



Facilitator's Guide



Powerful Alternative Learning Strategies

MODULE 2

**CREATING HIGH
IMPACT TRAINING**

Foreword

This Facilitator's Guide on Powerful Alternative Learning Strategies or PALS is designed for the use of local government training practitioners and individuals in delivering highly-effective and learner-centered training programs, including but not exclusive to the actual training for the newly elected officials (NEOs). These practitioners include local government operations officers (LGOOs) from the regional, provincial, city and municipal level.

The guidebook aims to reinforce the substance and content of training modules for the country's NEOs; the workbook on the first one hundred days in office and the task list for these local chief executives (LCEs). It provides useful insights and techniques that facilitators can employ in training LCEs on the crucial tasks of public service and in disseminating vital information on local governance.

This guidebook is a by-product of the arduous efforts of the Local Government Academy personnel who underwent the training intensive on PALS, through the auspices of the Philippines-Australia Human Resource Development Facility (PAHRDF)--an Australian Government-AusAID initiative.

This publication, developed in the advent of the National Government's New Philippines Agenda may be seen as an emerging paradigm for greater innovation and creativity among facilitators and trainers in responding to the challenge of transformative training.

Message

Hon. Ronaldo V. Puno
Secretary, DILG

Message

Marivel Sacendoncillo, CESO III
Executive Director
Local Government Academy

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), extends its greetings to the staff of the Local Government Academy (LGA) for their participation at the recently conducted Training on Powerful Alternative Learning Strategies (PALS).

We commend the bold efforts of LGA in the institutionalization of Alternative Learning Strategies as a training standard for local government trainers and officials in the Philippines. The roll-out of PALS to Newly Elected Officials across the country is a significant step towards the realization of our shared goal of more effective and responsive Local Government Units.

It is our hope that LGA will continue to play a key role in improving governance at the local level through the introduction of innovative training strategies such as PALS. AusAID remains committed to working with our local partners for good governance leading to improved prospects for economic growth.

Mabuhay



Angus Barnes
Acting Counsellor
AusAID



Australian Government
AusAID

PHILIPPINES – AUSTRALIA
HUMAN RESOURCE DEVELOPMENT
FACILITY
An Australian Government, AusAID initiative

Message

The Australian Agency for International Development (AusAID) through the Philippine Australia Human Resource Development Facility (PAHRDF), congratulates the Local Government Academy (LGA) for recognizing a change paradigm to enhance their expertise in the design, management and conduct of high quality training programs for the local government.

It is truly admirable to note the speed of application that the core learners of LGA have demonstrated as they embark to adopt a refreshing Powerful Alternative Learning Strategies (PALS) to ensure a delivery of first class workplace training and improved customer service delivery to its huge stakeholders.

Congratulations for a job well done.

A handwritten signature in black ink, appearing to read 'Milalin S. Javellana'.

Milalin S. Javellana
PAHRDF, Facility Director

Technical and Intellectual Property Considerations

The materials of the Powerful Alternative Learning Strategies (PALS) modules are designed to assist the facilitator in delivering the PALS curriculum in the most appropriate and effective way. Included in the compendium of materials is a manual and a compact disc which contains the facilitator's manual, presentation slides including related multimedia materials.

The curriculum materials contained in this manual were developed in partnership with the eight (8) participants of the PAHRDF Capacity Building Workshop in Alternative Learning Strategies for Effective Workplace Training:

- *Lizbeth Jalimao*
- *Marciana Obispo*
- *Leah Marie Sanchez*
- *Myra Gabito*
- *Jose Gonzalo Ablay*
- *Oliver Larion*
- *Elmo Dimaano*
- *Liza Megia*

The PALS facilitator will need the following additional resources to be able to utilize these materials:

1. Audio-video room
2. Multimedia projector
3. Computer/Laptop with CD Drive
4. Microsoft Powerpoint software or Powerpoint Viewer
5. Windows Media Player or Real Player
6. Internet connection

Technical and Intellectual Property Considerations

To access and use the slide presentations, including embedded media, facilitator must first “unpack” or copy the module folders into the hard drive of the computer to be used. Failure to perform this initial procedure may result in inaccessible media or incomplete presentation. Module folders include Powerpoint Viewer in case host computer does not have MS Powerpoint installed.

The PALS Training Manual and CD are properties of the Local Government Academy (LGA) and the Philippines-Australia Human Resource Development Facility (PAHRDF).

No part of this manual may be used commercially, or be reproduced in any manner whatsoever outside of local governance training purposes, without written permission from the LGA and PAHRDF.

The Cover

The PALS cover design depicts the essence of alternative learning—its recognition of the multiple intelligences, the spirit of fun, learner-centered teaching and its transformative value to both learner and teacher.

Interpreted and rendered by LGA Artist Iris Alegro-Igrobay, the cover design is an original image-illustration developed in Adobe Photoshop.

Facilitator's Guide

MODULE 2

CREATING HIGH IMPACT TRAINING

Powerful Alternative Learning Strategies (PALS)
COURSE ROADMAP

TOPIC	DAY 1 Creating the PALS Difference	DAY 2 Ownership and Accountability	DAY 3 Commitment to Transformation
Modules	<p>I. SOURCING THE INNOVATIVE TRAINER</p> <ul style="list-style-type: none"> • Setting the Tone • The Transformational Trainer <p>II. REFORMING LEARNING DESIGN</p> <ul style="list-style-type: none"> • The LGATRAK • Samples of Alternative Learning Strategies: <ul style="list-style-type: none"> - Multiple Intelligence, Large Group Interventions, Learning Styles, Neuro-Linguistic Programming, Brain Compatible Learning 	<p>III. CREATING SUSTAINABLE LEARNING ENVIRONMENT</p> <ul style="list-style-type: none"> • Blended Learning <p>IV. CREATIVITY IN TRAINING DELIVERY</p> <ul style="list-style-type: none"> • Facilitation Tools and Techniques • Coaching and Mentoring <p>V. EVALUATING TRAINING</p> <ul style="list-style-type: none"> • 4 Levels of Training Evaluation <p>VI. THE TRANSFORMED TRAINER: Making a Difference</p>	<ul style="list-style-type: none"> • Applying PALS: NEO FEET <p>I. Current Reality: An Introduction</p> <p>II. Knowing my LGU and Achieving the National Vision</p> <p>III. Knowing Myself</p> <p>IV. Knowing my Environment</p>
Core Concept	• TRANSFORMATION		• COMMITMENT

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Lunch Break					
Multiple intelligences <ul style="list-style-type: none"> • Eight (8) • Learning • Methods • M Techniques	Lecture-Discussion	<p>Start discussion on Multiple Intelligence (MI) by a brief introduction of Howard Gardner and the MI Theory assumption.</p> <p>Proceed to discussing the assumption of the MI Theory. Show Slide 3.</p> <p>Show Slides 4-8. Present and explain the 8 intelligences.</p> <p>After the presentation of the intelligences, ask:</p> <ul style="list-style-type: none"> • Can you identify the intelligences usually activated in training programs? How many intelligences do we usually engage? • List down responses on easel paper. 	5 mins	<ul style="list-style-type: none"> • Easel paper • Markers 	
	Discussion	Ask participants what they think or how they feel about the MI Theory. Randomly select 3-4 participants to share with the class their ideas or insights. Ask for any question or clarification and then introduce the class activity – role-play/skit (as a lunch assignment).	3 mins		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
	Role-play/skit	<p>Activity: Role-Play/Skit</p> <ul style="list-style-type: none">During the lunch break, ask participants to think back on their self-vision, and how they imagine themselves by the year 2020. Share vision with group members.Personal vision of each group member must be presented collectively through 3-minute role-play or skit.Role-play or skit to be augmented by songs, background drawings, costumes, etc. Encourage group to incorporate in the presentation as much as they can.Group Presentation	(10 mins)	Easel papers Crayons Markers Scissors Colored paper Glue Scotch/ masking tape Cds (music)	
	Dyads	<p>Dyads: After all group presentations, ask participants to select their partners. Ask that they share to their answers to the following questions:</p> <ul style="list-style-type: none">What can you say about the activity?How did you feel while doing the skit?Do you think you would remember what were presented long after this training is over? Why?	12-15 mins 3 mins		
	Lecture	<p>Introduce the 10 Common Learning Methods (show Slide 11) and discuss the effectiveness of these methods through the Learning Pyramid (show Slide 12).</p>	3 mins		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Learning Styles <ul style="list-style-type: none"> • Global/Analytic 	Group Workshop	Group Workshop: Group class into 4-5 groups and give workshop instructions: (Slide 13) <ul style="list-style-type: none"> • List down as many activities per intelligence which you can apply in class • Team Name • Team Cheer Let groups work for 3 minutes and have outputs posted on the board. After the time limit, acknowledge groups on their effort. Show Slides 14-17 on MI Techniques they could apply.	5mins		
	Lecture	Introduce Learning Styles by presenting definition offered by Dr. Rita and Dr. Kenneth Dunn	2mins.		
	Activity: Let's Dance Lecture-Discussion	Activity: Let's Dance! In this activity, you will have the participants learn a Greek Dance. You will provide dance step instructions in three ways – through written, verbal and actual demonstration. Continue introduction of Learning Styles by saying the dance activity was a way to determine their individual learning styles – if they were Global or Analytic Learners. Proceed by describing the characteristics of each type of learner (show Slide 23).	8mins.	Music/sounds	

Topic	Activity	Process	Time	Resources/ Materials	Remarks
LGATRAK	Lecture - Discussion	Pose question to participants: Given the characteristics of these two types of learners - <i>What do you think happens when the teaching methods and the participants' learning styles do not match?</i> Then show and briefly discuss <i>Matcher</i> and <i>Mismatcher</i> Characteristics (Slide 24).	5mins.		
		Introduce the LGATRAK Design and Implementation Process by showing Slide 25 and engaging participants in very brief discussion.	5mins.		
		Show Slide 26 - LGATRAK and briefly discuss each step. Show slides 27-34.			
Audience Context Elements		Continue discussion on the Elements of the Audience Context by saying: Say: Now let us go back to the first step – Look for the Audience Context. Show Slide 25 (Audience Context)	12mins.		
• Levels of Readiness • Levels of Specialization		Show Slide 27 on 4 Levels of Readiness . Introduce Participants' 4 Levels of Specialization by showing Slide 37. Proceed by describing the characteristics of each level of specialization.			
• Group/ Organization Context		Introduce Group/Organization Context by engaging participants in brief			

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Core Concept & Theme	Group Workshop	<p>discussion. Ask participants: What do you think is the importance of knowing the group or organization context? (Show Slide 38). Introduce topic How to gather participant background information by engaging participants in a brief discussion.</p> <p>Show participants a sample template they could use to determine the Audience Context/Profile. Show Slide 40.</p> <p>Activity: Group workshop</p> <p>Divide the class into 4 – 5 groups. Show Slide 41 and briefly go over the instructions.</p> <ul style="list-style-type: none"> • Think of a training program regularly implemented in your area. • Using the Audience Context Template, determine the audience context of your program. • Write answers on easel paper. • Groups to present outputs after 10 minutes. 	30mins.		
	Lecture	Introduce Core Concept and Theme by giving definitions. Show Slide 42	5mins.		
	Human Collage	<p>Activity: Human Collage</p> <p>Give out activity instructions. (Slide 43)</p> <ul style="list-style-type: none"> • Join your role-play/skit group mates. • Think back on your skit and identify the core concepts and theme applied. • Present these core concepts and theme through a human collage or body poster. 	20mins.		

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Adult Learning Cycle (4As)	Lecture	Introduce the Adult Learning Cycle by engaging participants in brief discussion. Present the Adult Learning Cycle Diagram. Show Slide 45 and discuss each of the cycle steps (show slides 46-49) Show Slide 50. Introduce Accelerated Learning.	5mins.		
	Lecture-Discussion	Connect the Adult Learning Cycle with next topic 3Ps . Proceed by discussing the 3Ps. Show Slides 54-56. Present to the class templates that can be used in designing a training program. Distribute copies of the templates to the class. Explain elements of the templates. Activity: Group Workshop Give workshop instructions: <ul style="list-style-type: none">• With your specific training program and using the templates, incorporate ALS into the training design.• Present group outputs to the class.	5mins. 10mins. 5mins.		
Accelerated Learning Cycle	Group Workshop	Activity: Dyads Divide participants into pairs. Ask that each pair discuss, in 2 minutes, their reflections/ insights on the following questions: <ul style="list-style-type: none">• What did you like most about the topics discussed for the day?• How do you think these would be applied to your workplace? What else do you want to know more about?	30mins.		
	Dyads		3mins.		

Presentation:

1. Start discussion on **Multiple Intelligence (MI)** with by a brief introduction of Howard Gardner and the MI Theory.

Show Slide 1

Say: *We will now have a walk-through on a theory that is very important to understanding Alternative Learning Strategies. First let me introduce you to Dr. Howard Gardner.*

Show Slide 2

Say: Dr. Howard Gardner is a Professor of Cognition and Education at the Harvard Graduate School of Education. He also holds positions as Adjunct Professor of Psychology at Harvard University. He is best known in educational circles for his theory of multiple intelligences, a critique of the notion that there exists but a single human intelligence that can be assessed by standard psychometric instruments. *Lifted from: <http://pzweb.harvard.edu/PIs/HG.htm>*

2. You just won an all expenses paid five-day vacation to any place in the Philippines or elsewhere in Asia. I will flash the picture of a place and if you want to go there, please stand up.
3. First slide: pictures of deep sea diving, white water rafting.
4. Second slide: watching a live concert of the Philharmonic orchestra at the Cultural Center in Manila or a live concert of the three most popular band in the Philippines.

5. Third slide: visit a German and a Japanese manufacturing plant in the Laguna industrial park where they experiment in robotics to be used in hospitals and in the military.
6. Explain the just completed activity by saying that our preference of the place to visit is indicative of three various intelligences.
7. Proceed to discussing the assumption of the MI Theory.

Your level of intelligence is made up of autonomous faculties. One faculty may work individually or several faculties work in concert. The Multiple Intelligences Theory, in a nutshell, is a pluralized way of understanding the intellect. Recent advances in cognitive science, developmental psychology and neuroscience suggest that each person's level of intelligence, as it has been traditionally considered. Because these autonomous faculties can work individually or can work simultaneously, each person takes on information in many different ways and at different speeds. Howard Gardner originally identified seven such faculties, which he labelled as "intelligences": **Musical Intelligence, Bodily-Kinesthetic Intelligence, Logical-Mathematical Intelligence, Linguistic Intelligence, Spatial Intelligence, Interpersonal Intelligence, and Intrapersonal Intelligence.** Gardner has never ruled out the possibility that additional intelligences may also exist, for MI research is still in its infancy. Recently, he added an eighth intelligence to the list: the **Naturalist Intelligence.** There's also been some consideration of a ninth intelligence - existential intelligence - but the jury is still out on that one. Besides, for now at least, a great deal of new understanding may be found from within these eight faculties. *Lifted from: <http://www.edwebproject.org/edref.mi.th.html>*

Multiple Intelligence



mountain climbing, diving

NATURALIST – sensitivity to changes within the environment, ability to read the environment and use this to one's advantage. It allows people to distinguish among, classify, and use features of the environment.

8. Show Slides 4-8.
Present and explain the 8 intelligences.

- **NATURALIST** – sensitivity to changes within the environment, ability to read the

environment and use this to one's advantage. This intelligence allows people to distinguish among, classify, and use features of the environment. If you stood up when the slide on dive sea diving and white water rafting, you have a developed naturalist intelligence.

- **MUSICAL or RHYTHMIC** – sensitivity to pitch, rhythm, timbre, the emotional power and complex organization of music. This intelligence allows people to create and understand meanings made out of sounds. This intelligence is typified by those who wanted to watch a concert.
- **LOGICAL-MATHEMATICAL** – abstract thought, precision, counting, organization, logical structure. This enables individuals to use and appreciate abstract relationships. For those who chose to go to a robotics factory, your logical-mathematical intelligence is high.

•

- Flash slide with picture of the world map and another picture with people of various nationalities. Would you like to have a personal tutor who will help you learn a language? Those who would like to learn a new language so you can maneuver through the shopping malls when you take that free 5 day vacation, please stand up. (Give them a few seconds to decide before they stand up.) If you are interested to learn the

language, then you belong to the LINGUISTIC intelligence group – sensitivity to language, meanings, and the relations among words. This allows individuals to communicate through language, oral or written.

- Flash slide of a NY high rise building and a European palace, Does the thought of visiting these places excite you? Please stand up. (Let them stand up.) For those who are standing up, Then you probably have high VISUAL-SPATIAL intelligence – keen observation, visual thinking, mental images, metaphor, a sense of the whole. This intelligence makes it possible to perceive images, transform them and recreate them from memory.
- Flash slide of a happy Asian woman and man INTRAPERSONAL – self-acknowledge, sensitivity to one's own values, purpose, feelings, a developed sense of self. This emotional intelligence helps individuals distinguish among feelings and build accurate mental models of themselves.
- Flash slide of people who are having a wonderful time together INTERPERSONAL – sensitivity to others, ability to read the intentions and desires of others and potentially to influence them. This emotional intelligence enables individuals to recognize and make distinctions among the others' feelings and intentions.
- Flash slide of ballet dancer and tennis player BODY-KINESTHETIC – control of one's body and objects, timing, trained responses that function

like reflexes. This intelligence allows individuals to use all or part of their bodies in highly skilled ways.

9. After the presentation of the intelligences, ask:

From module one up to this point of the program, which of the intelligences have we activated?
Based on your experience with other training programs, which of the intelligences are engaged?

List down responses to both questions on easel paper.

10. Ask for questions to clarify. Then introduce the class activity – skit (as a lunch assignment).

11. Activity: Skit

11.1. Divide the class into 4 or 5 sub-groups with about 8 to 10 participants.

11.2. Give activity instructions: (Slide 9)

- This is the year 2020. You just received an email that you are invited to a reunion of your NEO class. How do you look like now? What are you currently doing? If you are with DILG, where are you now assigned and what is your position and rank? If you are no longer with DILG and have become an entrepreneur, what business are you in? If you are not an entrepreneur, what keep you occupied these days? How do you see yourself? Share your personal vision to your fellow group mates. Limit sharing to a total of 7 minutes per sub-group.

- After the sharing, agree on how to present your personal visions in a 5-minute skit that will allow the members of the other sub-groups what you want for yourselves. Design and present your skit in such a way that you activate the 8 intelligences.
- Enrich your skit with music, songs, props, and costumes.
- Make this a presentation that all those in attendance will remember for the rest of their lives.

Note: This activity will require time for participants to think about what they want to portray and how to collectively present their individual visions. It will be best if instructions to this activity are given before the class breaks for lunch or snacks. This will lessen using regular class time for the preparation of the sub-group presentation..

Offer stored songs/musical tracks in your computer/laptop for participants to use. Make sure there are enough materials for each group to work with. When the class reconvenes after the break, give the sub-groups 10 minutes to finalize preparation of their presentation.

12. Each sub-group presentation will run for a maximum of five (5) minutes.
13. After the sub-group presentations, ask one representative from each sub-group to respond to the question on the screen: Flash one question at a time only. After hearing the responses to questions #1, go to question #2 and repeat the process. (Slide number #)

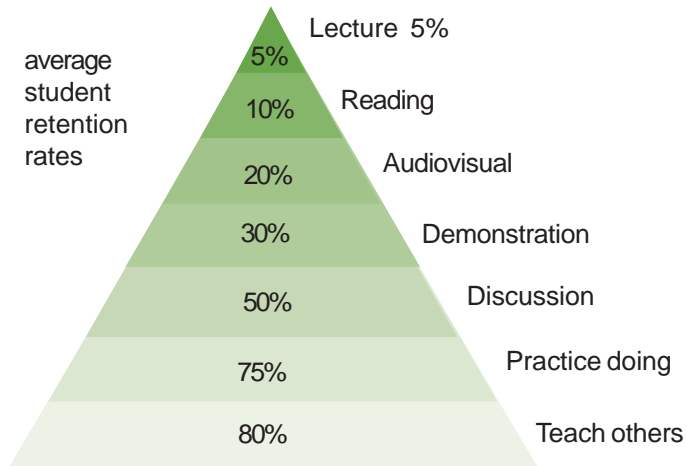


- Qs #1 How did you feel while you were preparing; and when you were actually presenting your skit?
 - Qs #2 What did you see during the skit presentations that you did not anticipate will be shown? Were there personal visions you saw in the skit that surprised you and why?
 - Qs #3 What did you find most memorable about the presentation and why did it have such an impact on you?
14. Ask the following questions and get at least 6 responses from different participants. "From the various training programs, you have attended in the past, what is it that the facilitator did that made the learning memorable like a structured learning exercise, group work, role play etc..Share one experience that stands out for you."
 15. From what you have shared, your most memorable experiences seem to be with the effective use of varied learning methods.

10 Common Learning Methods

Lecture	Delivery of content by the trainer.
Structured Discussions	Structured conversations between participants (<i>in small or large groups</i>), aimed toward specific learning objectives.
Panel Discussion	Short lectures or discussion by a variety of trainers (<i>or guests</i>), rather than a single trainer.
Reading	Individual reading of participant materials during a structured time frame.
Case Study	Written description of a situation which contains enough details so participants can discuss specific recommendations.
Role Play	Re-enactment of a specific situation by the participants who are provided with made-up role descriptions.
Skill Application	Re-enactment of a specific situation by participants who create their own on-the-job situations they are currently facing.
Simulation	Elaborate description of a situation which contains carefully programmed decision points and is evaluated (<i>or experienced</i>) by “ <i>teams</i> ” of participants.
Games	Challenging activities which engage participants to solve something or “ <i>compete</i> ” with one another.
Personal Action Planning	Identifying specific activities that the participant is committing to carry out back on the job.

Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

17. Group Workshop: Group class into 4 or 5 groups with no more than eight members. Give workshop instructions: (Slide 13)

- List down as many activities per intelligence which you can apply in class
- Team Name
- Team Cheer

Let groups work for 3 minutes and have outputs posted on the board.

After the time limit, acknowledge groups on their effort. Show Slides 14-17 on MI Techniques they could apply.

Ask class for questions or clarifications. Close topic on MI.

Say: We have learned about multiple intelligences. Now we move on to the discussion on Learning Styles.

18. Introduce **Learning Styles** by presenting definition offered by Dr. Rita and Dr. Kenneth Dunn.

Say: Dr. Rita Dunn and Dr. Kenneth Dunn have spent 2 decades of research on learning styles. They define Learning Styles as the way we concentrate, process and retain information.

19. Activity: Let's Dance!

Today you will learn how to do Greek Dance. We will do this in 3 stages.

Stage 1: I will flash the dance step instructions. Read the instructions on the screen, you will hear the music in the background and you do dance steps. (Play the music for a minute. Take a mental note of those who are able to follow the instructions and dance correctly.)

Stage 2: (Cover the instruction on the screen. Verbally guide them as the music plays. Again take a mental note of those who are able to do the dance correctly.) Now I will tell you how you will do it.

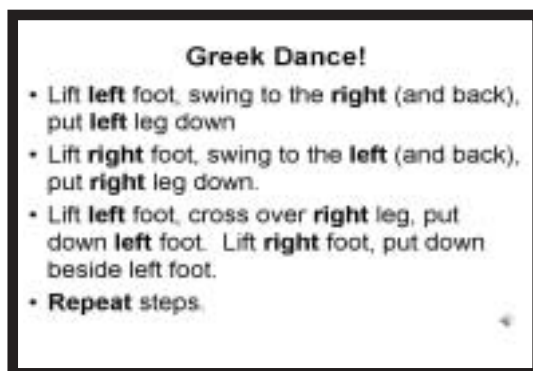
Stage 3: Now we will play the music, and I will lead as we dance together. (After about 30 seconds, stop demonstrating and let everybody keep dancing with the music for a minute.)

Have participants go back to their seats.

Process Questions: Who amongst you were able to do the steps correctly with the written instructions during Stage 1? Please raise your hands. (Repeat the process.) During Stage 2? Stage 3? Ask which among the sets of instructions they found easiest to follow.

20. Say: We have varied Learning Styles as we experienced when we were doing the Greek dance. Are you a Global or Analytic Learners? What are the differences between the two Learners? The characteristics of each type of learner are the following: (show Slide 23).

- **Analytic Characteristics**
 - Likes small chunks
 - Loves facts and figures
 - Likes to know all the fine details
 - Self- evaluates
 - Likes step by step
 - Takes a more logical approach
- **Global Characteristics**
 - Needs all the information before beginning
 - Wants to know all the steps involved
 - Likes to know what the finished product will be like
 - Needs to know where the information will fit into their own life



21. Pose question to participants: Given the characteristics of these two types of learners - *What do you think happens when the teaching methods and the participants' learning styles do not match?* Then show and briefly discuss Matcher and Mis-Matcher Characteristics .

- **Matcher**
 - Cooperative
 - Finds likenesses
 - Appears more polite
 - Like to please
 - Stays within the rules
- **Mis-Matcher**
 - Often appears resistant
 - Sees differences
 - Finds other ways to do tasks
 - Notices mistakes
 - Likes to compare and contrast

In most traditional training practices, only the analytic learners' needs are addressed adequately while global learners are usually "disadvantaged" (learning needs not met). Learning needs of both learners need to be accommodated.

22. Introduce the **LGATRAK Design and Implementation Process** by showing Slide 25 and engaging participants in very brief discussion.

Say: Now that we know about Multiple Intelligences and Learning Styles, what do you think are the importance of these in training?

Multiple intelligence and learning styles are important elements your training audience context or profile, the first step in the LGATRAK Design and Implementation Process.

23. Show Slide 26 - LGATRAK and briefly discuss each step.
Show slides 27-34.

Look for the Audience Context
Go for the Vision and Objectives
Acquire the Core Concept
Theme Selection
Reawaken the 3Ps and 4As
Assure the Creation of Materials
Know your 4 Levels of Evaluation

24. Continue discussion on the Elements of the Audience Context by saying: Say: Now let us go back to the first step – Look for the Audience Context.
Show Slide 25 (Audience Context)

- Briefly discuss Individual/group demographics element.
- Learning styles (refer to earlier discussions and slides on multiple intelligence and learning styles)

25. Say: Now go through the other elements of audience context.
Let us now look at the individual attitudes of participants.

26. Show Slide 27 (4 Levels of Readiness).

Say: Participants' readiness can be classified into 4 levels – Oblivious, Contemplative, Preparation and Action.

4 Levels of Specialization		
	GENERALIST	SPECIALIST
Stereotype	"Jack of all trades"	"Fresh faced consultant"
Experience/ Qualifications	Basic qualifications plus years of experience create reputation for client	Typically starts with specialist postgraduate qualification. Usually requires 2 to 3 years to master tools, techniques, and competencies
Typical Work	Relatively small, routine tasks Refer large complex tasks to specialists or experts	Challenging work comes with proof of increased competency. Initially builds reputation on 2 nd and 3 rd tier clients
Promotion	Develops lack of specialized knowledge by promoting product and experience through newsletters, brochures, and networking	Initially build reputation within profession by serving on specialist committees of professional association. Writes articles for trade journals. Run seminars for clients on narrow, "niche" technical topics

Continue by explaining the characteristics of each level.

Oblivious

People are not ready for change. They deny the need to change. They resist any attempt to help them change. They just don't see the point.

Contemplative

People see that they need to improve and are open to talking about it but are not quite ready to pursue development whole-heartedly. Ambivalent

Preparation

People have begun to focus on the solution – on how to improve. They are ripe for change.

Action

Visible change begins.

11. Introduce Participants' **4 Levels of Specialization** by showing Slide 37.

Say: Training participants' specialization are generally divided into four (4) levels. We have the Generalist Participant, the Specialist, the Expert and the Authority.

Proceed by describing the characteristics of each level of specialization.

Proceed by describing the characteristics of each level of specialization.

Stereotype	GENERALIST	SPECIALIST	EXPERT	AUTHORITY
	"Jack of all trades"	"Fresh faced consultant"	"Grey haired sage"	"Thought Leader"
Experience/Qualifications	Basic qualifications plus years of experience create value for client.	Typically starts with specialist postgraduate qualification. Usually requires 3 to 7 years to master tools, disciplines, and competencies	After 10 years has solid track record in handling large, complex, high risk, challenging projects.	Honors and awards by professional peers for contribution to thought leadership or profession.
Typical Work	Relatively small, routine tasks. Refer large complex tasks to specialists or experts.	Challenging work comes with proof of increased competency. Initially builds reputation on 2nd and 3rd tier clients.	Usually works with industry leading clients.	Able to pick and choose work. Sought out for "high risk, can't afford to fail" projects.
Promotion	Downplays lack of specialist knowledge by promoting practice and experience through newsletters, brochures, and networking.	Initially build reputation within profession by serving on specialist committees of professional association. Writes articles for trade journals. Run seminars for clients on narrow, "safe" technical topics.	Runs profession sponsored seminars for generalists within profession. Becomes "expert" news commentator on industry-related issues Delivers keynote addresses to national industry forums. Writes major articles and white papers.	Authors seminal books. Invited to speak at international conferences. Can become celebrity in own right.

28. Introduce **Group/Organization Context** by engaging participants in brief discussion. Ask participants: What do you think is the importance of knowing the group or organization context? (Show Slide 38).

Acknowledge responses of participants. Expound/add on the responses of the participants to emphasize the importance of group/organization context.

Enumerate sample group information needed.

- Fears
- Pre-judgments
- Culture
- Concerns

To be able to determine:

- appropriate learning activities
- Groupings/mixture of participants in group activities
- administrative concerns/considerations

29. Introduce topic How to gather **participant background information** by engaging participants in a brief discussion.

Say: How can you gather information about training participants?

How to gather participants' background information

- questionnaire
- key person interview
- focus group
- benchmarks
- performance measures
- practitioner led
- site visit

30. Show participants a sample template they could use to determine the Audience Context/Profile. Show Slide 40.

Say: Here is a template that you could use for easier determination of audience context/profile.

Briefly go through the template elements, clarify what information is needed.

31. Activity: Group workshop

31.1. Introduce group workshop.

Say: Now that we know the elements of the audience context /profile, we are going have a workshop.

31.2. Divide the class into 4 – 5 groups. Show Slide 41 and briefly go over the instructions.

- Think of a training program regularly implemented in your area.
- Using the Audience Context Template, determine the audience context of your program.
- Write answers on easel paper.
- Groups to present outputs after 10 minutes.

Note: While participants are working, flash audience context template on LCD screen for easy reference. Make sure participants also have their own copies of the template. Go from one group to another, assist groups in answering.

- 31.3. After groups' presentation, acknowledge participants' outputs.
- 31.4. *Note:* Emphasize that since audience context generated was primarily based on assumptions, this may be validated upon their return.

Let's clap our hands for the good job we've done. That exercise was quick and you have worked on assumptions. However, in future when you plan for the next implementation of the program, build on this output.

32. Introduce Core Concept and Theme by giving definitions.
Show Slide 42.

Core Concept

- a means by which we organize our thoughts and actions, and maintain consistency in point of view, behaviour and applications of skills
- Sample: Fairness – If we do not always recognize when we're being unfair to others, we usually know when they're not being fair to us.

Theme

- a distinct, recurring and unifying quality or idea (Encarta)

33. Activity: Human Collage

- 33.1. Introduce group activity by saying: *To get a better feel of core concepts and themes, we are going to have an activity called Human Collage.*

33.2. Give out activity instructions. (Slide 43)

- Join your role-play/skit group mates.
- Think back on your skit and identify the core concepts and theme applied.
- Present these core concepts and theme through a human collage or body poster.

Allow 10 minutes for re-grouping, preparation.

Note: While groups are preparing, ask non-participants (other module writers) to act as judges for the group presentations and quickly think of criteria for judging.

Acknowledge group outputs. Give out prize for the most creative presentation.

After the distribution of prizes, refer the topic to the LGATRAK. Ask participants what step in the LGATRAK does the topic come in.

34. Introduce the **Adult Learning Cycle** by engaging participants in brief discussion.

Ask: Could you still remember the Adult Learning Cycle? If you do, can you cite the cycle stages?

35. Present the Adult Learning Cycle Diagram. Show Slide 45 and discuss each of the cycle steps (show slides 46-49)

Activity

- Prepares the learner for the learning experience
- Usually is part of the 'Preparation' step in the 3P process
- Creates an environment that learning is FUN!
- Inductive using direct learning activities

- Types of Activities:
 - Structured Learning Exercises (SLEs)
 - Games
 - Panel Discussions
 - Role Play
 - Body Kinesthetic, Nature exercises
 - VRGI (Virtual Reality Guided Imagery)

Analysis

- An investigation of the component parts of a whole and their relations in making up the whole
- Usually is part of the 'Presentation' step in the 3P process
- 'See & Feel' steps in the S-F-L-A integration process
- Makes learning fast and effective thru:
 - Inquiry process: where learner reflects, share reactions and observation, discusses, "talk through" what they experienced, discovered, challenges, confirmed, realized
 - Doing frequent previews and reviews. Making learners responsible for their own learning.

Abstraction

- Process of generalization. Reduce the information content of a concept or an observable phenomenon.
- Participants begin to reduce the information content to retain information relevant to the program.
- The Trainer works with interactive discussions, workshops, dyads, and short lectures
- The Trainer draws from the experience and how it relates to real life, integrate learning
- Usually is part of the 'Presentation & Practice' step in the 3P process

- ‘Learn’ step in the S-F-L-A integration process

Application

- Makes learning stick.
- ‘Apply’ step in the S-F-L-A integration process
- ‘Practice’ step in the 3P process
- Helps the learner integrate and extend the learning thru:
 - Performing the skill.
 - Articulating the new knowledge and skill out loud to a partner or small group.
 - Applying the new knowledge and skill to real world situations.
 - Realizing the *usefulness, relevance of the learning to back-home situation*
 - Providing an environment for mutual support and feedback

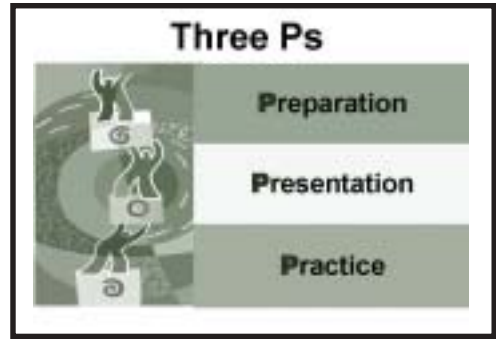
36. Show Slide 50. Introduce Accelerated Learning.

Say: When preparing the environment for learning, it is important to come from the view that learner, when properly motivated and appropriately taught, can reach a level of achievement which may currently appear beyond them.

Continue by showing slides 44-46.

37. Connect the Adult Learning Cycle with next topic **3Ps**.

Say: Now that we have recalled the Adult-Learning Cycle, we are now going to revisit the 3Ps of training – Preparation, Presentation and Practice, where the 4As as well as the ALS will be applied.



Show slide 64 (3Ps)

38. Proceed by discussing the 3Ps. Show Slides 54-56.

Preparation (Slide 54)

- Preparing the learner for optimal learning
- Create an open, relaxed, and positive mindset thru:
 - Positive suggestions
 - Learner benefit statements.
 - Personal or phone contact
 - Imaginative pre-course packet.
 - Creating a positive setting
 - Building a collaborative learning community from the start.
 - Explaining key concepts and terms.
 - Exercising empathy & human care for the learners.

Presentation (Slide 55)

- Providing the learner with positive learning experiences.
- Making learning fast and effective thru:
 - Helping people have fun & stay relaxed.
 - Designing in lots of action and collaborative learning activities.
 - Appealing to all learning styles.
 - Using analogy, metaphor, mnemonic devices, and mental imagery.

- Doing frequent previews and reviews. Making learners responsible for their own learning.
- Have a variety of learning activities and paths to choose from.

Practice (Slide 56)

- Making learning stick.
- Helping the learner integrate and extend the learning thru:
 - Performing the skill.
 - Articulating the new knowledge and skill out loud to a partner or small group.
 - Applying the new knowledge and skill to real world situations.
 - Providing an environment for mutual support and feedback.

Ask class for any comments or questions.

39. Present to the class templates that can be used in designing a training program. Distribute copies of the templates to the class. Explain elements of the templates.

- Course Roadmap
- Course Overview
- Modular Overview

40. Activity: Group Workshop

- 40.1. Ask participants to join role-play/skit group mates.
- 40.2. Give workshop instructions:

- With your specific training program and using the templates, incorporate ALS into the training design.
- Present group outputs to the class.

Acknowledge the group outputs. Ask that they keep their outputs for them to build on later when the program is scheduled to be implemented.

41. Activity: Dyads

41.1. Divide participants into pairs. Ask that each pair discuss, in 2 minutes, their reflections/insights on the following questions:

- What did you like most about the topics discussed for the day?
- How do you think these would be applied to your workplace?
- What else do you want to know more about?

41.2. Randomly select 4-5 pairs to share with the class what they have discussed. Acknowledge all responses. (3 mins)

42. Activity: Daily Journal

15.1. Hand-out Daily Journal forms to participants and ask that they answer all questions. (20 mins)

Presentation Slides

MODULE 2

CREATING HIGH IMPACT TRAINING

**Creating
HIGH IMPACT Training
MODULE 2**

**You have an all expenses paid
5 - day vacation,
will you choose to ...**



please stand up



Concert of the Symphony
orchestra and a stage play





Multiple Intelligence



Dr. Howard Gardner

Intelligence is the ability to find and solve problems and create products of value in one's own culture.

Dr. Gardner is best known for his theory of multiple intelligences. The notion is that this is contrary to the belief that there is only a single human intelligence that can be assessed by standard psychometric instruments.

Multiple Intelligence

Each person's level of intelligence is actually made up of autonomous faculties that can work **individually** or **in concert** with other faculties.

<http://www.multipleintelligences.com/what-is-mi.html>



Multiple Intelligence



mountain climbing, diving

NATURALIST – sensitivity to changes within the environment, ability to read the environment and use this to one's advantage. It allows people to distinguish among, classify, and use features of the environment.

Multiple Intelligence



White water rafting

BODY-KINESTHETIC – control of one's body and objects, timing, trained responses that function like reflexes. It allows you to use all or parts of your body in highly skilled ways.

Multiple Intelligence

Symphony orchestra & Broadway play



MUSICAL – sensitivity to pitch, rhythm, timbre, the emotional power and complex organization of music. This intelligence allows people to create and understand meanings made out of sounds.

Multiple Intelligence



VISUAL-SPATIAL
keen observation, visual thinking, mental images, metaphor, a sense of the whole. You perceive images, transform them and recreate them from memory.

Multiple Intelligence

LINGUISTIC –

sensitivity to language, meanings, and the relations among words. This allows individuals to communicate through language, oral or written.



Multiple Intelligence

LOGICAL MATHEMATICAL

abstract thought, precision, counting, organization, logical structure. This enables individuals to use and appreciate abstract relationships.



Multiple Intelligences



INTERPERSONAL

sensitivity to others, ability to read the intentions and desires of others and potentially to influence them. This emotional intelligence enables individuals to recognize and make distinctions among the others' feelings and intentions.

Lunch Assignment

- Imagine it is the year 2020. How do you see yourself? Share your personal vision and symbol of self to your fellow group mates.
- As a group, collectively present your visions through a 3-minute role-play or skit activating the 8 intelligences.
- Augment skit/role-play with songs, props, costumes, etc.
- Benchmark: A presentation that we will REMEMBER for the rest of our lives.

PROCESS Qs

- What did you feel while you were preparing and then while presenting the skit?
- What are the commonalities/differences in how you see yourselves in the future?
- What parts of the presentation made an impact on you? Why? What do you want to do next?

Learning Strategies



Workshop

- Form 5 sub-groups
- Enumerate as many learning activities to appeal to the 8 intelligences
- Team Name
- Team Cheer

15 minutes



MI Techniques

	1	2	3	4	5	6	7	8
1. Linguistic 2. Logical-mathematical 3. Visual-spatial 4. Interpersonal 5. Intrapersonal 6. Musical 7. Bodily-kinesthetic 8. Naturalist								
Encourage Computer Programming	*	*	*				*	
Draw flow charts and pie graphs	*	*	*				*	
Encourage problem solving and inventing new ideas and concepts	*	*	*	*	*			
Use Venn diagrams to exploit concepts	*	*	*				*	
Participants make their life timeline	*	*	*	*	*	*	*	*
Use guided imagery, visualization	*	*	*	*	*	*	*	*

Source: Creating an Effective Learning Environment - Karen Boyer

MI Techniques

	1	2	3	4	5	6	7	8
1. Linguistic 2. Logical-mathematical 3. Visual-spatial 4. Interpersonal 5. Intrapersonal 6. Musical 7. Bodily-kinesthetic 8. Naturalist								
Encourage painting & drawing to reflect ideas	*	*	*	*		*	*	
Teach mindmapping as a skill for note taking and idea generation	*	*	*	*	*	*	*	
Use sculpting to express information and ideas	*	*	*	*		*	*	
Provide or make jigsaw puzzles with key lesson concepts	*	*	*	*	*	*		
Invent a board or card game to demonstrate knowledge and understanding	*	*	*	*	*	*		
Encourage participants to perform ideas to each other	*	*		*	*	*		

Source: Creating an Effective Learning Environment - Karen Boyer

MI Techniques

1. Labeled 2. Logical/Mathematical 3. Visual, Spatial 4. Verbal/Linguistic 5. Kinesthetic 6. Musical 7. Interpersonal 8. Intrapersonal	1	2	3	4	5	6	7	8
Provide opportunities for singing, dancing and rapping. This is an excellent way to revise information.	☆	☆	☆	☆	☆	☆		
Write and perform songs, jingles.	☆	☆		☆	☆	☆		
Provide physical exercise.	☆			☆			☆	
Use drama, mime and role plays to emphasize learning.	☆	☆	☆	☆	☆	☆	☆	☆
Provide time for silent reflection, journal writing and self assessment.	☆	☆		☆			☆	
Play games.	☆	☆	☆	☆	☆		☆	
Keep plans in the morning room.								☆

Source: *Creating an Effective Learning Environment* – Good and Beautiful

MI Techniques

1. Verbal 2. Logical/Mathematical 3. Visual, Spatial 4. Interpersonal 5. Intrapersonal 6. Musical 7. Kinesthetic 8. Other	1	2	3	4	5	6	7	8
Use the outdoors as a training venue.	☆	☆	☆	☆	☆	☆	☆	☆
Conduct hands-on experiments.	☆	☆	☆	☆	☆		☆	
Teach listening skills and understanding someone else's point of view.	☆	☆		☆	☆		☆	
Encourage peer teaching of new concepts.	☆	☆	☆	☆	☆		☆	
Provide group work and opportunities for students to interact with others.	☆	☆	☆	☆	☆	☆		
Encourage sharing of ideas and feelings.	☆	☆		☆	☆			

Source: *Creating an Effective Learning Environment* – Good and Beautiful

MI Techniques

1. Verbal 2. Logical/Mathematical 3. Visual, Spatial 4. Interpersonal 5. Intrapersonal 6. Musical 7. Kinesthetic 8. Other	1	2	3	4	5	6	7	8
Encourage Computer Programming	☆	☆	☆					
Draw flow charts and pie graphs	☆	☆	☆				☆	
Encourage problem solving and inventing new ideas and concepts	☆	☆	☆	☆	☆		☆	
Use Venn diagrams to explain concepts	☆	☆	☆				☆	
Invite participants to make a timeline of their life	☆	☆	☆	☆	☆	☆	☆	☆
Use guided imagery and visualizations	☆	☆	☆	☆	☆	☆	☆	☆

Source: *Creating an Effective Learning Environment* – Good and Beautiful



Learning Styles

Let's Dance



Greek Dance!

- Lift **left** foot, swing to the **right** (and back), put **left** leg down
- Lift **right** foot, swing to the **left** (and back), put **right** leg down.
- Lift **left** foot, cross over **right** leg, put down **left** foot. Lift **right** foot, put down beside left foot.
- **Repeat** steps.

Process Qs

Who managed to dance the steps the first time you saw the instructions? Why do you think you managed to do it?

...the 2nd time when I verbally gave out the instructions? Why?

...the 3rd time when there was demonstration of the dance steps? Why?

Dunn & Dunn Learning Styles

How we:

- **Concentrate**
- **Process**
- **Retain Information**

Dr. Rita & Dr. Kenneth Dunn
– 2 decades of research
– 500+ doctoral dissertations



LEARNING STYLES MODEL



What is Your Learning Style?

Global or Analytic

Global - Analytic Learners

•Global Characteristics

- Needs all the information before beginning a task
- Wants to know all the steps involved
- Likes to know what the finished product will be like
- Needs to know where the information will fit into their own life

•Analytic Characteristics

- Likes small chunks and know all the fine details
- Loves facts and figures
- Self - evaluates
- Likes step by step
- Takes a more logical approach

Matcher and Mis-matcher Characteristics

• Matcher

- Cooperative
- Finds likenesses
- Appears more polite
- Like to please
- Stays within the rules

• Mis-Matcher

- Often appears resistant
- Sees differences
- Finds other ways to do tasks
- Notices mistakes
- Likes to compare and contrast

Multiple Intelligence

LGATRAK*

Learning Styles

* Modified after Dr. International's FASTRAK



Individual/Group Demographics

Age, gender, education, overseas experience (school/work), civil status, race, religion, position, years in organization

Learning Style Preferences
Global/Analytic, VAK,

Individual Attitudes
Response to Change, etc.

Group/Organization Context
Culture, concerns, fears, prejudices

Define Pre-training Baseline

Physical Context of Classroom



1.Look for Audience Context

2. Go for the Vision and Objectives

What _____ How

KASH

- Knowledge
- Attitude
- Skills
- Habits

Key Result Areas (KRA)

- behaviorally defined

Key Value Added (KVA)

- behavioral measures
- performance conditions
- check principle alignment



3. Acquire the Core Concept

- basic principles
- key paradigm
- fundamental value
- the "Why"

- outline
- brainstorm
 - intuition
- logical derivation
- logical process flow
- mind mapping
- fish bone analysis
- content mastery



4. Theme Selection

GLOBAL THEME

What _____ How

- metaphor
- visual guide
- emotional connection
- analogies
- storyline

- alpha state
- relaxed and open
- serendipity
- child like
- mind mapping



5. Reawaken using the 3Ps and 4As

3P's PREPARATION-PRESENTATION-PRACTICE & 4A's

What

- curriculum guide
- instructional framework
- process design
- environmental and room design
- module flow and timing
- media selection
 - live, analog, digital
 - Multiple Intelligence
 - Learning Styles

How

- (combine 3 & 4)



6. Assure the creation of materials

CREATION OF MATERIALS

What

- instructional media
- manual
- audiovisual
- video
- software
- games
- music
- script

How

- commercial supplies
- student assignments
- teacher creation
- out sourcing



7. Know your 4 levels of evaluation

A. Results Measure

- Level 1: Reaction – Daily/end of program, smile test
- Level 2: Learning In Class – Longitudinal/ experimental & control group
- Level 3: Behavior In Class – Longitudinal/ workplace
- Level 4: Business/Organization Impact

B. Design Measure

- Activity, Module, Program

C. Post Workshop Evaluation





4 Levels of Readiness

OBLIVIOUS

People are not ready for change. They deny they have the need to change. They resist any attempt to help them change. They just don't see the point.

CONTEMPLATIVE

People see that they need to improve. They are open to talking about it but are not quite ready to pursue development whole-heartedly. Ambivalent.

PREPARATION

People have begun to focus on the solution – on how to improve. They are ripe for change.

ACTION

Visible change begins.



4 Levels of Specialization

	GENERALIST	SPECIALIST
Stereotype	"Jack of all trades"	"Fresh faced consultant"
Experience/Qualifications	Basic qualifications plus years of experience create value for client.	Typically starts with specialist postgraduate qualifications. Usually requires 5 to 7 years to master tools, disciplines, and competences.
Typical Work	Initially, small, routine tasks. Refer large complex tasks to specialists or experts.	Challenging work comes with proof of increased competency. Initially builds reputation on 2 nd and 3 rd tier clients.
Promotion	Downplays lack of specialist knowledge by promoting practice and experience through newsletters, brochures, and networking.	Initially build reputation within profession by serving on specialist committees of professional association. Writes articles for trade journals. Run seminars for clients on narrow, "safe" technical topics.



4 Levels of Specialization

	EXPERT	AUTHORITY
Stereotype	"Grey haired sage"	"Thought Leader"
Experience/Qualifications	After 10 years has solid track record in handling large, complex, high risk, challenging projects.	Honors and awards by professional peers for contribution to thought leadership or profession.
Typical Work	Usually works with industry leading clients.	able to pick and choose work. Sought out for "high risk, can't afford to fail" projects.
Promotion	Runs profession sponsored seminars for generalists within profession. Becomes "expert" news commentator on industry-related issues. Delivers keynote addresses to national industry forums. Writes major articles and white papers.	Authors seminal books. Invited to speak at international conferences. Can become celebrity in his/her own right.

Group/Organization Context



How do you get information?

- questionnaire
- key person interview
- focus group
- benchmarks
- performance measures
- practitioner led
- site visit



LDW Organization/Division:										Date:	
Training Program:											
DEMOGRAPHICS										LS	Read reread
Group Individual Name	Position	BS-F	Age	BS-S	Rel	Educ	Pre- Training Education	Global Analysis VMA	O-C-P- A		
Group/Organization Context: Group culture, concerns, Norm, Learning Style predominance (%)											
Physical Context of Training Venue:											
Others:											



Group Work

- Think of a training program regularly implemented in your area.
- Using the Audience Context Template, determine the audience context of your program.
- Write answers on easel paper.
- Sub-groups to present outputs after 10 minutes.



Core Concept

a means by which we organize our thoughts and actions, and maintain consistency in point of view, behavior and applications of skills

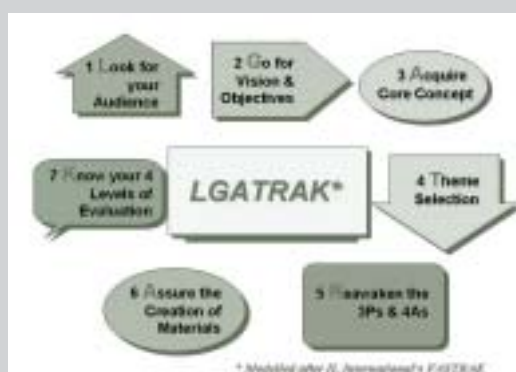
Theme

a distinct, recurring and unifying quality or idea (Encarta)



Human Collage

- Join your sub-group for the multiple intelligence workshop.
- Identify the core concepts and theme applied in the learning activity.
- Present these core concepts and theme through a human collage or body poster.



Activity

- Prepares the learner for the learning experience
- Usually is part of the 'Preparation' step in the 3P process
- Create an environment that learning is FUN!
- Inductive using direct learning activities
- Types of Activities:
 - Structured Learning Exercises (SLEs)
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 - Panel Discussions
 - Body Kinesthetic, Nature exercises
 - Role Play
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Analysis

- An investigation of the component parts of a whole and their relations in making up the whole
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 - Inquiry process: where learner reflects, share reactions and observation, discusses, "talk through" what they experienced, discovered, challenges, confirmed, realized
 - Doing frequent previews and reviews. Making learners responsible for their own learning.



Abstraction

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- Participants begin to reduce the information content to retain information relevant to the program.
- The Facilitator works with interactive discussions, workshops, dyads, and short lectures
- The Facilitator draws from the experience and how it relates to real life, integrate learning
- Usually is part of the 'Presentation & Practice' step in the 3P process
- 'Learn' step in the S-F-L-A integration process



Application



- Makes learning stick.
- 'Apply' step in the S-F-L-A integration process
- 'Practice' step in the 3P process
- Helps the learner integrate & extend the learning thru:
 - Performing the skill.
 - Articulating new K/S out loud to a partner or small group.
 - Applying the new K/S to real world situations.
 - Realizing the usefulness, relevance of the learning to back-home situation
 - Providing an environment for mutual support and feedback

Accelerated Learning

Accelerated Learning

- *"Combining adult learning theory and whole brain learning theory in the learning environment to achieve a faster learning rate."*

Source: www.mba.com/education/acceleratedlearning/09/

- *Accelerated Learning is a model of teaching and learning that creates an environment and teaching processes to enable learners to move beyond limiting beliefs and misconceptions and tap into their hidden potential.*

Source: History of Accelerated Learning, International Alliance for Learning

Accelerated Learning

- AL carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them.
- It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning.

Source: www.2learningforlifelonglearning.com/

Three Ps



Preparation

Presentation

Practice

PREPARATION

- Preparing the learner for optimal learning
- Create an open, relaxed, and positive mindset thru:
 - Positive suggestions
 - Learner benefit statements.
 - Personal or phone contact
 - Imaginative pre-course packet.
 - Creating a positive setting
 - Building a collaborative learning community from the start.
 - Explaining key concepts and terms
 - Exercising empathy & human care for the learners.



PRESENTATION

- Providing the learner with positive learning experiences.
- Making learning fast and effective thru:
 - Helping people have fun & stay relaxed.
 - Designing in lots of action and collaborative learning activities.
 - Appealing to all learning styles.
 - Using analogy, metaphor, mnemonic devices, and mental imagery.
 - Doing frequent previews and reviews.
 - Making learners responsible for their own learning.
 - Have a variety of learning activities and paths to choose from.



PRACTICE

- Making learning stick.
- Helping the learner integrate and extend the learning thru:
 - Performing the skill.
 - Articulating the new knowledge and skill out loud to a partner or small group.
 - Applying new K/S to real world situations.
 - Providing an environment for mutual support and feedback.



Workshop

- Join your sub-group.
- With your specific training program and using the templates, incorporate ALS into the training design.
- Present group outputs to the class.

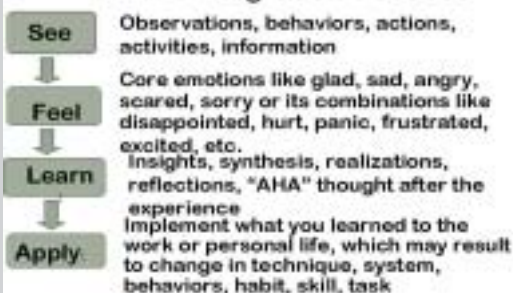


Dyads

Key Learning

What can be applied?

SF-LA Integration Process



Common Learning Methods

Lecture	Delivery of content by the trainer.
Structured Discussions	Structured conversations between participants (<i>in small or large groups</i>), aimed toward specific learning objectives.
Panel Discussion	Short lectures or discussion by a variety of facilitators (<i>or guests</i>), rather than a single facilitator.

Common Learning Methods

Reading	Individual reading of participant materials during a structured time frame.
Case Study	Written description of a situation which contains enough details so participants can discuss specific recommendations.
Role Play	Re-enactment of a specific situation by the participants who are provided with made-up role descriptions.

Common Learning Methods

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Common Learning Methods

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Case Study	Written description of a situation which contains enough details so participants can discuss specific recommendations.
Role Play	Re-enactment of a specific situation by the participants who are provided with made-up role descriptions.

Common Learning Methods

Skill Application	Re-enactment of a specific situation by participants who create their own authentic on-the-job situations
Simulation	Elaborate situation description with programmed decision points and is evaluated (<i>or experienced</i>) by "teams"
Games	Challenging activities which engage participants to solve something or "compete" with one another.
Personal Action Planning	Identifying specific activities that the participant is committing to carry out back on the job.



Powerful Alternative Learning Strategies: Facilitator's Guide
Module 2 – Creating High Impact Training

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