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UNIVERSITAT
ROVIRA I VIRGILI



SYSTEMIC UNIVERSITY
CHANGE TOWARDS
INTERNATIONALISATION

Train the trainers

How to train your university
staff on internationalisation

June, 2019

Thank you for tweeting!



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#SUCTI



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SYSTEMIC UNIVERSITY
CHANGE TOWARDS
INTERNATIONALISATION

Training Skills

Fiona Hunter, Ruth Graf, Bianca van Vugt

June, 2019

Aims and Outcomes

By the end of this module, participants will have a better overall understanding of how adults learn and what their specific training needs are.

Specific Learning Outcomes

- Participants will have increased their confidence and their ability to train university administrative staff on the most important aspects of internationalisation.
- Participants will have improved their presentation and training delivery skills.



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Training Skills

Day 1: Morning



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Weather forecast



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Training Skills

Day 2: Afternoon



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Training Skills

How do adults learn?



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Adult Learning

<https://www.youtube.com/watch?v=3LdEwYDDJBg>



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We remember...

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss
- 80% of what we experience



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Tell me and I forget, teach me and I remember.
Involve me and I learn. ***Benjamin Franklin***



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Adult Learning

So how do you like to be involved in the learning process?



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7 Characteristics of adult learners

<https://youtu.be/K1OSh6vN-6E>



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Malcolm Shepherd Knowles



Adults learn in different ways than children do.



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Knowles' 5 assumptions about adult learners

1. Are able to self-direct own learning
2. Have a vast array of experience to draw on
3. Are ready to learn, see the value and focus
4. Look for practical problem-centered approaches
5. Are internally motivated



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Peer Learning

What do you see as the advantages of learning peer to peer?



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Peer Learning

Peer learners:

- Bring own experience and knowledge to the table
- Understand the issues
- Speak the same “language”
- Are interested and motivated
- Perceived as credible, unbiased, trusted
- Learn with and from one another through action and participation



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Peer Learning

- Thinking differently about familiar questions
- Becoming more inspired, creative, (re)motivated
- Giving concrete meaning to abstract terms
- Moving from ad-hoc, incremental approaches to more strategic thinking
- Creating a group of critical friends who can provide constructive suggestions and “moral support”



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Designing training for adult learners

<https://www.youtube.com/watch?v=fdl0JXSealg>



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Knowles' 4 principles of adult learning

1. Adults should have a say in the content and process
2. The learning should focus on adding to what they have already learnt
3. The content should focus on issues related to their lives
4. Learning should be more on solving problems than memorizing content.



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Your ideal training experience

What would your ideal training experience look like?



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Training Skills

Day 3: Afternoon



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Training skills

First things first



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Today:

- Link to 5 elements
- Structuring a module or training.
- Creating impact – Kolb's learning cycle.
- Working with training formats:
 - Instruction using Powerpoint or flipcharts
 - Group and pair work
 - Icebreakers, refreshers and closers



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What is the function of structure in a training?



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Structure challenge 1

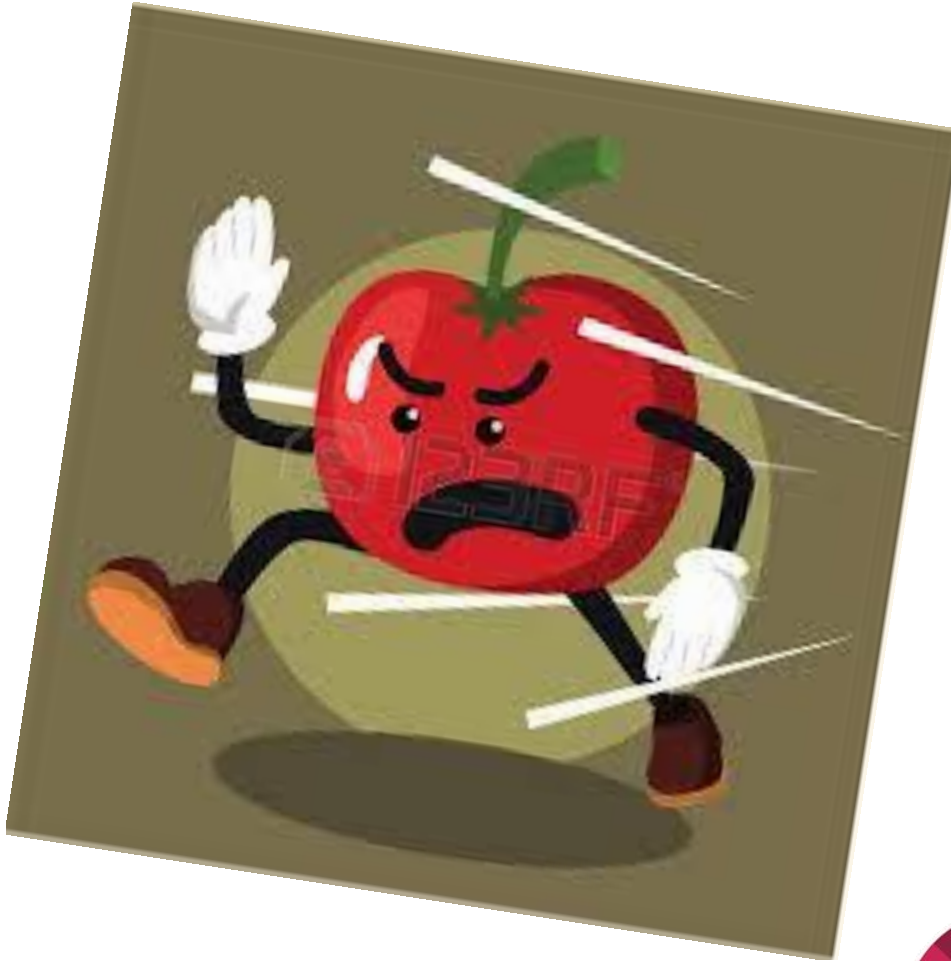


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Structure challenge 2



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Structure challenge 3

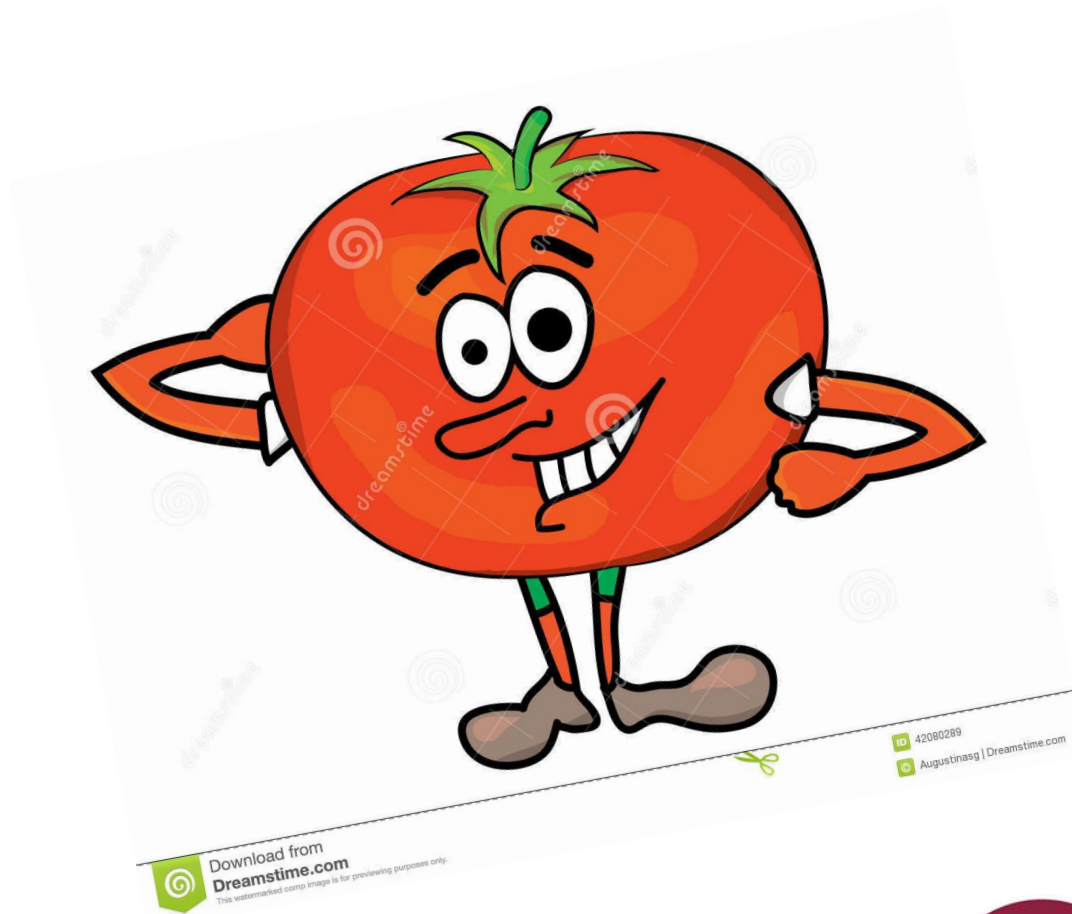


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Structure challenge 4



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Training methods

- Choose a training method
- 10 minutes to prepare a mini module
- 5 minute delivery
- 'Tips' and 'tops'
- Switch



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Working with training formats

1. Instruction - using Powerpoint presentations or flipcharts
2. Creating impact - through group and pair work
3. Icebreakers, refreshers and closers

Manual = resource



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Powerpoint presentations or flipcharts

Ensuring that learners get the information they need



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Group and pair work

Making learning relevant, integration



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Icebreakers, refreshers and closers

Warm up, wake up, ensuring closure



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Topic:

How to make a delicious tomato soup



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Topic:

How to make a delicious tomato soup

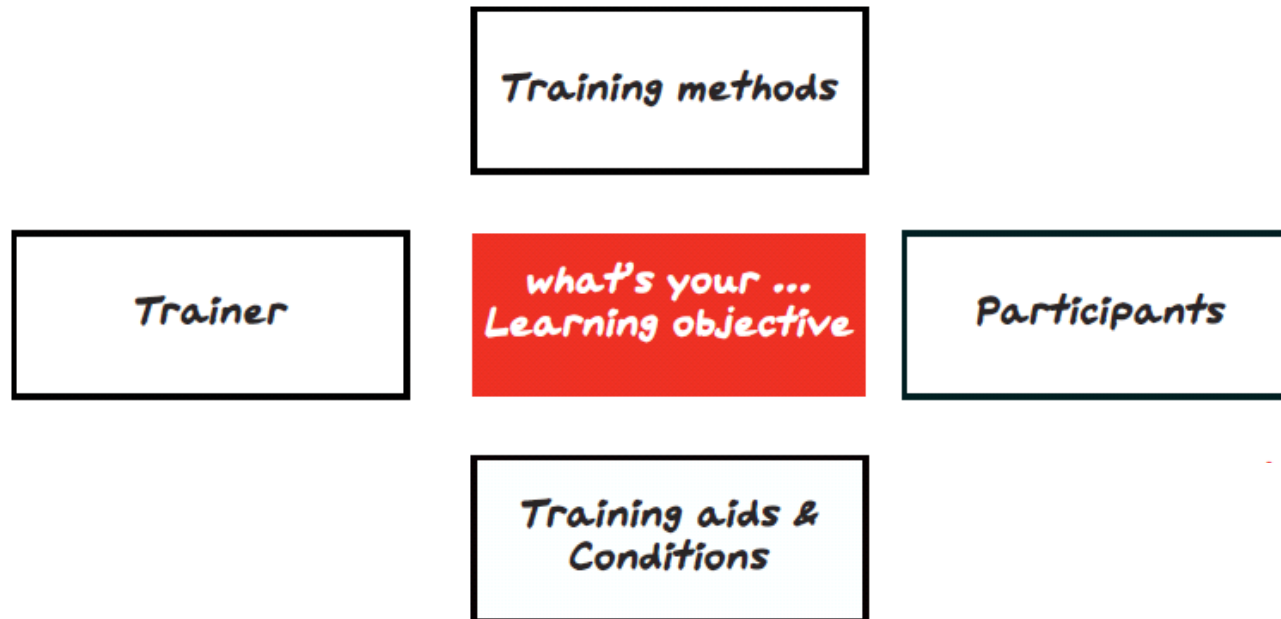


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The 5 elements of a training



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Learning objectives

Not a 'tick in the box' exercise, but a trainers compass

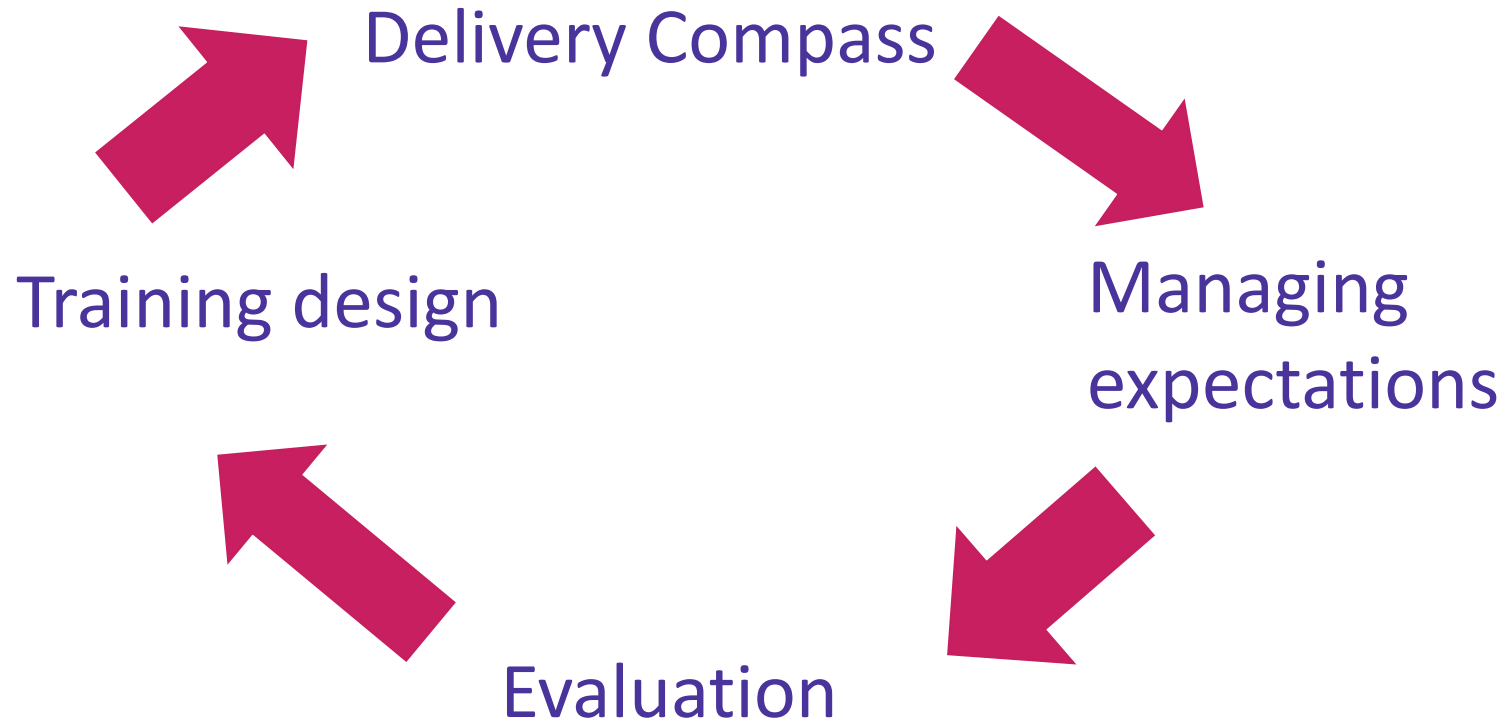


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Formulating learning objectives



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Formulating learning objectives

- What will the learners **understand**, have insight to or **be able to apply** after the training?
- Observable and measurable

Serve as a basis for:

- Training design
- Managing participant and trainer expectations
- Evaluation



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Formulating learning objectives

What will the participants

Apply

Practice

Gain an insight in

Frame of reference
Context / bigger
picture

Knowledge

Understanding
Building blocks

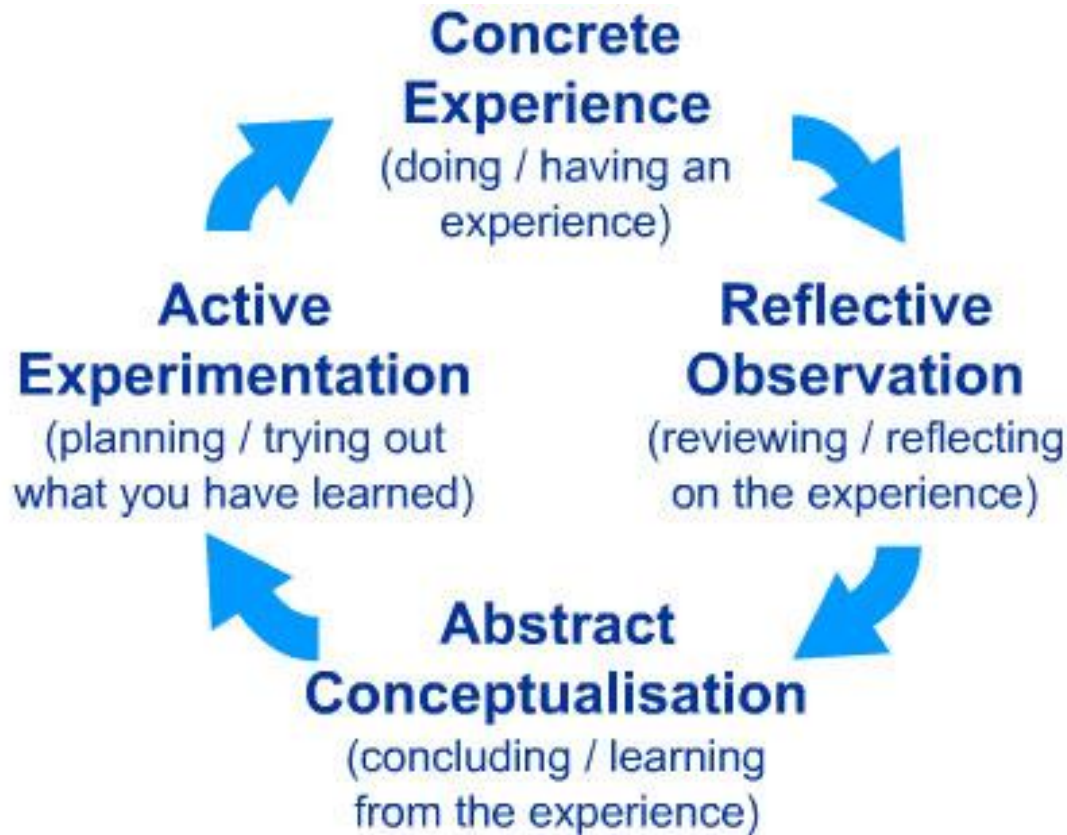


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Moving beyond presenting...

Engagement = impact



KOLB's Learning cycle

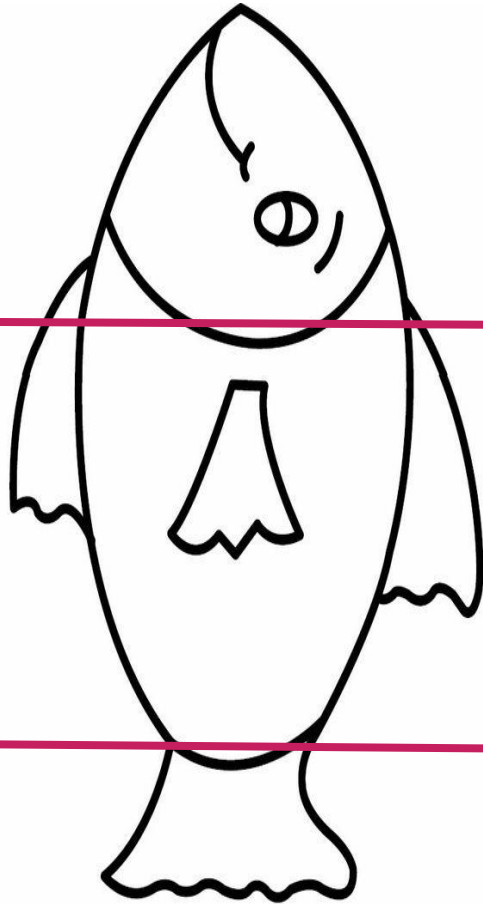
*Kolb 1984



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Structuring a module or training



Head: introduction, ground rules, link to previous module, learning outcomes.

Body: where the learning happens. Theory / practice.

Tail: conclusions, summary and link to next module.



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Creating a structure

Steps & tips

1. Create an initial schedule

- List all content you want to cover
- Include: breaks, time needed for introductions, endings
- Beware of the lunch dip!

2. Group the learning objectives into a logical context

- What is a logical overall context?
- What knowledge do learners need before they can practice?
- Engagement = impact.

3. Use the SUCTI training guide to structure your modules and to choose training delivery formats

- Presentations / instruction
- Group or pair work / discussion



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Creating a presentation

Elements

- identifying the elements of a good presentation
- linking the different parts
- interacting with visual aids
- handling questions
- chairing the session

"The human brain starts working the moment you are born and never stops until you stand up to speak in public." **George Jessel**



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Key features of an effective presentation – 1

AWARENESS OF AUDIENCE

- Who are they?
- What are their needs or interests?

CLEAR OBJECTIVES

- To inform, persuade, welcome etc

• PLANNING

- Clear structure and sense of timing

"It usually takes more than three weeks to prepare a good impromptu speech." **Mark Twain**



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Key features of an effective presentation – 2

ORGANISATION

Clear connections between different parts and ideas

INFORMATION

Interesting and relevant to audience

IMPACT

Strong introduction and conclusion

DELIVERY

Clear, simple fluent use of natural spoken language
Use of pause for emphasis

Talk low, talk slow, and don't talk too much. **John Wayne**



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Key features of an effective presentation – 3

- identifying the elements of a good presentation
- linking the different parts
- interacting with visual aids
- handling questions
- chairing the session

"The human brain starts working the moment you are born and never stops until you stand up to speak in public." **George Jessel**



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The beginning

- Greeting, name and position
- Subject and purpose of presentation
- Timing
- Main points
- Visual aids
- Question time
- Reference to audience – human touch



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The middle

- Focus on key points/message
- Do not overload with information
- Organise the information in a coherent way – beginning, middle and end
- Create clear connections
- Use language indicators to signal opening and closing of points



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The end

- A clear signal you are about to end
- A brief, clear summary of what you have said
- A conclusion or recommendation
- An invitation for questions or comments to start a discussion

"Make sure you have finished speaking before your audience has finished listening." **Dorothy Sarnoff**



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Visual aids

- DESIGN
- Design visuals to support/summarize message
- Use key words – not lines of text
- Avoid repetition and overcrowding – KISS
- Don't overdo the special effects
- Select an appropriate number of visuals
- Avoid reading from the visual or blocking audience's view
- Check the technology before you start



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Before the presentation

- Define the audience
- Clarify the purpose
- Plan the content
- Design suitable visual aids
- Prepare support materials
- Control length
- Follow clear structure
- Rehearse (but don't recite)!



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During the presentation

- Keep eye contact
- Don't rush
- Remember to pause
- Articulate and project voice
- Speak naturally
- Identify appropriate body language: eye contact, facial expression, hands, movement, posture, appearance
- Connect with your audience – don't hide!
- Be credible, most importantly, be yourself

They may forget what you said, but they will never forget how you made them feel. **Carl W. Buechner**



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After the presentation

Handling questions

- Welcome the question
- Listen carefully
- Check you have understood
- Take time to think
- Reply positively, briefly and clearly
- Accept criticism positively
- Check questioner is satisfied

I was gratified to be able to answer promptly, and I did. I said didn't know.

Mark Twain



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Final Tips

- Be prepared
- Be enthusiastic
- Be yourself

And enjoy the experience!



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Training Skills

Day 4: Afternoon



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Training Skills

Handling challenges in the classroom



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Everyday challenges

1. Trainers
2. Participants
3. Training methods
4. Training aids

Learning objectives



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Training Skills

How do you prevent
challenging situations?



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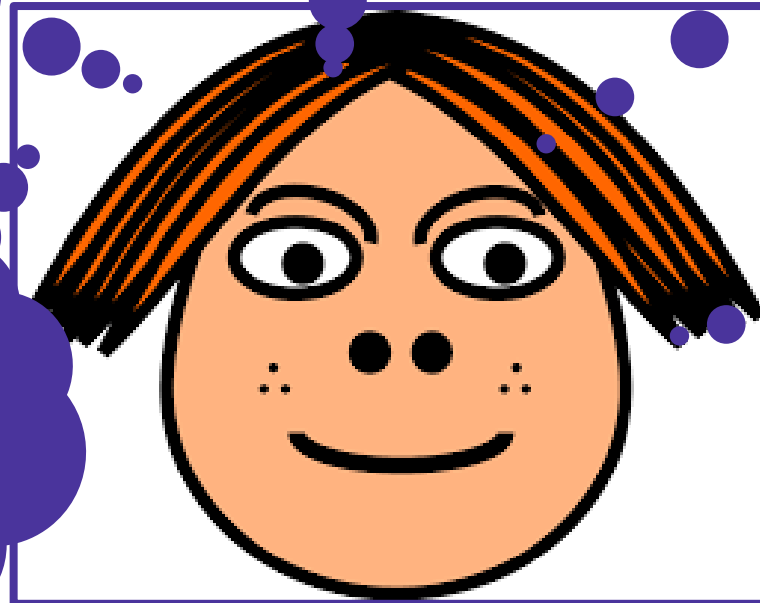
Learners and their environment

Can I speak
freely?

I am hot/cold!

What will this
training be
like?

I hope that we
will not have to
interact / sit
still !



I hope that
my husband
can pick up
my daughter!

SUCTI



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What about you as a trainer?



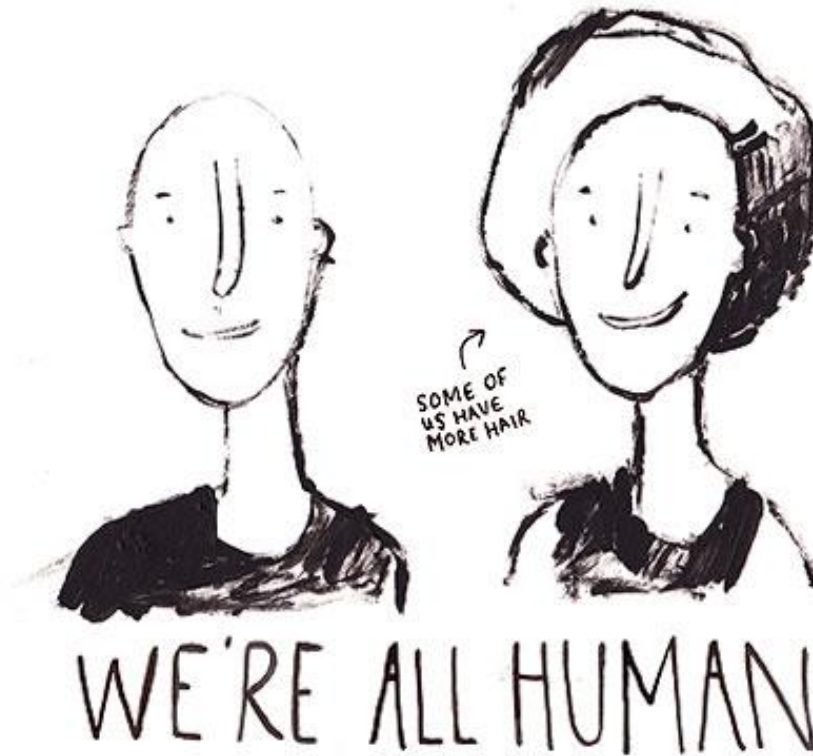
"WHERE DOES THE TEACHER GET THIS? WILBUR SHOWS NO MOTIVATION IN CLASS!"



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What about you as a trainer?

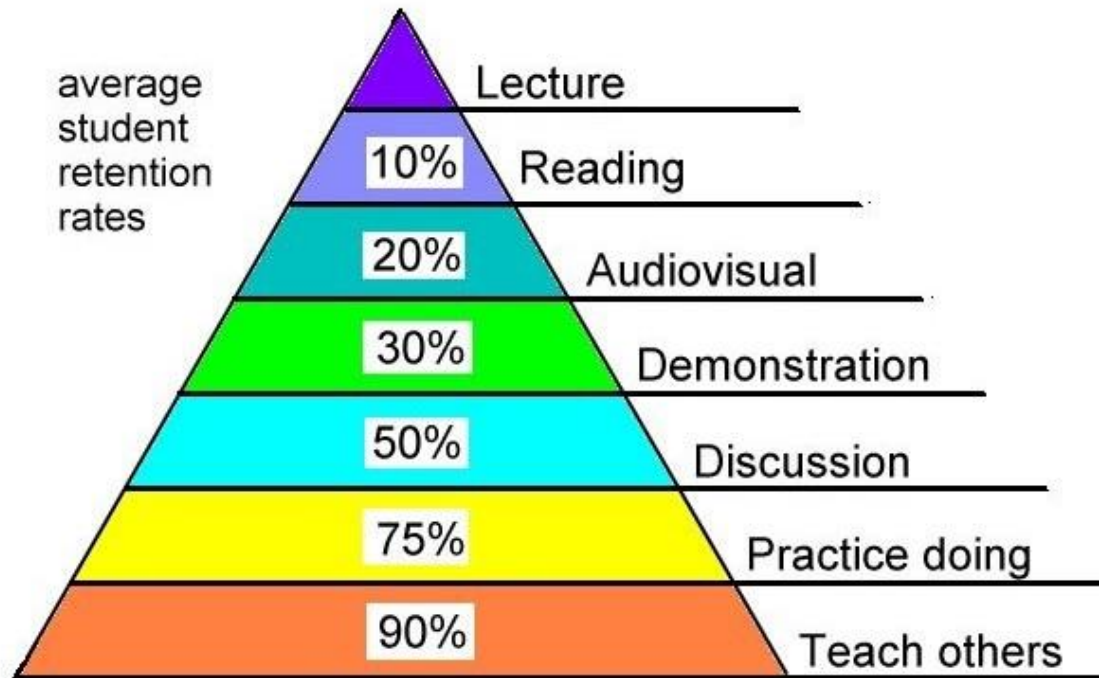


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Engagement = Impact

Learning Pyramid



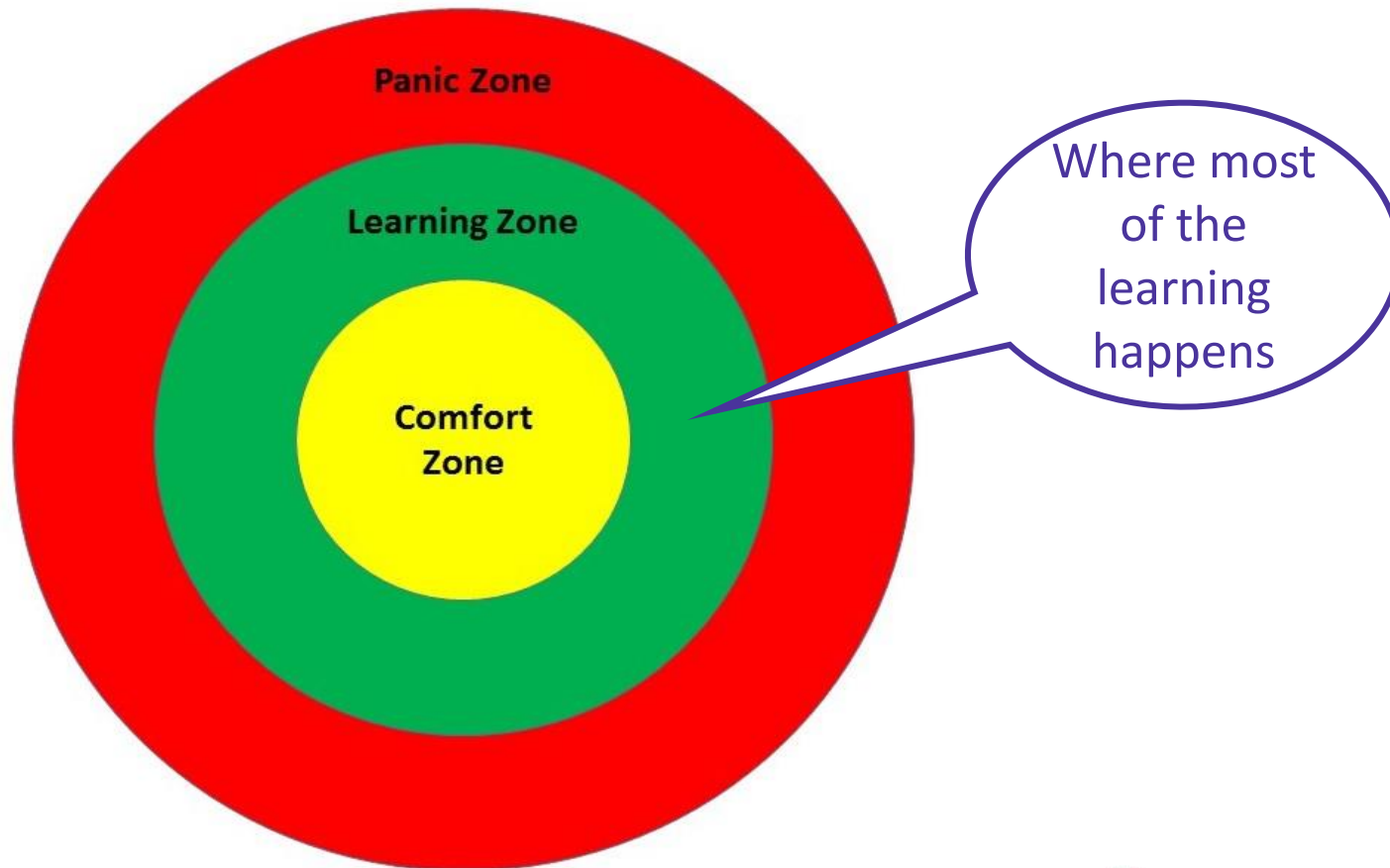
Source: National Training Laboratories, Bethel, Maine



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Beware of the zone



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The fight, flight, freeze response

<https://www.youtube.com/watch?v=dBZyFMd6La4>



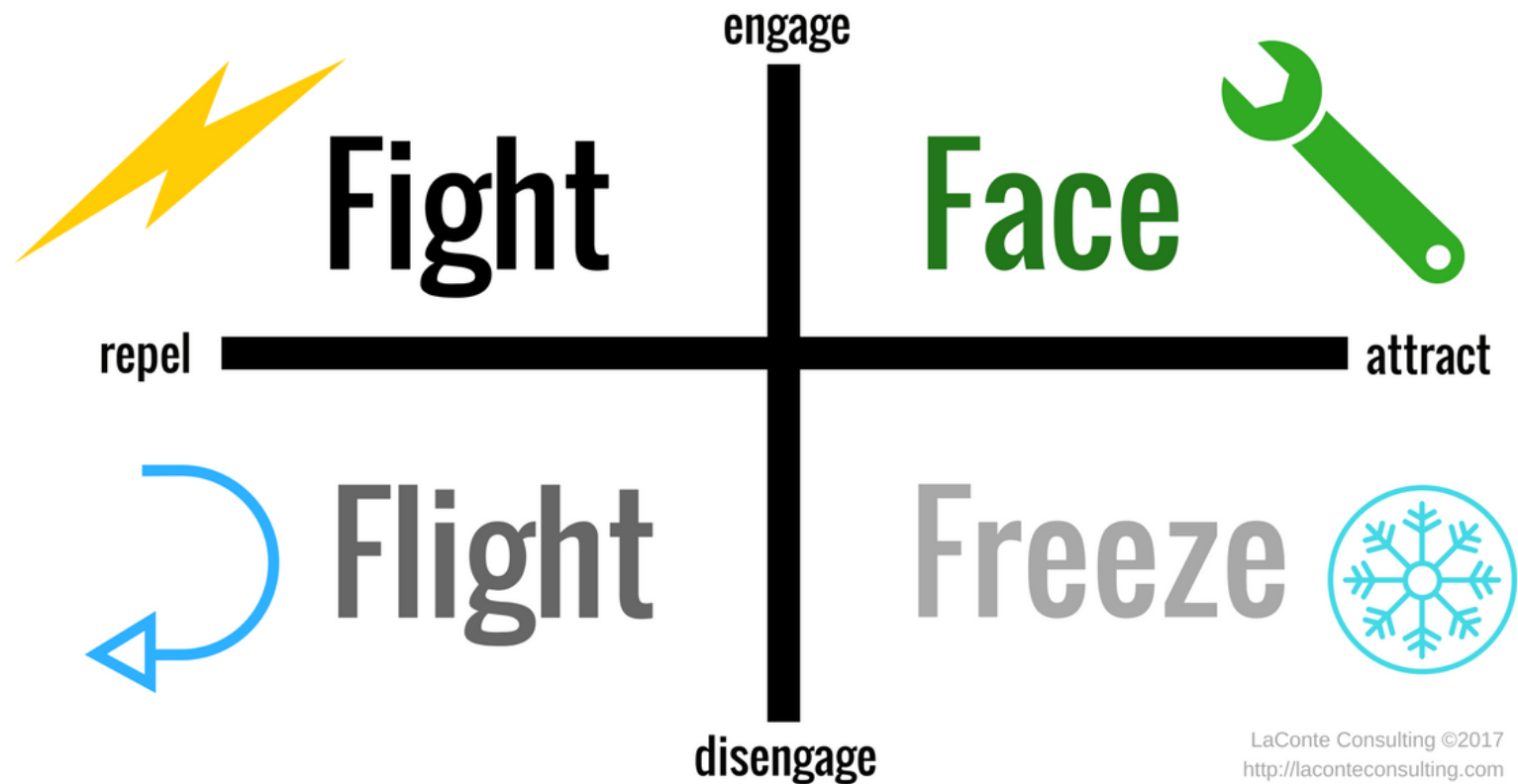
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Grace LaConte's

The 4 Responses to Fear



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‘Difficult’ participants

Questions to ask yourself:

- Is it really the case? Discuss with co-trainer.
- What was the trigger moment?
- What was my contribution to this situation?
- Do I need to discuss it with the participant / group in general? (Don't single out learners!)
 - Group: Refer back to ground rules
 - Individually: Organise a safe and private conversation asking open questions and listen first

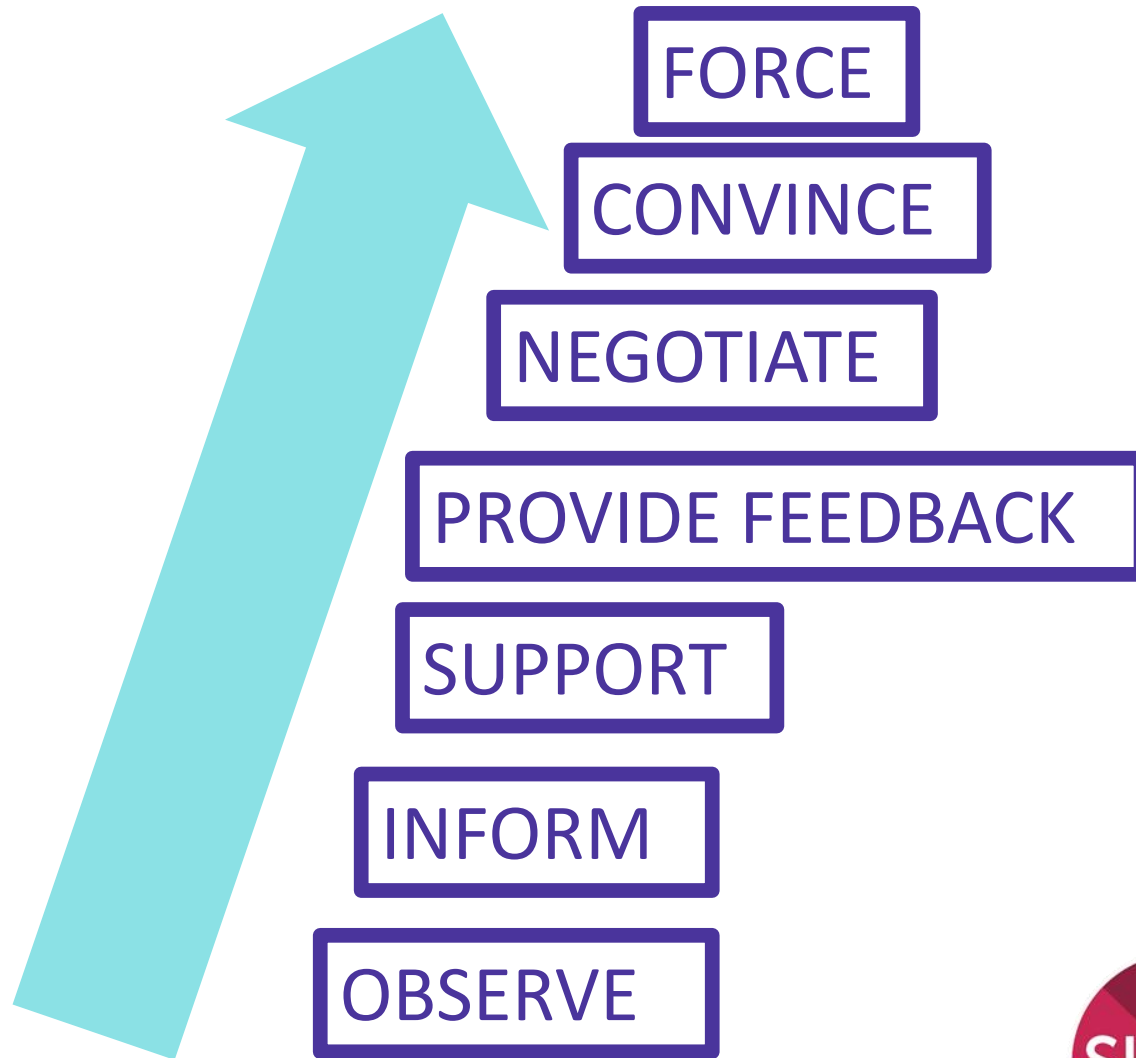


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Intervention ladder



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