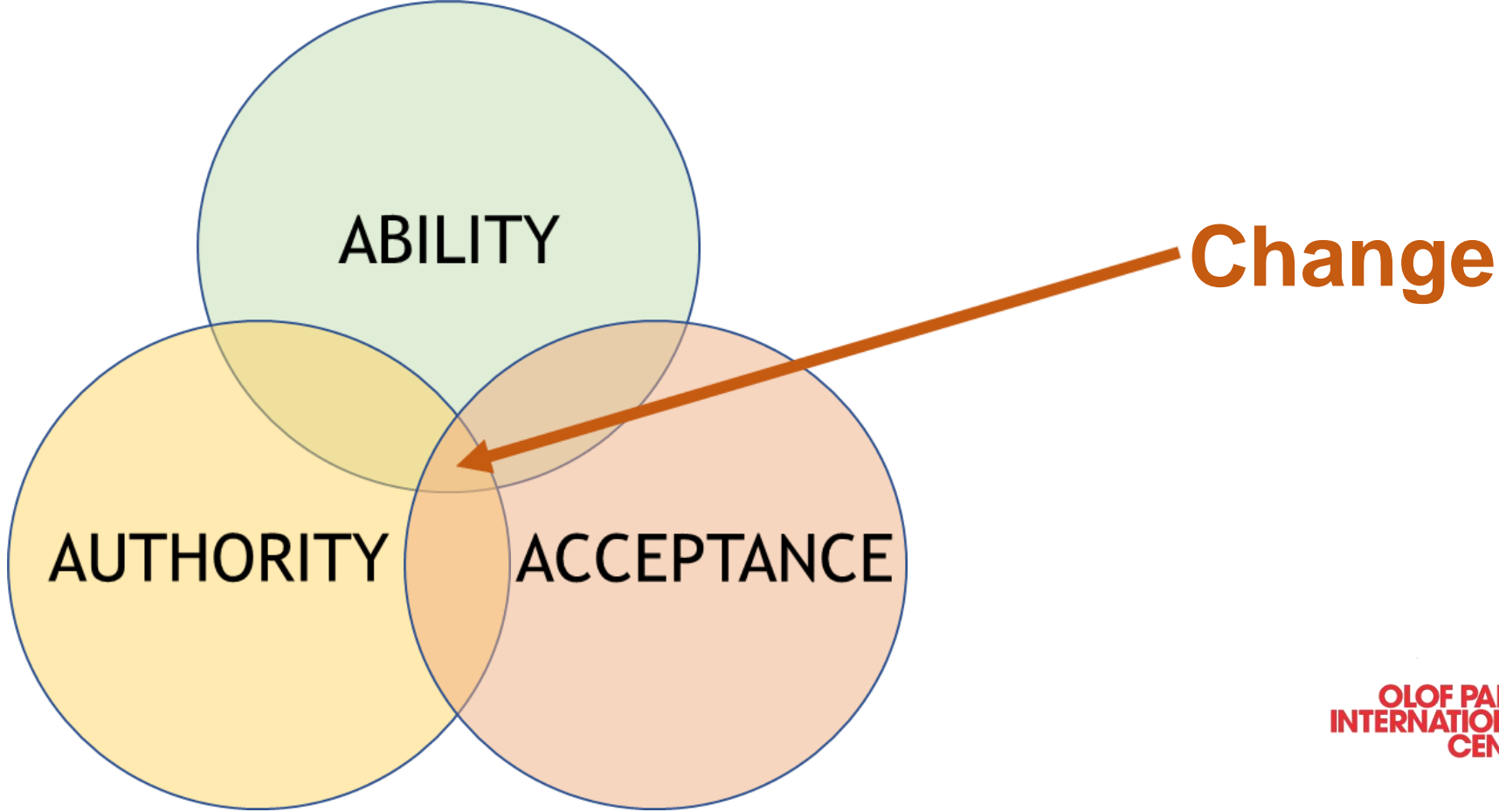**trainings**
30 min

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4. Effctive change processes

TRIPLE A-MODEL

TRY IT OUT

In small groups:

IDENTIFY as many things as possible that increase authority or acceptance.

10 min

active participation

AFTER THIS WORKSHOP, YOU WILL BE ABLE TO...

- **Design** an effective workshop

- **Formulate** measurable learning objectives

- **Plan** for how to evaluate learning

- **Explain** why teaching less enables learning more.

- **Select** active learning methods to support intended learning

- **Assess** which element gets most vs least focus in the: Ability, Authority, Acceptance (AAA)

- **Discuss** the implications of neglecting Authority or Acceptance in change work.

- **Lobby** for complementing training with other measures to enable change to occur

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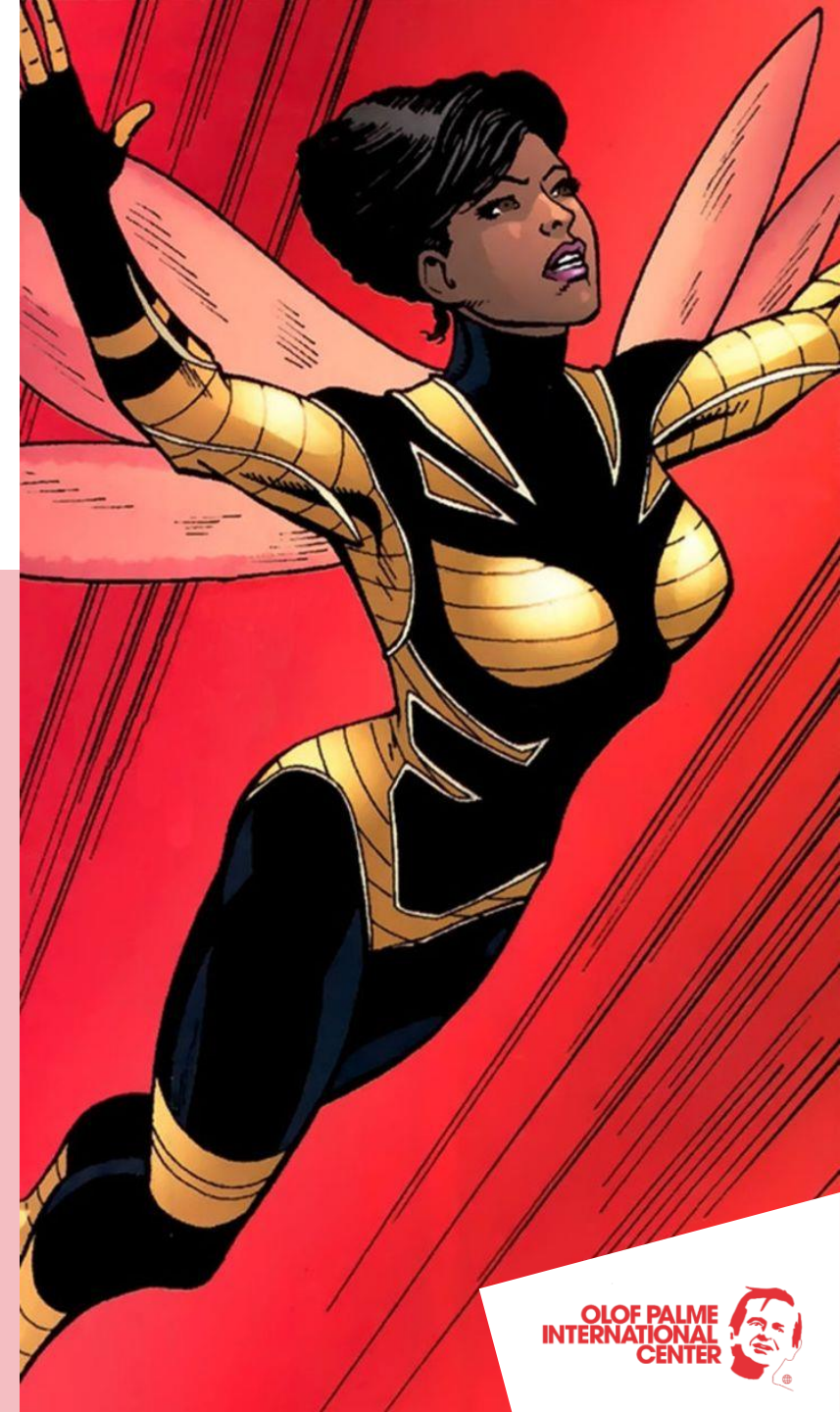
Thank you for your participation!

Training resources at:
www.palmecenter.se/resourcecenter/
method-material/design-effective-trainings/

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