

## Tools for Training and Transfer ~ Practical participatory trainer-training with Roger Greenaway

This practical workshop will help you to develop the ways in which you can help people learn from experience and apply what they learn back in their workplaces. The workshop emphasises the value of placing tools in the hands of participants – helping them to engage, think, communicate and learn. So these tools for your growing toolkit are mostly tools for your participants to use. Most of the tools are simply ways of helping participants break out of their 'default mode' into modes of learning that are more energised, more focussed, more satisfying and more effective. With these tools you can help people to become better 'broadband' communicators, thinkers, learners and doers.

Please note that this is a shortened version of the 2 day programme and does not fully correspond to the web version.

DAY 1		Tools and Exercises
Creating a culture of success  <b>What works well?</b>  <i>"People progress more rapidly in their areas of greatest talent than in their areas of weakness." The Gallup Organisation</i>	Strengths-based methods for learning from experience. Sources include: Starting from Strengths, Gallup, Appreciative Inquiry, Solution Focused Brief Therapy and Reviewing Success.	<ul style="list-style-type: none"> <li>◇ Brief Encounters or Activity Map</li> <li>◇ Storyline (4)</li> <li>◇ Back to the Future (8-9)</li> <li>◇ Questions for Success (11)</li> <li>◇ Success Chart (6)</li> </ul> <i>Numbers in brackets refer to the manual</i>
Creating a culture of support  <b>Partners in Learning</b>	Invest time in creating real support for learning. An intelligent choice of methods can help to build support that is genuine, specific, motivational and individually tailored - even in large groups.	<ul style="list-style-type: none"> <li>◇ The Playing Card Learning Cycle: how facilitators &amp; peers can support learning. (12)</li> <li>◇ Playing Card discussion (Uno/Bono rules)</li> <li>◇ Goal Keepers: micro-coaching from partner, instant feedback, accelerated learning</li> <li>◇ Fishbowl partners</li> </ul>
Creating a culture of action  <b>Movement in Learning</b>	There are many ways of making reviewing active and there are many benefits from doing so. Even the most abstract topics can be explored in dynamic ways. These active reviewing techniques help people to communicate more effectively, explore ideas and values and focus on progress towards their goals.	<ul style="list-style-type: none"> <li>◇ Sculpting motivated learners (16)</li> <li>◇ Horseshoe: Where do U stand? (10)</li> <li>◇ Turntable: speaking from different positions (10)</li> <li>◇ Spokes: self-assessment and peer feedback</li> </ul>

**Evaluation:** Ongoing review and evaluation of the programme will help to ensure that pace, style and content are relevant to your own work.

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DAY 2		Tools and Exercises
Creating a culture of participation  <b>Tools for Learning</b>	How democratic is your practice? This session focuses on tools and responsibilities that you can place in the hands of learners - so that their own questioning and facilitation skills are brought into play.	◇ Simultaneous Survey and Evaluation (29) ◇ Using Pictures: illustrated stories (5) ◇ Moving Stones: group dynamics (video) ◇ Action Replay: giving away the remote and the microphone (17 and video) <i>Numbers in brackets refer to the manual</i>
Creating an inclusive culture for all learning styles  <b>Creative Methods</b>	Learning is a creative process and we will explore a number of reviewing methods that build on this principle. Some methods go for quality while others draw on the speed of intuition and the effectiveness of visual communication.	◇ Missing Person (19) ◇ Sketch Map (similar to your reflective journey exercise?) ◇ Metaphor Map: a map on which you can trace past, present and future journeys. (22) ◇ Dream Drawing (7)
Application Strategies <b>Making Learning Stick</b> <b>Making Learning Sticky</b> <b>Learning at Work</b> <b>Changing Ways of Working</b>	Some strategies are designed to increase the chances that learning gets used.. Other strategies are designed to help you to continue your learning and development as a facilitator of learning.	◇ Devising new approaches for self-supported development, peer-supported development and participant-supported development. ◇ Force Field Analysis: What will help and hinder the application of your learning? ◇ Future Walking: turning another paper and pencil exercise into an active process. (9) ◇ Talking Knot - a participatory conclusion.

In each session we will try out the two or three methods that seem to be most relevant to your work - so please do not be disappointed if we do not try out all of the options listed. The final session on 'application strategies' includes some 'further reading' i.e. the manual contains more material than will be explored during this two day programme. If you have an appetite for even more, please visit <http://reviewing.co.uk> or write to Roger for help in finding your way around or for further dialogue ...

When reading the following pages [in the manual] you will frequently encounter the words 'reviewing' and 'transfer'. In most cases, simply substitute 'learning' for 'reviewing' and 'application' for 'transfer'.

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