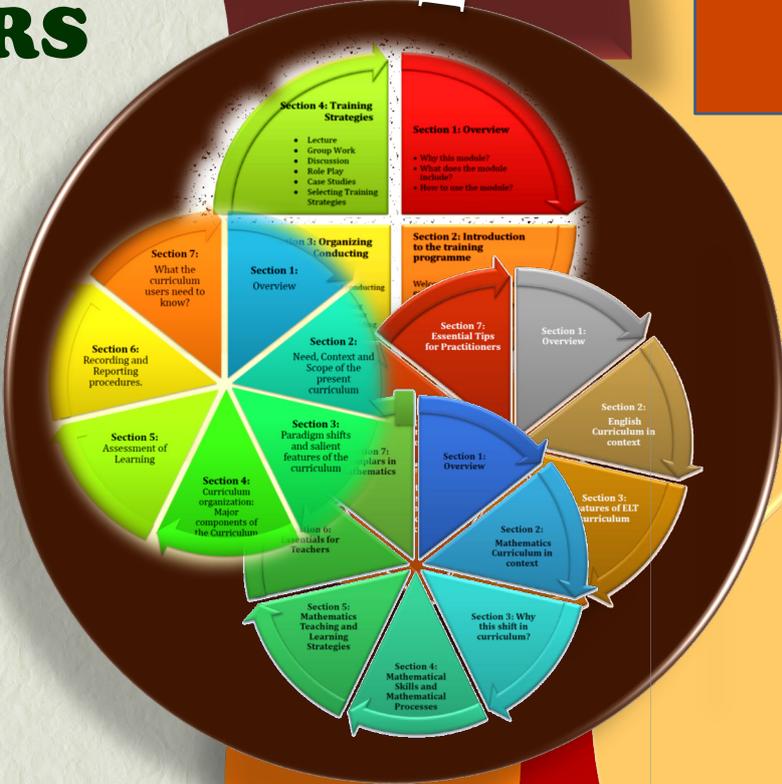


RESOURCE MATERIAL ON CISCE CURRICULUM

ESSENTIALS FOR MASTER TRAINERS

MODULE III - YEAR 2017



Research Development and Consultancy Division

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Introductory Note

The Curriculum for Preschool to Class VIII, developed by the Council for the Indian School Certificate Examinations aims to bring about uniformity in the syllabi being transacted in all schools affiliated to the Council and to ensure that the basic minimum standards are maintained. In addition to providing guidelines to schools that are newly affiliated to the Council, the curriculum also endeavours to provide a strong foundation at the elementary level and to facilitate upward mobility so that children derive full benefit of the ICSE and the ISC curriculum.

This Resource Material has been prepared to develop a better understanding on the CISCE Curriculum. It will serve as a supplement to the Curriculum and act as a ready reference material and guide for all stakeholders, including Subject Teachers, Master Trainers, Academic Coordinators and Heads of Schools.

The Resource Material includes a set of documents, which provide a broad understanding on the Curriculum, besides dealing with the teaching-learning strategies related to specific subjects at the Primary and the Upper Primary levels. We have made a beginning by preparing modules of Resource Material for selected subjects included in the Curriculum. It is hoped that over time, we will be able to supplement this Resource Material by developing subject specific modules on more subjects.

I would like to express my special gratitude to Prof. Manju Jain (Former Head, DEE, NCERT), Prof. Sandhya Paranjpe (Senior Consultant), Prof. Anup Rajput (Head, DEE, NCERT), Prof. Kirti Kapoor (DCS, NCERT), Prof. Dharamprakash (DEE, NCERT), Dr. M.S. Dahiya (Senior Lecturer, Retired, SCERT, Delhi) and Dr. Satyavir Singh (Principal, SNI College, Pilana, Baghpat) for their valuable contribution in developing this Resource Material.

I would also like to acknowledge the teachers, from schools affiliated to the Council, who have been an integral part of this exercise, whose inputs and feedback has helped shape this document.

Last but not the least, I appreciate the efforts put in by Mrs. Shilpi Gupta, Deputy Head (RDCD) in preparing this document along with her team of Dr. Manika Sharma, Dr. M.K. Gandhi, Ms. Mansi Guleria and Mrs. Roshni George.

Gerry Arathoon
Chief Executive & Secretary

MODULE III

Content Outline



Structure of the Module

- 1.0: Overview: Why, What and How of this module.**
- 2.0: Introduction to the training programme**
- 3.0: Organising and conducting training programme**
- 4.0: Training strategies**

Expectations of this Module

The user will be able to:

1. Conduct a learner centered training program by creating a comfortable learning environment.
2. Plan how to effectively organize and conduct different sessions in a training program.
3. Identify and use training strategies that will promote an active participatory learner centered approach.

Section 1. Overview: Why, what and how of this module?

◆ Why this module?

This module aims at introducing and providing a broad overview of the essential elements that determine the effective organization and conduct of a successful training programme for an adult target group. The major aim of the module is to introduce and provide a broad overview of the training strategies commonly used for promoting an interactive participatory approach amongst all the participants. It focusses on different strategies along with their advantages and disadvantages.

◆ What does the module include?

This module has four sections starting with Section 1 which provides a brief exposure to the reader /trainer of what the module comprises in terms of why this module, what does the module include and how to use the module.

Section 2 – Introduction to the training programme, details out important aspects trainers need to undertake before actual training starts such as- getting to know each other through icebreakers, jointly setting rules to be observed during training, assessing participants needs and expectations and providing a platform for participants to share their experiences and concerns. It also focusses on trainers sharing the programme agenda and methodology proposed to be used. It provides important tips for starting a training programme and therefore sets the tone for the training sessions to follow.

Section 3 of the module focusses on critical aspects to be followed and undertaken while organizing and conducting a training programme. The aim of this section is to ensure that quality training is delivered to adult learners, goals realized and sessions enjoyed by all the participants. Aspects such as- venue lay out, seating, resources; how to create an enabling learning environment through the adoption of a participatory learning approach and training strategies promoting this approach are briefly outlined. The criticality and usefulness of the processes of reflection and feedback are emphasized in particular. The section finally concludes with the qualities an effective trainer should possess.

Section 4- details out different training strategies such as - group work, paired work, role play, discussion and cases studies, that promote the realization of a participatory interactive learning approach promoting quality training and active participation by one and all.

◆ How to use the module?

This module is essentially for trainers (master trainers, subject experts, head teachers or any other individual) involved in conducting training for adult learners. The module is self - explanatory and simple to follow and use as the language used is interactive and dialogic in nature.

It is visualized that the trainer will be a facilitator and therefore the content in all sections of the module will be delivered through an interactive participatory approach by them. To promote and facilitate this approach some important tips are included that can be referred to by trainers in each of the parts of the different sections of the module.

A number of different strategies that will promote participatory and interactive training are detailed out. What is important is that trainers actually use these strategies during training so that participants get a real feel and experience how they in turn will undertake quality teaching-learning processes in their classrooms with children. Finally and most importantly, it is critical and necessary that all three sections namely- 2, 3, & 4, are seen as a total comprehensive package and not in isolation for the module to be transacted effectively, only then will the module lead to realizing optimum benefits of both the trainers and trainees

Section 2. Introduction to the Training Programme

Learning Objectives

This section will:

- Enable the participants/trainees and trainer/s to get to know each other and establish a rapport between all the trainees and the trainers.
- Help to set the ground rules of the training program.
- Assess all the trainees before the training starts.
- Provide a platform to participants to share their expectations from the training, experiences, problems and issues in transacting quality teaching-learning.
- Provide an overview (objectives, methodology and agenda) of the training program to the participants.

◆ Welcome and Getting to Know Each Other

You will welcome all the participants to the training programme and introduce yourself and also the co-facilitator or other trainers if they are present. It is then important that you ensure that the participants all sit comfortably and are given the training file, name tag and have registered their names in the registration book. Ask each participant to write their name in bold on the name tag (the way she/he would like to be identified) and then to either pin this to her /his dress or wear it around her/his neck, as appropriate.

A broad overview of the training programme will then be presented. This will encompass the purpose of the training, its objectives and methodology to be adopted during the entire period of training. A PPT can be used if so desired to project the same. This should not take more than five minutes.

Getting to Know Each Other: At the start of any training programme it is important that the participants get to know each other and also feel comfortable. You can accomplish this by conducting one or two short games also referred to as Ice Breaking Activities.

One or two short games can be organized by you to facilitate introduction of the participants with each other. You can spend around 15-20 minutes on these games. To help you in doing this a few games are given below from which you can select which one/s you would like to use. You need not do all.



Why use Ice breakers?

- Participants meet and get to know each other
- Energises the participants
- Lowers inhibitions and encourages group work
- Useful tool for forming groups
- Encourages dialogue

1. You will request all the participants to make two circles where each circle of participants face each other. You will then clap your hands, and ask them to walk to the beat of rhythm in their circles. As soon as the beat stops, participants will also stop and give a smile to the participant standing in front of them and introduce themselves to each other. And the game continues.....This can be repeated 3-4 times.

2. Modify the game above further, as in this game each participant will try to know all the other participants' background, education, achievements in work, what they like, interests, hobbies and so on.



3. Divide the group into two-person teams (pairs) by asking them to find a partner that they know the least about. The pairs then interview each other for about 10 minutes. Ask them to collect background information about each other in terms of name, education, current place of work, place of residence, family details etc. The participants can also be asked to share interesting details about themselves with each other, for e.g., hobby, interests, any interesting event that had occurred in their life etc. After the pairs have interviewed each other, have each participant introducing her/his partner to the group. Ask both participants in each of the pairs to stand up and introduce each other to all the other participants, so that everyone can see them properly.

4. Another small game that you can also play with the participants to lighten the environment is described below. For this you need to think about a list of questions before conducting this game. These can be general questions to get the participants laughing and offering a little bit of information about themselves or more specific questions linked to the training program. Questions can also be designed to bring out participants' talents and highlight diversity and / or common characteristics of participants' existing knowledge.

A few questions to illustrate what is required are given below with the opening words such as:
"Stand up if you ..."

- can speak more than one / two / three languages ...
- can cook (name a favorite local dish) or can dance (name a local dance)
- have been to a workshop like this before, if you have ever been a trainer etc.

Setting the Rules/Norms for the Training Programme

It is both necessary and important that as a trainer a few rules for the training are set up. This can be done by asking all the participants their views on setting rules and which ones need to be included through their active participation. These rules that are jointly arrived at can then be written on a chart paper or flip board and hung on the wall throughout the training. This activity should not take more than ten minutes. A few rules for the training can be jointly arrived at such as:



When a person talks, listening carefully and allowing her/ him to complete what she/ he is saying. Reflect on why setting of rules is important and necessary.

Participants' Expectations from the Training Programme

Before the training sessions begin it is important to ask the participants to write 3/4 of their major expectations from the training in simple points, on a piece of paper/post- its. You need to clearly specify that none of the participants are required to put their name on it. This will ensure that that they do not feel shy, hesitant or worried about what they want to write. Allocate 5-10 minutes time for doing the same. Collect the papers with the expectations written on them from all the participants. These can be put up and compiled on a chart paper. You can quickly go through the points and summarize the expectations under broad headings (themes) that emerge. Once done the chart paper can be pasted on a wall in the training hall. Any expectations, which seem to be divergent from the objectives of present training, can be explained to the participants in terms of scope of present training and its relevance.

Sharing of Experiences by the Participants

It is equally important to ask the participants to share their experiences with regard to their work in schools and in particular in transacting the curriculum. To facilitate discussion, they could be asked to highlight the following:

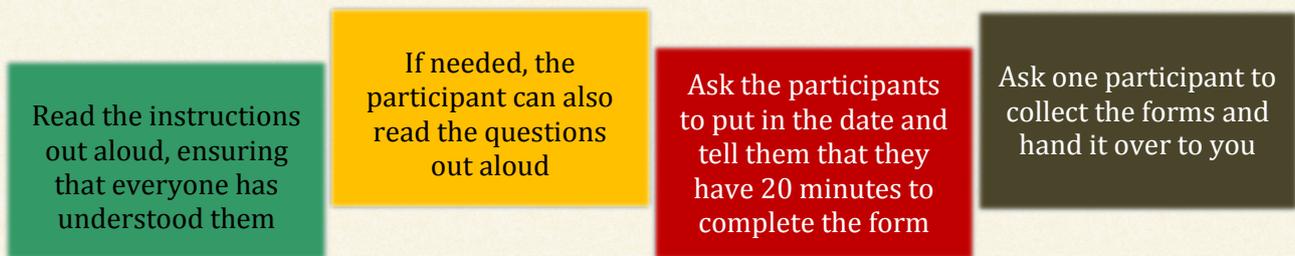


Their inputs could be written on a chart paper and then summarized at the end into major themes emerging from the discussion. The chart paper could be pasted on the wall and kept there throughout the programme. As the trainer you could also broadly indicate how the different training sessions will help to resolve some of their issues and problems and how it will help build on their positive experiences too.

Pre- Assessment of Participants

It would help if the team conducting training conducts a written assessment of the participants. For this it is important that the pre-assessment forms are prepared and are readily available. Hand over the Pre-Workshop Assessment forms to the participants. It is important to explain to them that the purpose of the form is to ensure that the information being given by the participants is necessary to understand how successful the training has been during the review by the trainers after the training is over. Thus the participants should be free and open about their inputs.

Once the forms are handed to each participant you can then:



On the other hand if it is decided by the team that an oral assessment will be conducted then you need to come prepared with a few questions so as to test the basic understanding of the participants on the curriculum and pedagogy to be used. Any other trainer/s if present could assist you in undertaking this task.

◆ The Training Programme: An Overview

This being the introductory session it is mandatory and absolutely necessary that a brief overview of the programme be presented by you or another trainer in your team about the training programme in terms of the purpose, objectives, methodology to be adopted and agenda for the entire period.

◆ What Aspects Make for Good Training Sessions

Please divide yourselves into 4/5 groups. Each group will discuss the 5 most important aspects that will make a training session a good one. You may devote 10 minutes to the discussion, after which one member from each group will write down the points on chart paper. Once this is completed another member from each of the groups will present their points to all the other groups. The points likely to emerge from the discussion are most likely to be:



Inform the participants that their charts will be put up and referred to and discussed at the end of the training programme.

Tips for Trainers

REMEMBER !!!!

Be Well Prepared

- Prepare a flexible training agenda.
- Collect/ prepare the materials needed for training in advance.
- Arrive early on each day of the program, so you have time to collect your thoughts, prepare and organize the meeting space and welcome the participants.
- Approach participants sensitively to find out their expectations from the training.

Be a sensitive trainer

- Adopt inclusive, participatory and democratic principles and reduce hierarchical approaches.
- Use simple non- technical language and provide simple answers to complex questions.
- Do not hesitate to acknowledge that you do not know everything.
- Listen to what the participants say (including their body language) and respect their views and ideas.
- Do not stand in front of the participants in a threatening manner. Create a circle or semi - circle and talk to them at their eye level.
- Encourage all trainees to participate and listen to each participant patiently.
- Practice what you preach

Be aware and respect others

- Be sensitive to the feelings and needs of every participant.
- Make sure everyone feels valued and appreciated in the group.
- Everyone has some positive qualities.
- Be flexible and creative according to the participants' needs and wants. Challenge them, but do not overwhelm them.
- Be clear about your role, goals and responsibilities.
- Nobody is perfect or needs to be so- not even you as a trainer.
- Be aware of your own appearance, manner and body language.

Summing Up

The summing up can be concluded by one of the trainers by requesting two to three participants to come forward and sum up what was undertaken in the session. Trainees could also be asked to reflect on what they like the most and found useful anything that they felt should have been done. Around 10 minutes can be spent on this and while the discussion is going on one of the participants could be asked to volunteer to note down the important points on the chart. This can be hung up on the wall in the room as a ready reference as and when required during the course of the training.



Activity - 1

- 1. Devise a simple game that will enable trainees to get to know each other and forget their inhibitions.*
- 2. List out a few important rules that need to be followed by participants during training.*
- 3. Reflect on why it is necessary to ask participants their expectations from training and also their pre-assessment. Write three points for both.*

Section 3. Organizing and Conducting Training

Learning Objectives

This section will enable the trainers to:

- Plan how to effectively organize and conduct different sessions in a training program.
- Identify and use training methods that will promote an active participatory learner centered approach.
- Identify ways and means of encouraging participants to reflect on the sessions and give their honest feedback.
- Undertake their own self-reflection about the sessions.

All the planning for conducting the training has been done and preparation taken care of. You know your training needs, goals have been set, the management is behind you, the training schedule/agenda is prepared, and materials procured or prepared. Well finally the time has come: Training day is here. Given below are some specific tips and techniques to help you run an effective training session that accomplishes your goals in an enjoyable and engaging way for everyone involved in the training programme.

A QUICK RECAP ON STARTING THE TRAINING

At the outset in the first session it is important to:

- ✓ Welcome participants and introduce yourself.
- ✓ Distribute the name tags.
- ✓ Ask participants to complete the pre-assessment (if to be undertaken).
- ✓ Collect the pre-assessment forms.
- ✓ Explain your role in this training and your experience in schools.
- ✓ Ask participants to introduce themselves.
- ✓ Conduct 1-2 Ice breaking activities/games.
- ✓ Set the rules for training.
- ✓ Present the training agenda and any handouts if they are going to be used in the session.
- ✓ Ask the participants their expectations and to share their experiences.

NOW, THE TRAINING SESSIONS CAN BEGIN !

What Trainees Need to Know in Every Session

- What you are going to cover. Provide a brief overview of the main points.
- Tell them the information, in the main portion of the session. Explain key points, go over policies, demonstrate procedures, and relate any other information trainees need to know.
- Conclude with a summary of your opening overview. (Tell them what you told them). Use repetition to help trainees grasp and retain information.
- If you plan to show a multimedia portion explain the purpose of the multimedia. This ensures an effective reception for its information.
- This practice creates a better learning environment by guiding trainees to know what to look for, what to remember and what is very important and not so important.

Organising the Training Room

1. **Lay Out:** The lay out of the training room is a critical aspect that determines the successful delivery of training. This comprises the way tables and chairs, LCD Projector and materials are placed/kept.
2. **Seating:** In order that the sessions are conducted effectively it is important to decide how the participants are to be seated. This will depend on: the task to be undertaken, training strategy being used by you, number of participants, materials to be used etc. Some arrangements that can be used in the training are illustrated in Figure 1 below.

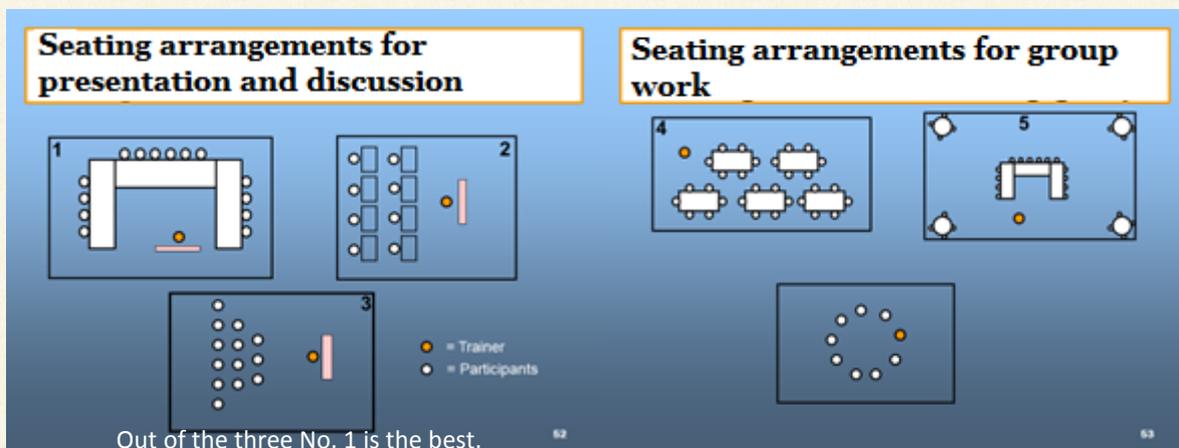


Figure 1: Different types of Seating Arrangements

3. Resources and Materials

With the aim of facilitating quality training some of the commonly used resources in most trainings are presented below. Please remember that this is not an exhaustive list only suggestive. You can add on according to your and the participants needs.



◆ Creating an Enabling Learning Environment

As a trainer you have a unique and an important role to play in the entire training programme. However, it is necessary to remember that you are not the person in charge, or the unquestionable expert who knows everything. It is more important that you create an enabling learning environment. In creating an enabling learning environment, it is necessary to ensure the involvement of each and every trainee?

How can this be done?

You can engage all the trainees by:

- Remembering the names of all the participants.
- Paying more attention to the shy and hesitant trainees and making a special attempt to involve them.
- Waking people up if they are not paying attention – need a glass of water ? or organising a short game /activity/energiser.
- Having a positive attitude towards all the trainees and
- Answering all the questions asked. (Remember there are no silly questions or answers.)
- Facilitating the trainees to do things themselves and not preaching or telling them what to do.

Simple Techniques for Involving All

Hand out cards to all participants at the beginning of the session

Participants can write comments on the cards and hand them to the trainer at any time.

Address the questions / concerns with the group or privately, if necessary.

Ask participants to practice a new skill by showing what they have learned to the rest of the group. Such demonstrations allow learners to “try out” new learning.

"I never teach my pupils; I only attempt to provide the conditions in which they can learn."

Albert Einstein

"I cannot teach anybody anything, I can only make them think."

Socrates

Creating an enabling learning environment for the trainees depends largely on the kind of training approach that is adopted by trainers. Since your target group are teachers and the new CISCE curriculum (Preschool to Class VIII) advocates the use of an inclusive, participatory, child centered classroom teaching -learning the methods should be aligned to realizing this goal.

Adopting an Active Participatory Learning Approach

What is active learning? In active learning the **Participants** have an important role to play. The content that you as a trainer present or discuss should make sense and activate prior knowledge in the participants. It should be useful and training should be fun, supportive and engage all those who are present. It is the:

- Active process of information and/or skills exchange from the trainer to the participants, and the
- Processing, understanding, and connecting of the new information/skills with previous knowledge by participants.
- Way of learning that requires mental and physical participation.

A trainer who wants to facilitate learning needs to recognize that people do not only learn with their mind or intellect, but also through their actions, feelings and personal reflections. This calls for the need to choose such methods, which holistically include all the participants and create a space that is based on mutual respect, sharing, curiosity and ownership. The participants should be the protagonists of this space while the facilitator is an attentive, supportive and encouraging partner in learning. You can facilitate this by:

- Including content that connects with your participants' previous knowledge
- Including content / activities that are useful and applicable to their work and life
- Explaining content with examples, images, situations, etc.
- Making learning a fun experience
- Encouraging and involving each participant to try things out, share and practice.
- Answering questions.

As a trainer, it is extremely important that you know about the training methods that will be beneficial for realizing active participatory learning by the participants, in all the sessions.

Using Training Methods Promoting Active Participation

There are a number of training methods that encourage and promote active participatory learning amongst the participants. However, whatever the method the most important fact is that the participants are all **ADULT LEARNERS**. This implies that they are experienced and aware and have also learnt many things on the job. To ensure that they are motivated to learn it is important that you:

- *Show the Participants: "What's in it for me?"*
- *Make objectives clear when setting expectations.*
- *Motivate participants to learn.*
- *Give praise liberally.*
- *Respect their views and ideas.*
- *Use on-the-job scenarios and examples*
- *Provide the "big picture".*
- *Show the relative importance of different sections.*
- *Show "need-to-know" vs. "nice-to-know".*
- *Do not just tell. Give participants problems to solve.*
- *Demonstrate or try out activities.*
- *Give them time to share their positive and negative experiences with others.*

The different methods that can be used by you in the training programme are highlighted below. The more commonly used methods will be dealt with in greater detail in the section 4 of the module.

Talk

monologues, dialogues, discussions, debates, interviews – promotes creative and critical thinking. What is observed is that Lecturing is the most common form of training – unfortunately only 20% what is heard is retained.

Brainstorming

You can give the participants a topic or a question. Ask them to think about as many items related to the topic or question that they can. Write down all their responses (remember there are no wrong answers). Once this is done it is your role to guide the trainees to determine the best ideas presented. An example: Ask the participants to think of the worst presentation they have attended. Then ask them what kind of things would they do differently. Tell them that it is important to understand that there are no good or bad answers.

Case Studies

This technique provides participants with a description of an event, incident, or situation related to the subject under discussion. The case studies are to be written out. Pass out the case studies to groups (if formed) on cards. Allow time for discussion and analysis. Participants analyse the case and report their findings to the entire group. Reconvene to discuss what they have found.

Role Playing

The success of this method is based on believability of the scenario. The participants will gain life and interpersonal skills

Group Work / Projects with:

- Single response: members are divided into 3 to 5 groups where a scenario with the same question is given to each group and they respond to 2 questions. There is a time-limit for answers. Each group will deliver their responses.
- Individual responses: Same as above where each person writes their own answers. The trainer chooses one person to give the answer.
- Group Examination: Each group has different scenario and questions, each group gives their own outcomes.

Demonstrations

Participants show what they know- Allow trainees who “know” or are proficient in a specific area to show their proficiency by allowing five minutes to demonstrate their skills.

Guided Discussions

This method is useful when a trainer is trying to help trainees develop their ability to assess a situation and “*think on their feet.*”

Simulations

A training environment set up to produce a comprehensive “workplace-like” experience. In this training a classroom situation

Storytelling

Narrate a story. It could be personal, fictional, a parable, an allegory, a fable, etc. Use the story as a way to open a discussion, engage participants, share experiences, pose and / or solve problems, and aid understanding.

Remember when you train ADULTS

Confucius has rightfully said:

- *If I hear I forget*
- *If I see I remember*
- *If I do I understand*

“People are more likely to understand what they figure out for themselves than what you figure out for them”

Silverman, 1995

Now let us pause for a minute and think as to whether it is sufficient to simply keep all your participants engaged. What after that? It is equally important that they reflect carefully on what transpired during and at the end of the sessions and provide feedback to you as a trainer on the same.

◆ Reflecting and Providing Feedback

What is Reflection?

Reflection in education is ...

'a disciplined enquiry into the motives, methods, materials and consequences of educational practice. It enables practitioners to thoughtfully examine conditions and attitudes which impede or enhance student achievement'

(Norton, 1994, quoted in Taggart and Wilson, 2005).

Therefore, in the professional contexts of training, teaching or school leadership, reflection refers to the act of thinking constructively about your own profession practice, with a view to improving it wherever possible.

You would probably be interested and therefore may like to know how reflection for professional development fits in the Indian context. Contemporary perceptions of teaching and learning regard the development of knowledge and skills as a process of co-construction between individuals. This process requires teachers to pay attention to the sense that their children are making of their experiences and their role within this process so that they can respond appropriately to the evolving needs of all their children. This approach to teaching and learning lies at the heart of the National Curriculum for Teacher Education NCFTE (2009), which considers the development of reflective skills to be *'the central aim of teacher education'* (p. 19) and make teachers *reflective practitioners*. Reflecting is thus an important part of the cycle of professional development that involves three elements as presented below in Figure 2.

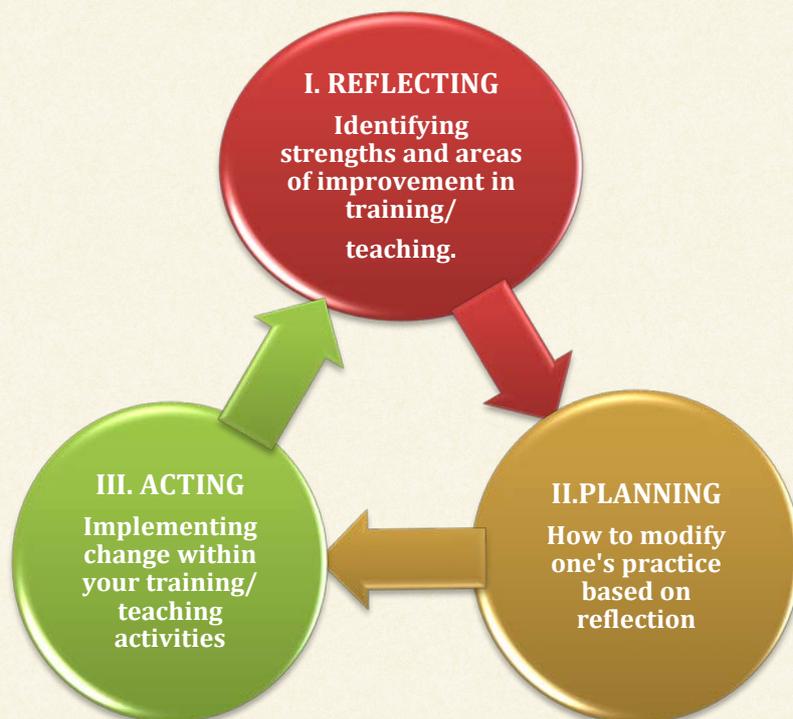


Figure 2: THE REFLECTION CYCLE

How does reflection help?

- Reflection allows participants to stop and think about what they have experienced.
- Reflection helps participants synthesize new material and connect it to their own experiences and life.

You may like to consider these ways to encourage reflection in your training sessions by giving the participants specific questions to consider, and have them:

Write down their thoughts	Discuss what they have learned with other participants
Illustrate what they have learned through a drawing or text	During group work, move around to make a plan on how to apply the new skills or knowledge

What to focus on during reflection?

As a trainer, you are responsible for both supporting the development of reflective skills among the teachers that you are working with and applying the reflective process to your own role. Let us consider what you could focus on while encouraging your trainees to reflect.

- In teaching, reflection is primarily concerned with questioning pedagogic practice. Questions may be about professional values, prior experiences, attitudes or prejudices that may influence teaching or as well as aspects that may need improvement.
- Questioning ideas such as inclusion, language use, ways of questioning children, time management, giving feedback, correcting and assessing, and the training or school curriculum. It is not about being self-critical – it is important to recognize the positives along with an honest assessment of areas that need to be developed.
- Setting aside time to think and learn about a particular situation or practice and then identifying and planning actions. Remember that very often, small changes to classroom practice can have a very significant effect on student learning.
- The process will often lead to learning from colleagues and children, by observing and talking to them or by asking for feedback.
- It will interest you to know that note-taking in a learning journal has been found to be very helpful in the process of reflection as it not only encourages the process but can be a useful tool in reviewing professional development over time.

Time Out for Self- Reflection

Pause for thought: As a trainer do you include reflection as part of every training session?

- Do you make time to reflect on your own practice?
- Would keeping a journal help you to reflect more deeply and more often?

It may help if you write a set of three or more questions that might help you reflect on your practice in order to make it even more responsive to the teachers and school leaders that you train. You may like to consider questions like:

- What went off well and also the way I had planned?
- What was challenging or even dissatisfying?
- What could have been done better or in more detail or differently?
- Were all the participants involved and active?
- Were the methods and materials I used effective in realizing the objectives?

Feedback

What is feedback?

The term 'feedback' is used to describe the helpful information or criticism about prior action or behaviour from an individual, communicated to another individual (or a group) who can use that information to adjust and improve current and future actions and behaviours. Feedback is the most powerful, yet, most under used device that we have at our disposal. Feedback is powerful as it helps people get on track, it serves as a guide to assist people to know how they and others perceive their performance. Feedback can also be very motivating and energizing.

Working without feedback is similar to setting out an important journey minus a map or signposts. You may have a great sense of direction but this may not be sufficient to keep you on track. When people receive little feedback they tend to either be overly self-critical or self-congratulatory. This is because they are relying upon events rather than specific feedback to measure their performance and impact.

When should feedback be taken?

It is important and necessary to solicit feedback on the training session once completed and also during the session depending on what is being undertaken. Critiques work best when they are written and anonymous, unless a trainee volunteers to discuss his or her thoughts in person. Trainee input is vital for making the next session—and the overall training programme—more effective. You should ask for feedback, generally after a presentation, discussion, task is completed, a demonstration done or observation (role-playing, video).

- Feedback should not be judgemental: or negative about other participants' performances.
- Feedback helps participants recognise their strengths as well as areas needing improvement.
- Participants observe an activity once the activity is concluded, they provide feedback on positive and negative behaviours.

Always explain why respondents' feedback is important and how their feedback will be used. The points highlighted in the box below may help:

WHY IS FEEDBACK IMPORTANT?

It is important as it:

IS EFFECTIVE LISTENING: Whether the feedback is done verbally or via a feedback survey, the person providing the feedback needs to know they have been understood and that their feedback is of some value

CAN MOTIVATE: By asking for feedback, it can actually motivate trainees to perform better. Everyone likes to feel valued and appreciated. Being asked to provide feedback can help formulate future decisions regarding the training.

CAN IMPROVE PERFORMANCE: Feedback is by generally mistaken for criticism. In fact, what is viewed as negative criticism is actually constructive criticism that can help to formulate better decisions to improve and increase performance, be it trainee or student.

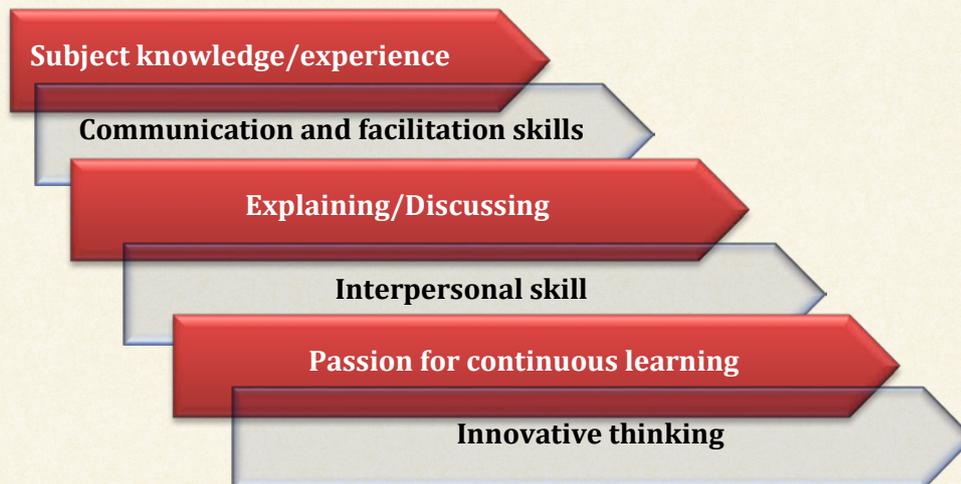
IS A TOOL FOR CONTINUED LEARNING: Invest time in asking and learning about your trainee's experiences during training. Continued feedback is important in order to remain aligned to goals, create strategies, use TLM and improve relationships and much more.

FEEDBACK BENEFITS THE GIVER, RECEIVER AND ORGANIZATION.

◆ Qualities of an Effective Trainer

Finally, after being a part of the training programme you would have probably realised by now that there are some qualities all trainers should possess if training is to be successful. Let us do a small activity on this in groups. Please form 4/5 groups based on your total number. In each group there should be 4/5 participants. Please discuss in your groups what qualities you feel a good trainer should possess. Write down the qualities on a chart. You may take 10 -15 minutes for this task, after which one of the members in each of the groups could present the points to all the other groups. This will be followed by an open discussion.

The major points probably listed out by most of the groups would be:



There could be other qualities that you may consider are important for a trainer to have in addition to those stated above.



Let us do

Activity - 2

- 1. Name four training methods that will promote the involvement of all trainees.*
- 2. Why is reflection important during training?*
- 3. Give three reasons why a trainer should give feedback to trainees.*
- 4. What are the qualities that an effective trainer should possess?*

Section 4. Training Strategies

Learning Objectives

After going through this section it is expected that you would be able to:

- Describe the range and importance of different training methods for use in adult learning.
- List out the advantages and disadvantages of some common training methods.
- List out important aspects that help in selecting the methods to be used.

In view of the new elementary curriculum advocating the use of an inclusive child centered, participatory approach in classrooms, calls for trainers using the training strategies that are participatory in nature. Participatory training has several methods which are in vogue in adult learning. Let us now look at the major methods that are commonly used in adopting a participatory training approach. Remember that the training strategies you use as a trainer will be used in turn by the teachers with their children. The most commonly used beneficial strategies are detailed out below.



I. Group Work

In everyday situations people work alongside, speak and listen to others, and see what they do and how they do it. This is how people learn. As we talk to others, we discover new ideas and information. Group work can be a very effective way of motivating your trainees to learn by encouraging them to think, communicate, exchange ideas and thoughts, deal with common issues and problems and make decisions together. Your participants can both teach and learn from others: it is a powerful and active form of learning. The different types of group formations are: Whole Group, Small group and Paired groups.

Whole Group	Small Group
<p>In this strategy the entire group of individuals being trained/taught/educated are taken together and trained. Generally, a lecture is delivered or presentation through the OHP, slides or text is read by the presenter. Discussion may or may not follow. At times brainstorming may also be conducted.</p>	<p>Small group work is a systematic, active, pedagogical strategy that encourages a smaller group of members / students to work together for the achievement of a common goal. These small groups promote more active and effective learning through structured activities.</p>

Organizing & managing small group work

When and how small group work is used will depend on what learning you as the trainer would want the participants to achieve by the end of the session. Group work can be undertaken at the start, the end or midway through the session, but you will need to allow enough time for the participants to complete the task assigned to the group. As a trainer /teacher you will need to think about the following points and plan in advance if the group work is to be successful:

- the goals and expected outcomes of the group activity
- the time allocated to the activity, including any feedback or summary task
- how to split the groups (how many groups, how many participants in each group, criteria for forming groups)
- how to organize the groups (role of different group members, time required, materials, recording and reporting)
- how any assessment will be undertaken and recorded (take care to distinguish individual assessments from group assessments)
- how you will monitor each of the groups' activities.



Remember!!!!

Group work is more than just people sitting in groups; it involves working on and contributing to a shared learning task with a clear objective. You need to be clear about why you are using group work for learning and know why this is preferable to lecturing, pair work or to students working on their own. Thus group work has to be well-planned and purposeful.

THE GROUP SIZE

Deciding on the size of the group is critical. This will depend on the size of the class, physical environment and furniture and the attainment and age range of the members/ students in the class.

Generally 4-8 members in one group is ideal.

- Everyone in a group should be able to see each other, talk without shouting and contribute to the group's outcome.
- Groups can be formed on the basis of friendship, interest or by similar or mixed attainment. Experiment with different ways and review what works best with each group of participants.
- Plan any roles you will give to group members (for example, note taker, spokesperson, time keeper or collector of equipment), and how you will make this clear.

Group Work Tasks

Some examples of tasks that you could include in the training programme which will also be useful for teachers to use with children include the following:

i) Presentations

In this type of group work members will work in groups to prepare a presentation for the rest of the class. This works best if each group has a **different aspect of the topic**, so they are motivated to listen to each other rather than listening to the same topic several times. Be very strict about the time so that each group gets some time to present their work and decide on a set of criteria for a good presentation. Write these on the board before the group work starts. Members can use the criteria to plan their presentation and assess each other's work. The criteria could include:



ii) Problem solving

Members/ children can work in groups to solve a problem or a series of problems. As a trainer consider how you could motivate your trainees who are teachers to use this with their children. This could include conducting an experiment in science, solving problems in mathematics, analysing a story or poem in English, or an evidence in history.

iii) Creating an artefact or product

Members/ children can work in groups to develop a story, a piece of drama, a piece of music, a model to explain a concept, a news report on an issue or a poster to summarize information or explain a concept. Giving groups five minutes at the start of a new topic to brainstorm or create a mind map will tell you a great deal about what they already know, and will help you pitch the session at an appropriate level.

iv) Discussion

Group members consider an issue and come to a conclusion. This may require quite a bit of preparation on your part in order to make sure that the participants have enough knowledge to consider different options, but organizing a discussion or debate can be very rewarding for both you and them.

v) Differentiated tasks

These types of tasks provide an opportunity to allow members/ children of different ages or attainment levels to work together on an appropriate task. Higher achievers can benefit from the opportunity to explain the work, whereas those not doing so well may find it easier to ask questions in a group than in a class, and will also learn from their classmates.

Managing group work

Initially it is a good idea to work with your class to identify the benefits of working together in teams and groups. You must emphasize the importance of setting up routines and rules to manage good group work. When teachers use group work regularly, children will know what you expect and find it enjoyable. You should discuss what makes good group work behavior and possibly generate a list of 'rules' that might be displayed; for example, 'Respect for each other', 'Listening', 'Helping each other', 'Trying more than one idea', etc.

It is important to give clear verbal instructions about the group work that can also be written on the blackboard for reference. You need to:

Direct your participants to the groups they will work in according to your plan, perhaps designating areas in the room where they will work or giving instructions about moving any furniture or other articles.

Allow participants to ask questions before you start.

In order to make the task much clearer write it on the board in short instructions or pictures.

During group work, move around to observe and check how the groups are doing. Offer advice where needed if they are deviating from the task or getting stuck.

You might want to change the groups during the task. Here are two techniques to try when you are feeling confident about group work – they are particularly helpful when managing a large group.

Expert Groups

Give each group a different task, such as identifying three simple ways of promoting every child's participation or developing a role play for dealing with an issue many teachers are facing i.e., involving children who are shy, rebellious, have less attention span etc. After a suitable time, re-organize the groups so that each new group is made up of one 'expert' from all the original groups. Then give them a task that involves collating knowledge from all the experts, such as deciding on what sort of activities will promote the involvement of all children across different subjects.

Envoys

If the task involves creating something or solving a problem, after a while, ask each group to send an envoy to another group. They could compare ideas or solutions to the problem and then report back to their own group. In this way, groups can learn from each other.

End of the Group Work task

Once all the groups have finished their work summarize what has been learnt and correct any misunderstandings that you have seen. You may want to hear feedback from each group, or ask just one or two groups who you think have some good ideas to share with the others. Keep this reporting brief and encourage them to offer feedback on work from other groups by identifying what has been done well, what was interesting and what might be developed further.

You need to caution trainees who would like to adopt group work in their classrooms, as they may at times find it difficult to organize because some children:

- are resistant to active learning and do not engage
- are dominant
- do not participate due to poor interpersonal skills or lack of confidence.



Did you Know?

Research suggests that learning in groups need not be used all the time to have positive effects on student achievement, so as a trainer or teacher you should not feel obliged to use it in every lesson. You might want to consider using group work as a supplemental technique, for example as a break between a topic change or a jump-start for class discussion. It can also be used as an ice-breaker or to introduce experiential learning activities and problem solving exercises into the classroom, or to review topics.

II. Paired groups



As a trainer you may like to share the usefulness of undertaking pair work in classrooms with teachers. By placing participants/children in pairs is a natural way for them to talk and learn more. It gives them the chance to think and try out ideas and new language. It can provide a comfortable way for children to work through new skills and concepts, and works well in large classes. Pair work is suitable for all ages and subjects. It is especially useful in multilingual, multi-grade classes, because pairs can be arranged to help each other. It works best when you plan specific tasks and establish routines to manage pairs to make sure that all of your children are included, learning and progressing. Once these routines are established, teachers will find that children quickly get used to working in pairs and enjoy learning this way.

Remember you can too use this in the training sessions effectively.

Tasks for pair work

You can use a variety of pair work tasks depending on the intended outcome of the learning. The pair work task must be clear and appropriate so that working together helps learning more than working alone. By talking about their ideas, your children will automatically be thinking about and developing them further. Pair work tasks could include the following ways of working together in pairs:

<i>Think-pair-share'</i>	<i>Sharing information</i>	<i>Practising skills such as listening</i>
Members/ students think about a problem or issue themselves and then work in pairs to work out possible answers before sharing their answers with other students. This could be used for spelling, working through calculations, putting things in categories or in order, giving different viewpoints, pretending to be characters from a story, and so on.	Half the group are given information on one aspect of a topic; the other half are given information on a different aspect of the topic. They then work in pairs to share their information in order to solve a problem or come to a decision.	One participant could read a story and the other ask questions; one participant could read a passage in English, while the other tries to write it down; one student could describe a picture or diagram while the other student tries to draw it based on the description.
<i>Following instructions</i>		<i>Storytelling or role play</i>
One participant could read instructions for the other participant to complete a task.		Participants could work in pairs to create a story or a piece of dialogue in a language that they are learning.

Managing pairs

Pair work is about involving all. Since children are different, pairs must be managed so that everyone knows what they have to do, what they are learning and what your expectations are.

To facilitate effective pair work in class the teacher should do the following:

- Manage the pairs that the children work in. Sometimes children will work in friendship pairs; sometimes they will not. Make sure they understand that you as a teacher will decide the pairs to help them maximize their learning.
- To create more of a challenge, sometimes you could pair children of mixed ability and different languages together so that they can help each other; at other times you could pair children working at the same level.
- Keep records so that you know the abilities of your children and can pair them together accordingly.
- At the start, explain the benefits of pair work to the children, using examples from family and community contexts where people collaborate.
- Keep initial tasks brief and clear.
- Monitor the student pairs to make sure that they are working as you want.
- Give children roles or responsibilities in their pair, such as two characters from a story, or simple labels such as '1' and '2', or 'As' and 'Bs'). Do this before they move to face each other so that they listen.
- Make sure that children can turn or move easily to sit to face each other.

Role of the trainer during pair work

Your role as a trainer while participants are doing pair work is equally important. You should:

- tell participants how much time they have for each task and give regular time checks.
- praise pairs who help each other and stay on task.
- give pairs time to settle and find their own solutions – it can be tempting to get involved too quickly before students have had time to think and show what they can do. Most participants enjoy the atmosphere of everyone talking and working.
- Move around the room to observe and listen, make notes of who is comfortable together, be alert to anyone who is not included and note any common errors, good ideas or summary points.

End of the pair work task:

At the end of pair work task remember that as a trainer you need to:

- make connections between what the participants have developed.
- select some pairs to show their work, or you may summarize this for them. Generally, participants like to feel a sense of achievement when working together. Select participants who you know from your observations will be able to make a positive contribution that will help others to learn. This might be an opportunity for those participants who are usually shy / timid about contributing to build their confidence.
- give a model answer if you have given the participants a problem to solve. You could and then ask them to discuss in pairs how to improve their answer. This will help them to think about their own learning and to learn from their mistakes.

If you are trying out this strategy of pair work for the first time, it is important to make notes on any changes you want to make to the task, timing or combinations of pairs. This is important because this is how you will learn and how you will improve your teaching. Organizing successful pair work is linked to clear instructions and good time management, as well as succinct summarizing – this all takes practice.



III. Discussion

Discussion is undertaken by all of us most of the time for different reasons. The most useful starting point for any type of discussion is through asking a question. In a training session questions are generally used:

- At the beginning of session: to find out what trainees already know and to discover opinions
- During the session: to find out whether the participants understand and are following the lecture
- End of the session: to recapitulate and assess how much the participants' have understood and absorbed.

When you ask questions try to be as clear and brief as possible. The question should lead to some constructive statement rather than to a nod or a grunt from your participants and most importantly should stimulate their thinking, rather than suggesting the answer.

Using questioning to promote discussion and thinking

Most of you will agree that teachers question their children all the time; questions mean that teachers can help their children to learn, and learn more. Did you know that on an average, a teacher spends one-third of their time questioning children (Hastings, 2003). In one study of the questions posed, 60 per cent recalled facts and 20 per cent were procedural (Hattie, 2012), with most answers being either right or wrong. What we need to ask ourselves is - does simply asking questions that are either right or wrong promote learning? Thus questioning is generally used by teachers to find out what children know, so it is considered important by them in assessing their children's progress.

Types of Questions

Let us reflect as to why questions are used. They are generally used in order to:

- guide the participants toward understanding when a new topic or material is introduced
- push participants to do a greater share of their thinking
- remediate an error
- check what and how well participants have understood.



Remember!!!!

- **DO NOT** -Repeat the answer. Move on.
- **DO NOT** -Hold a dialogue with a single answer but bring in the group, e.g. "Would anyone like to add to that?"
- **DO NOT** Ignore or do away with the incorrect answerer but ask why he/she said what they did.
- **DO NOT** Ask too many questions (Adults do not like to be cross-examined.)
- **DO NOT** Let the discussion take too long (Guide it carefully. Always remember - the objective of your discussion.)



IV. Role Play

One of the most common training methods is role-play. Role play is when the participants have a role to play and, during a small scenario, they speak and act in that role, adopting the behaviors and motives of the character they are playing. It is not necessary that a script is provided but it is important that the players are given enough information by the trainer to be able to assume the role. The participants who are enacting the roles should also be encouraged to express their thoughts and feelings spontaneously.

It is a powerful training method if the focus of learning is to generate awareness. Role-play is useful where learners share a somewhat similar experience, which is difficult to recall because of its emotional nature. Role-play as a structured experience; it means that learning takes place from reenactment of past experiences.

Advantages	Disadvantages
It is simple and low cost learning tool. It presents complex issues simply and in a short while.	Possibility of the role play becoming entertainment which vitiates learning.
Helpful in developing awareness at individual and group levels.	Participants can get too involved in their roles and later lose objectivity during analysis.
Explores real-life situations to develop understandings of other people's feelings.	Acting can become an end in itself and participants can overact or distort the roles.
Focuses on problems which are real.	If points for observations are not clear, it may dilute the focus of learning.
Helps those persons who are shy, inhibited suppressed and illiterate to express their true feelings.	Promotes development of decision making skills and higher level thinking.
Actively engages students in learning and enables all students to make a contribution	

Process of using role play

In order to use role-play effectively, you will need to:

- select a suitable role play depending on the purpose of learning and identify role enactors/performers.
- need to prepare briefs and explain the situation to the learners and tell the audience all the points to be noted.
- Instructions about what each person is to do should be clear and understood by each of the players.
- set the stage and start the role-play.
- after the play you can consolidate and debrief.

Ways of using role play

Role-play can be used in a variety of ways.



A small group enacts role-play about a situation while other learners watch the role-play. A discussion follows that enactment. In this case, the role-play is similar to a demonstration where learning occurs through observation. The adult educators themselves, or a few outsiders or a handful of learners, with or without adult educators, can enact such a roleplay.



To stimulate discussion on complex issues. A brief enactment by adult educators or learners or both, can be used to stimulate further group discussion on similar issues and experiences that learners share. This method of learning is essentially group discussion where role-play merely acts as a stimulant or catalyst for the discussion that follows. Its use in this case is similar to an aid e.g. charts, video clipping, etc. In certain situations, a role-play is also used to practice skills. For example, you can practice how to motivate adult learners by enacting different roles. The prime method of learning here is practicing and receiving feedback from learners and adult educators after that practice.



As a re-enactment of past experiences. Learners may enact a past situation with which they are familiar and this can then be followed by a discussion.

V. Case Studies



In the case study method, the group gets an opportunity to look at others' experiences in the form of a case. This exercise exposes learners to similar experiences elsewhere to enable them feel a sense of solidarity and validation. In addition, it helps in creating new knowledge through collective reflection, analysis and synthesis. The participants will get an opportunity to reflect upon and analyze these experiences to derive new ideas. Each person's own experiences, values, feelings form the basis for analysis of others' experiences.

You can present case studies in written or verbal forms or even through the medium of films or songs, depending upon the background and experiential level of learners. You can also present the case study to the whole group yourself. One way of presenting the case study is to divide the group into smaller groups and give each group the task (question) to reflect and discuss. Then each group's views may be presented and consolidated in a collective session.

Advantages	Disadvantages
Low cost, culturally appropriate. It helps to convey complex theoretical concepts in a simple way.	The case study may be too general to focus on a specific issue.
Members reflect on their own situation in the context of others' experiences and gives a chance to discuss complex situations.	Finding an appropriate case study may be difficult.
Sharpens learners' analytical and diagnostic skills and exposes them to situations they might not ordinarily experience in their own lives.	Hypothetical or prepared case studies may be too idealistic.

After going through all these methods you would probably wonder what happened to the most commonly used method i.e., lecture method. People have always used this method and continue to do so, but these days many refer to it as the traditional way of training/ teaching. No doubt it has its advantages- as it is useful to build upon participants existing knowledge base and also provide information. A good lecture should promote those who are listening to ask questions and note down key points. If you use this method, you may like to keep the participants attentive and involved through the use of:

Active summaries. Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.

Question cards. During the presentation/lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.

◆ Selecting Training Strategies

Finally, as a trainer the critical question that you will face sometime or the other is how do I choose strategies /methods that I can use during training to make it more effective or realize my goals? This is very important as the training strategies that you use in delivery of training will determine to a large extent how successfully you have trained the participants. Given below are some key questions that you can ask yourself while selecting methods for different sessions in the training.

Key Questions

I. Goals and Focus of training:

What are the training goals for the training and different sessions in the program?

- Knowledge acquisition
- New skills/New techniques for old skills
- Change in attitudes and behavior.
- Change in teaching-learning (inclusive equitable education and related pedagogy).

What is it I want my trainees to learn?

- **Increase knowledge** - lectures, field visits, demonstrations, self-study etc.
- **Skill development** - practice sessions, demonstrations and learning by doing.
- **Generate awareness** -methods used would be role-plays, small group discussion, case studies, simulation, learning games, structured exercises etc.

II. Participant /Learner & Group Size:

- Who is the target group being trained and how many?
- What is the target group's background?
- Is the knowledge and experience base of the group being used?
- Is the method appropriate for the size of the learning group?

III. Time, space and materials:

- How much time has been allocated for training of different topics/aspects?
- Is there sufficient space for group work, pair work, project work demonstrations etc
- What kind of training resources and materials are required?
- Will I need to develop any materials beforehand?

IV. Alignment of selected methods with desired outcomes:

- Is the method suitable for the objectives of the module to be transacted?
- Which methods are helpful in building an environment conducive to learning?
- Will individual and collective learning be ensured through use of the methods?
- Does the method require special skills to use, do I possess the required skills?

REMEMBER!!!

THERE IS NO ONE METHOD AND MATERIAL FOR MAKING ADULT LEARNING SESSIONS SUCCESSFUL AND EFFECTIVE.



Let us do

Activity -3

1. *To promote active learning by adults which strategy is more useful, group work or lecturing. Give three reasons for your answer.*
2. *What are the advantages of using training strategies like group work, role-play and case studies?*
3. *What aspects determine the selection of different training strategies?*

Summing up:

The summing up of the module can be concluded by one of the trainers requesting three to four participants to come forward and sum up the major points in the three sessions of the module. Around 10 minutes can be spent on this activity.