Facilitator's Guide

Powerful Alternative Learning Strategies

MODULE 3

ENSURING A SUSTAINABLE LEARNING ENVIRONMENT

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

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Marivel Sacendoncillo, CESO III
Executive Director
Local Government Academy

Australian Government
AusAID

Message

The Australian Agency for International Development (AusA!D) 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 accross the country isa 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 (AusA!D) 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.

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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

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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.

MODULE **3**

ENSURING A SUSTAINABLE LEARNING ENVIRONMENT

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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	**I. SOURCING THE INNOVATIVE TRAINER** • Setting the Tone • The Transformational Trainer **II. REFORMING LEARNING DESIGN** • The LGATRAK • Samples of **A**lternative **L**earning **S**trategies: - Multiple Intelligence, Large Group Interventions, Learning Styles, Neuro-Linguistic Programming, Brain Compatible Learning	**III. CREATING SUSTAINABLE LEARNING ENVIRONMENT** • Blended Learning **IV. CREATIVITY IN TRAINING DELIVERY** • Facilitation Tools and Techniques • Coaching and Mentoring **V. EVALUATING TRAINING** • 4 Levels of Training Evaluation **VI. THE TRANSFORMED TRAINER:** Making a Difference	• **Applying PALS: NEO FEET** I. Current Reality: An Introduction II. Knowing my LGU and Achieving the National Vision III. Knowing Myself IV. Knowing my Environment
Core Concept	• TRANSFORMATION		• COMMITMENT

Module
Core Concept
KRA/Outcomes

MODULE 3: ENSURING SUSTAINABLE LEARNING ENVIRONMENT
Sustainability
Understanding and Appreciation of Alternative Learning Platforms

Topic	Activity	Process	Time	Resources/ Materials	Remarks
Recap		The participants will recap previous session through a creative presentation	10 mins	The class is provided with 8 laptop/computers computers with internet connection.	
		Facilitator will walk through the learning gained from Day 1			
● e-Learning ● Benefits of online teaching and learning	Game	The facilitator will divide the participants into 3 groups to do a role play of how training is done **yesterday, today and tomorrow**.			
		Processing of the activity will follow by asking the following questions: - How did you feel about the activity? - How do you think this relates to the topic on blended learning?			
	Lecturette/hands on demonstration	Introduce the topic on e-learning by citing how distance learning is decades ago.			
		Discuss the evolution of education and learning and present various learning technologies that are currently being used in workplace training to address the needs of the workforce. Discuss how these learning technologies are impacting organizations and employees today.			

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Topic	Activity	Process	Time	Resources/ Materials	Remarks
Social Software		Explain blended learning as the combination of multiple approaches to learning. Blended learning can be accomplished through the use of blended virtual and physical resources.			
		Introduce the topic on the Worldwide Web.			
		Explain the reasons for introducing computers and the internet into training courses and small steps to slowly introduce e-learning in the organization.			
	Social Software	Introduce the concept of social software, its driving force and samples.			
		Application:			
		Ask the participants to follow these instructions: 1. Access the Myspace website through www.myspace.com 2. Open an account by entering all required fields in the enrolment form. 3. Once the account is activated, add your co-participants to your network of friends. 4. Write a blog on the blog space using the following guide questions: - What new insights did you gain from this session? - How will this module apply to your training interventions for local officials? 5. Share your blog with friends.	5mins		

Preparation:

1. Provide participants computers with internet connection to enable them to actually experience the use of online learning modalities that will be demonstrated.

    Activity: Flash back and Fast Forward

    Materials needed: easel paper, crayons, board markers, desktop or laptop computer, LCD and Powerpoint Slides

2. Form sub-groups of not more than eight (8) participants for each sub-group.

3. Assign the sub-groups to draw on flip chart paper the following scenarios:

    Scene 1 – How did we do training in the DILG in the distant past like the 80s?
    Scene 2 – How do we do training now?
    Scene 3 – Project to the year 2017. How do you think we will be conducting DILG training ten years from now ?

    Depict the venue, methodology, equipment, learning materials, kind of facilitator and so on. (ten minutes to complete drawing.) ,

4. After ten minutes, one reporter from each sub-group will present and explain the drawing in the plenary session.

5. Process the activity by asking the participants the following questions:
- There are very significant differences between the past, the present and the future. How do you feel now about these changes?

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- Now that we have made significant shifts in training content, methodology and equipment, how do you feel about how you do your job now?
- Knowing that there will be more inevitable changes in the next ten years, how do you feel about these future changes?
- What do you think needs to happen so we can make our vision of the future a reality?
- How do you think trainers can prepare for these changes?

6. Explain: The images in the flip chart papers reflect how learning has evolved through the years. Our trainers and our participants react differently to these changes. Some are excited, others may feel threatened while a number may not be open to the idea of shifting to "high tech" or are resistant. .

Research shows that there are about 7,820,000 Internet users worldwide as of March/05, or about 9.1% of the population (Computer Industry Almanac). Every year Internet usage will grow 23%. By 2008, there wil be 21.5 million users (International Data Corporation).

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The shift and the changes are inevitable. Information and Communications Technology (ICT) is an increasingly powerful tool for participating in global markets. For our local government officials, with people's access to information, it will change the climate of promoting political accountability. For example, the people can expect faster action to improve the delivery of basic services because they have a voice through ICT. For investors, they can have quick access to information and make choices as to where they can have fast returns on their investment. With a robust business environment, there will be greater local development opportunities.

Presentation:

1. Introduce the topic on e-learning by citing how distance education is decades ago. (slide no. 3)

    -   Many years back, distance education is equated with correspondence courses where students, receive lessons through the mail using stamps. They complete assignments or exams and mail these back for analysis, and grading. Correspondence courses were popular among working adults who want to earn a certificate or a degree but do not have time to attend regular day classes. It was even used for corporate training in some countries. .

    -   Even radio & TV broadcast technologies, as well as audio and video cassettes (asynchronous communication) are used to reach the students.

2. Show slide no. 4 and say: E-learning is now replacing correspondence courses. E-learning is a generic term

for all technologically supported learning like electronic media. For example - phone bridging, audio and video tape, video teleconferencing, satellite broadcast and web-based training. Computer-aided instruction or on-line courses are self-paced and can be accessed anywhere for as long as there is internet connection.

3. Read slide no. 5 and say: The new paradigm is that the you, the learner is at the center of the learning process. The teacher facilitates the process to ensure that learning takes place.

4. Before showing slide no. 6, ask: May I see a show of hands of those of have experienced listening to a CD to learn a new language? How many have of you have exercised before a TV set using a DVD program of Jane Fonda or some other exercise guru? (Wait for participant response after each question>)

5. Based on those experiences, we take one more step forward and talk about blended learning. What is blended learning? (Wait for volunteer responses.)

6. Explain: Blended Learning is the combination of multiple approaches to learning. Blended learning can be accomplished through the use of 'blended' virtual and physical resources. A typical example of this would be using technology-based materials and face-to-face sessions with a facilitator during training. .

    Blended learning happens when the facilitator combines two methods of delivery of instruction - active learning techniques in the physical classroom and a social web presence online. This is clearly a shift in instructional strategy.

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7. Introduce the topic on the worldwide web by showing slide no. 7 and 8 and explain: The web brings to us a world of limitless possibilities. Through the worldwide internet, interconnected computer networks transmit data by packet switching using the standard Internet Protocol (IP). There are millions of smaller domestic, academic, business, and government networks, which together carry various information and services, such as electronic mail, online chat, file transfer, and the interlinked web pages and other documents of the world wide web.

The breadth, depth, immediacy, passion, and interactivity available in the World Wide Web open up an entirely new way to educate. With the Web, you get the world.

-- Tom March

8. Present slide no. 9 to introduce traditional instructional materials that are now available in the worldwide web. References, resources, lessons, tools, projects and activities are readily available with the click of your mouse.

Traditional Instruction

References	:	Textbooks, Libraries, Encyclopedia
Resources	:	Field trips, Magazines, Guest speakers
Lessons	:	Group direct instruction
Tools	:	Bulletin boards, Worksheets, Textbook index
Projects	:	Teacher-prepared, Simulated, Campus-based, Collaborative groups, Research,
Activities	:	Class discussions, Multimedia projects

Show slide examples.

9. Present slide no. 16 and explain: Why use computers and the Internet into training courses?. Alternative learning strategies employ different platforms by which participants can access resources to enhance learning. With e-learning, it allows self-paced and self-directed classes. With you as facilitator using online delivery, you increase flexibility for access for both you and your training participants.

10. Ask: How do you slowly introduce e-learning?

   • Get help to create your own simple website which includes basic information. Training participants need to refer to and has access to links which rich with information.
   • Use group tasks that require discussion between class sessions, either by email or, preferably, using the chat facility available on a number of sites like yahoo and google.
   • Experience being an online learner yourself.

11. Introduce the concept of social software which allows people to meet and connect online

Ask: Who among you use the internet to communicate with family members, reconnect with friends (e.g. through e-group, friendster etc.)?

Learning does not happen exclusively in a facilitator-learner relationship..Through social software, peer to peer learning happens when people meet on line, connect or collaborate through computer-mediated communication. Eventually they form online communities.

12. The driving force for this social software is the community of friends or families forming "clans" when playing (or working) online and the ability to network/share/collaborate with peers.

    We are now in the Web 2.0 era where "[trainers] are starting to explore the potential of blogs, media-sharing services and other social software—which, although not designed specifically for e-learning [or alternative learning], can be used to empower [learners] and create exciting new learning opportunities" and building capacity (slide no. 19)

    > *Note:* Show slide nos. 21-26 as examples of social software available on the web that are being used by local officials (example: Councilor Pete Lavina of Davao City) and world leaders like Hillary Clinton and Barak Obama, US presidential candidates. (Show the powerpoint.)

13. Say: Now let's have an actual experience using the computer internet.   (Note: If the facilitator is the only one with a computer, demonstrate the process using the LCD projector. If participants have computers in the session room, ask the participants to follow these instructions)

1. Access the Myspace website through www.myspace.com
2. Open an account by entering all required fields in the enrolment form.
3. Once the account is activated, add your co-participants to your network of friends.
4. Write a blog on the blog space. Share your blog with friends.
5. To conclude this module, ask participants the following questions:

- What new insights did you gain about how you can use e-learning in your training?
- How can you use the power of the web in your training interventions for local government officials?
- How can the local government officials take advantage of the internet to inform the residents and former residents who now live outside of the Philippines about what is going on in their community? Or inform residents of programs they can get involved in so they can collaboratively transform their community?
- How can the LCE use the ICT to attract investors, local and foreign tourists to visit their town? .

Presentation Slides

MODULE 3

ENSURING A SUSTAINABLE LEARNING ENVIRONMENT

Ensuring Sustainable Learning Environment

Module 3

Ganito Tayo Noon...
Paano Tayo Ngayon?

+ Illustrate through a pictogram how DILG training was done in the 1990s and label this as "Before". Contrast how training is conducted "Now".

• Draw pictures/icons to illustrate "Before" & "Now" scenarios. Add words and use colors to highlight a point.

• Present your output on easel paper. Choose a reporter.

+ 15 minutes

Ed tech 2 decades ago

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The New Learning Paradigm

- Learner is at the center of the learning process
- Teacher merely facilitates process of learning
- Sucessful learning is measured by ability to apply tools and information to solve problems

What is BLENDED learning?

- learning program where more than one delivery mode is being used with the objective of optimizing the learning outcome and cost of program delivery
  (Singh and Reed, 2001)
- A Combines traditional face-to-face training with eLearning activities

RESOURCES: Textbooks

RESOURCES: References

RESOURCES: News Magazines

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26

RESOURCES: Guest Speakers

RESOURCES: Lessons

RESOURCES: Virtual Field Trip

Reasons for introducing computers and the Internet into your course

- *The wish to conduct classes that are more self-paced and self-directed, with you as facilitator*

- *The expectation that online delivery will increase flexibility for you and your trainees*

Some starting points

- *Get help to create your own simple website which includes basic information students need to refer to and has links to information-rich sites*

- *Use group tasks that require discussion between class sessions, either by email or, preferably, using the chat facility available on a number of sites*

- *Experience being an online learner yourself.*

What is social software?

- **Social software** enables people to rendezvous, connect or collaborate through computer-mediated communication and to form online communities. (Wikipedia)
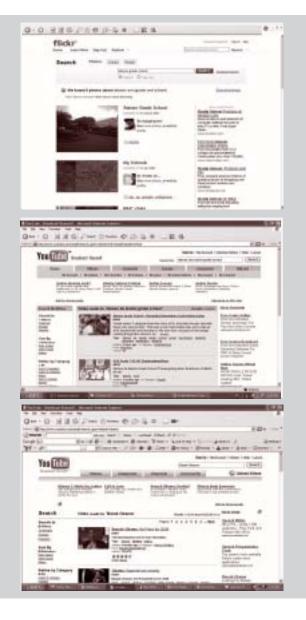
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Driving force

- The communities of friends or families forming "clans" when playing (working) online is a major factor
- The ability to network/share/collaborate with peers reflects a *social* factor in the emerging skill set of the new generation of learners

We are now in the **Web 2.0 era**

A time when "[trainers] are starting to explore the potential of blogs, media-sharing services and other social software--which, although not designed specifically for e-learning [or alternative learning], can be used to empower [learners] and create exciting new learning opportunities" and **building capacity**

Application: *I can do it, you can do it, we can do it!*

- Access Myspace website through www.myspace.com
- Open an account by entering all required fields in the enrolment form.
- Once the account is activated, add your co-participants to your network of friends.

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Application: *I can do it, you can do it, we can do it!*

- Write an entry (webblog) on your blog using the following guide questions:
  - What new insights did you gain from this session?
  - How will this module apply to your training interventions for local officials?
- Share your blog with your friends

Powerful Alternative Learning Strategies: Facilitator's Guide
***Module 3* – Ensuring Sustainable Learning Environment**

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