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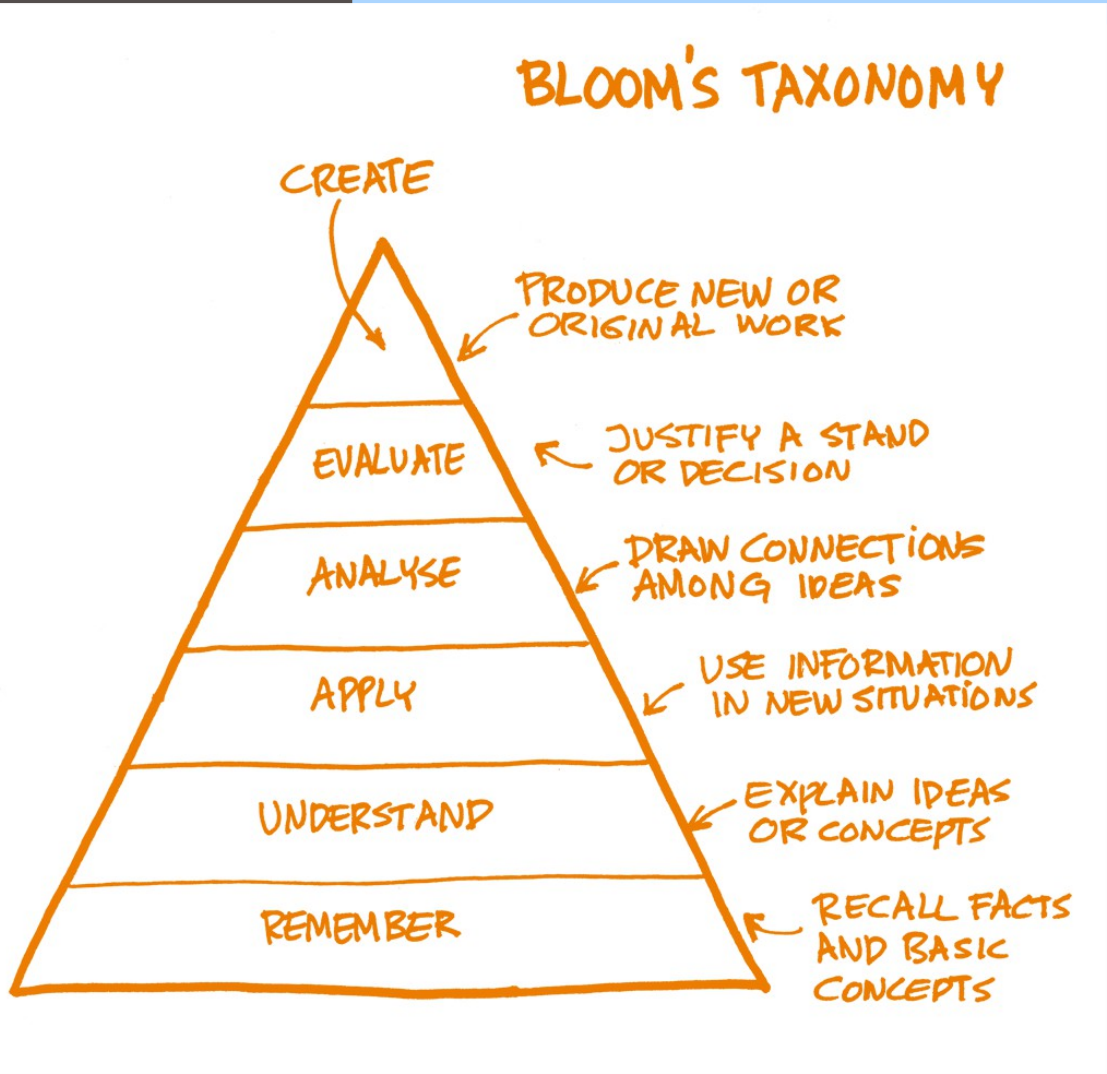
Tips for trainers

Iryna Kuchma, EIFL


BLOOM'S TAXONOMY
CREATE
PRODUCE NEW OR ORIGINAL WORK
EVALUATE
JUSTIFY A STAND OR DECISION
ANALYSE
DRAW CONNECTIONS AMONG IDEAS
APPLY
USE INFORMATION IN NEW SITUATIONS
UNDERSTAND
EXPLAIN IDEAS OR CONCEPTS
REMEMBER
RECALL FACTS AND BASIC CONCEPTS

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Melb: Powering up your 2018 (

https://docs.google.com/document/d/1ohUqqST7Q23styDUlU6t25V

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Melb: Powering up your 2018 (data skills) training - online workbook v2

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Adult learning theory and Knowles 6 principles of adult learning

ADAPTED FROM: May 5, 2015, Sourced from: Queensland Occupational Therapy Fieldwork Collaborative,

Part of being an effective educator involves understanding how adults learn best (Lieb, 1991). Andragogy (adult learning) is a theory that:

- emphasises the value of the **process of learning**
- uses approaches to learning that are **problem-based and collaborative** rather than didactic
- emphasises more **equality between the teacher and learner**.

1. Adults are internally motivated and self-directed	• Graded learning -- increase complexity as the program unfolds • Lead the student toward inquiry -- before too many facts • Feedback -- regular, constructive and specific • Goals -- which they complete and "tick off" • Encourage use of resources • Vary learning styles (eg VARK)

2. Adults bring life experiences and knowledge to learning experiences	• Draw on experiences • Facilitate reflective learning opportunities

.

3. Adults are goal oriented	• Link learning to work goals • Provide real case-studies • Ask questions -- motivate reflection, inquiry and further research

4. Adults are relevancy oriented	• Reflection -- what they learnt,how to apply it • Provide some choice -- to reflect individual interests

5. Adults are practical	Students move from classroom to hands-on problem solving where they can recognise firsthand how what they are learning applies to the work context. • Be explicit -- about how learning is useful and applicable to the job • Active participation -- try things rather than observe
6. Adult learners like to be respected	Respect can be demonstrated by: • Acknowledge -- the wealth of experiences • Regarding them as an equal colleague • Encourage expression -- of ideas, reasoning and feedback
(7. Adults are pressed for time)	(from Training Principles of Adult Learning White Paper) • Just in time • Just for me

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Plan based on outcomes rather than objectives

Learning objectives

- Describe the intentions of the instructor by stating **the purpose and goals** of the course.
- Focus on the **content and skills** important within the programme.
- May describe **what the instructors will do**.
- Should be **specific and detailed**.

https://open-science-training-handbook.gitbook.io/book/on-learning-and-training

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Learning outcomes

Learning outcomes are statements that describe or list **measurable and essential mastered content-knowledge — reflecting skills, competencies, and knowledge that trainees have achieved and can demonstrate** upon successfully completing a course.

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Learning outcomes (2)

Outcomes **express higher-level thinking skills that integrate course content and activities and can be observed as a behavior, skill, or discrete usable knowledge** upon completing the course.

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Learning outcomes (3)

Outcomes are exactly what assessments are intended to show – specifically **what the trainees will be able to do upon completing the course**.

An assessable outcome can be displayed or observed and evaluated against criteria.

Outcomes are **clear and measurable criteria for guiding the teaching, learning, and assessment process** in the course

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https://www.fosteropenscience.eu/learning/what-is-open-science

This introductory course will help you to understand what open science is and why it is something you should care about. You'll get to grips with the expectations of research funders and will learn how practising aspects of open science can benefit your career progression.

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Upon completing this course, you will

- understand what Open Science means and why you should care about it
- be aware of some of the different ways to go about making your own research more open over the research lifecycle
- understand why funding bodies are in support of Open Science and what their basic requirements are
- be aware of the potential benefits of practicing open science

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It’s up to you …

- think of a learning outcomes for training on your chosen aspect
- let’s compare & discuss the results

Finding a place for your training & messages in the competitive research landscape

- What methods do you, and could you, use to drive **attention** to your training activities?
- What methods do you, and could you, use to drive up **attendance** at your training activities - how can you turn REGISTRATION (i.e. interest) into ATTENDANCE (i.e. action) https://docs.google.com/document/d/1ohUqqST7Q23styDUlU6t25W2q7rvYpvbr_ZlsJxOfjA/edit

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Advertising strategies: This table is an abbreviated version from Quizlet

Technique	What does this mean?	Event	Online
Loaded Words	Words with strong associations (eg University Rankings!)		
Transference	Associates positive words, images and ideas with a product and its users		
Testimonial	Endorsement by a celebrity or expert		
Bandwagon	Feel like everyone else has the product and if you don't, you will be left out.		
Snob Appeal	The opposite of bandwagon -> using the product means the consumer is better, smarter, richer and so on...than anyone else.		
Repetition	Repeats catchphrase, name or logo over and over so that it "sticks"		
Flattery	Consumer's vanity: implying smart, rich, popular people buy the product.		
Plain Folks	"people just like you" use the product.		

Emotional Appeals	Appeals to the consumer's fears, joys, sense of nostalgia.		
Facts and Figures	Uses statistics, research or other data		
Special Offer	Offers a discount, coupon, free gift or other enticement		
Urgency	Makes you feel like you need the product right away		
Ethos	Establishes credibility or character of the company		
Pathos	Evokes an emotional response in the consumer		
Logos	Appeals to logic or reason - often have evidence and statistics		

How do you know if you are making a difference?

How does your unit/department evaluate the efficacy & impact of training it provides to researchers & students? Table discussion.

https://docs.google.com/document/d/1ohUqqST7Q23styDUlU6t25W2q7rvYpvbr_ZlsJxOfjA/edit

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Did you apply the knowledge and skills gained at the training to your work? *

- ○ Yes
- ○ No
- ○ Planning to

If no, why didn't you apply the knowledge and skills you gained at the training?

- ○ I don't get enough support from my employer/supervisor
- ○ I need more training to be able to transfer this knowledge into everyday practice
- ○ I don't have enough time
- ○ Other: _____

If yes, what changes did you make to your practice as a result of the training?

Your answer

What impact has the training had on your working life and practices?

Your answer

Can we contact you for any follow up questions?

- ○ Yes
- ○ No
- ○ If yes, please add your contact email here

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Your role as a trainer (self-reflection)

It’s up to you …

- In groups of 2 …
- Look at the scenarios
- In each column, choose the one you’d be most and least comfortable with. Do this **individually**.
- Compare & discuss the results with your neighbour
- What makes certain scenarios easier or harder for each of you?

In both lists below mark the characteristic which would make you as a trainer feel the most (M) comfortable and the least (L) comfortable.

A session ….

- with participants not from your field
- with just undergraduates
- with 8 people sent by one employer and 2 others
- with just librarians
- with only professors
- with all participants paying a 300€ fee for 1 day
- with 50% researchers & 50% traditional publishers
- with people from all parts of the world

A session ….

- with people dropping in late and leaving suddenly
- where participants want to change the programme
- without internet
- where participants work with a self paced tutorial
- in a café instead of a classroom
- where the host introduces you as super OS expert
- where you are the only facilitator
- where the goal is to convince people of OS

With thanks to Bianca Kramer & Jeroen Bosman for exercises!

Aspects of Open Science training

available at: [10.6084/m9.figshare.6163790](https://doi.org/10.6084/m9.figshare.6163790)

Bianca Kramer & Jeroen Bosman, Utrecht University Library

FOSTER Open Science Bootcamp, April 18-20, 2018

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Thank you! Questions?

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