INTEGRATING DIGITAL LITERACY INTO CAREER SUCCESS

TRAINER GUIDE

TABLE OF CONTENTS

HOW TO USE THIS GUIDE

This Trainer Guide was developed for trainers who have been selected to offer the workshop *Integrating Digital Literacy Instruction for College and Career Success* in the Texas Adult Education and Literacy professional development community.

While this guide offers detailed instructions and talking points for delivery of a local training, it is not a script. Trainers should plan time for advanced preparation, such as reading through the guide, making personal notes on content and timing, reviewing handouts, etc.

A major part of the setup for this workshop is working with the technology resources that have been created – see the **CLOUD SETUP** under Workshop Preparation.

In addition, trainers assigned to present local training will need to coordinate with the program hosting the workshop, especially to assure that technology access is adequate.

This Trainer Guide was developed with the following set of assumptions:

- Trainers are familiar with adult learning theory, best training and teaching practices, and are extremely comfortable incorporating digital literacy into their instruction.
- Trainers have received and/or delivered previous training on the topic of educational technology and can share their own experiences working with adult learners on digital literacy skills. This allows them to personalize the workshop activities and discussion.

This Trainer Guide, along with all local program trainer and participant materials, will be available through the TRAIN PD Portal.

Local Training Overview

Training Description

This training was designed to improve the skills of adult education instructors in their planning and delivery of digital literacy instruction in the Adult Education and Literacy classroom. Specifically, the training is geared to students enrolled in Integrated Education and Training programs. It is essential that these students have the digital literacy skills they need to successfully complete their education and career goals.

Training Agenda

- Welcome and Icebreaker
- Technology Setup
- The What and Why of Digital Literacy
- Digital Literacy Integration
    - Audience
    - Content
    - Technology
    - Instruction
- Using Online Portals
- Lesson Planning for Digital Literacy
- Wrap-up and Evaluation

Training Objectives

By the end of this 6-hour session, participants will:

- Experience digital literacy tasks integrated into instruction.
- Define digital literacy and list the various academic and digital skills involved.
- Identify commonalities of instructional frameworks and questions to address in the planning process.
- Create goals for implementing best practices for digital literacy integration.
- Access resources that assist with assessing and teaching technology skills, evaluating technology tools, and integrating digital literacy into instruction.
- Modify lesson plans to integrate digital literacy skills appropriate for student audience.

TIMED AGENDA

Total training time is 6 hours, which includes a 15-minute break mid-morning and mid-afternoon. The total time allotted for an entire activity is provided along with estimated times, e.g. (10 min) for each step of the activity. *Times allotted per PowerPoint slide are noted in the Trainer PowerPoint Notes.* Trainers must be vigilant about keeping time and moving the discussions along without appearing too rushed or hyped-up. In particular, pay close attention to your time in the morning because you will be rushed at the end of the day if you do not.

As trainers gain more experience with the workshop delivery, they will begin to get a sense of the timing, flow, and balance of time needed for each activity and each group of participants. Walk around and check on pairs or small groups to determine how far along they are, and whether or not it is time to move on to the debrief. Remind participants how important it is to stay on task with the limited time provided in a day long training.

WELCOME, AGENDA, & OBJECTIVES	PPT 1 – 3	N/A	20 min
1. Trainer Introductions/Show of Hands/Name Tents/Housekeeping (15 min) 2. Agenda (2 min) 3. Objectives (3 min)			
ICEBREAKERS, QR CODES & SHORT URLS	PPT 4 – 9	N/A	35 min
4. Icebreaker (7 min) 5. Help Wanted Ad (5 min) 6. A Note on Helping (2 min) 7. Reading QR Codes (8 min) 8. Creating QR Codes with goqr.me (8 min) 9. Creating URLs with TinyURL (5 min)			
TECHNOLOGY SETUP & REFLECTION	PPT 10–11	WB 3	35 min
10. Smartphone Apps to Install: *Google Drive/Docs/Sheets, Canvas Student & Padlet* (25 min) 11. Sharing Reflections with Google Forms (10 min)			
12. **MORNING BREAK** - *participants need to complete smartphone app installations*	PPT 12		15 min

The What and Why of Digital Literacy	PPT 13–18	N/A	25 min
13. What is Digital Literacy? (1 min) 14. Why Teach Digital Literacy? (2 min) 15. Technology versus Digital Literacy (1 min) 16. Collaborative Brainstorm with Google Docs (13 min) 17. Adding Docs to Your Drive (6 min) 18. Google Docs Debrief (2 min)			
Integrating Digital Literacy	PPT 19–23	N/A	15 min
19. Integrating Digital Literacy (<1 min) 20. Integration Frameworks: TPACK (2 min) 21. Integration Frameworks: TIM (2 min) 22. Integration Frameworks: SAMR (7 min) 23. Commonalities (4 min)			
People & Content	PPT 24–27	N/A	10 min
24. People Introductory Slide (1 min) 25. Assessing Student Technology Skills (5 min) 26. Content Introductory Slide (1 min) 27. Digital Literacy and the Texas AEL Content Standards (3 min)			
Technology	PPT 28–30	WB 4	25 min
28. Technology Introductory Slide (5 min) 29. Digital Literacy Tool Collection (5 min) 30. Evaluating a Website (15 min)			
31. Lunch Break	**PPT 31**		**N/A**
Technology (continued)	PPT 32–36	WB 4	30 min
32. Evaluating Online Tools (10 min) 33. Online Reviews for Technology Tools (5 min) 34. Teaching Technology with Digital Learn (5 min) 35. Teaching Technology with GCF LearnFree (6 min) 36. Google Apps on GCF LearnFree (4 min)			

INSTRUCTION	PPT 37–42	WB 5	45 min
37. Instruction Introductory Slide (2 min) 38. Instructional Strategies Self-Assessment (6 min) 39. Choosing and Sharing Best Practice Goals (8 min) 40. Collaborating with Padlet (20 min) 41. Sharing and Exporting a Padlet (4 min) 42. Padlet in the Classroom (5 min)			
USING ONLINE PORTALS	PPT 43–48	N/A	15 m
43. Using Online Portals (<1 min) 44. Why Use Online Portals in AEL? (1 min) 45. About Canvas (1 min) 46. Join the TxTeachDigital Canvas Course (9 min) 47. Canvas Navigation Tips (web version) (2 min) 48. Canvas Navigation Tips (app version) (2 min)			
49. **AFTERNOON BREAK**	PPT 49		15 min
LESSON PLANNING FOR DIGITAL LITERACY	PPT 50– 52	WB 6–12	55 min
50. Lesson Planning for Digital Literacy (<1 min) 51. Lesson Planning Activity (45 min) 52. Reviewing your Lesson Plan Modifications (10 min)			
EXIT TICKET & EVALUATION	PPT 53–56	N/A	20 min
53. Exit Ticket (10 min) 54. Questions (5 min) 55. Evaluation (5 min) 56. Good-Byes (<1 min)			

Workshop Preparation

At least a week prior to the session

In advance of the training sessions, ensure that the following technology, equipment, and materials will be available at the training location:

1. The facilitator must have an Internet enabled computer or laptop AND a mobile device (personal smartphone or tablet). The presentation computer or laptop must have speakers attached and be connected to an LCD projector.
2. Each participant MUST have a charged, Internet-enabled computer, laptop, or mobile device, which includes Android and IOS smartphones and tablets. It is preferred for participants to have both a computer or laptop as well as a mobile device. ***Participants need to be aware that they need to bring fully charged devices and chargers.***
3. **Wireless Internet** needs to be available for mobile devices. Ensure that participants as well as you as a guest can log into the wireless network.
4. Check if whiteboard/whiteboard markers and/or easel/flipchart paper/markers are available.
5. Ask if power strips can be made available for use during the training.
6. Ask if the room can be set up banquet style with 6 chairs around the table. If not, request tables rather than individual chairs or desks if that is possible.
7. A document camera is optional but may be useful to display smartphone technologies.
8. Ask if there will be any signs posted to assist participants in finding the training room - sessions – even if participants know the location, you may not!
9. **Finally, do not forget to bring printed handouts needed for the training.**

Day of or the Day Before

Technology Preparation

1. Test the presentation computer or laptop, LCD projection system, speakers, and Internet connectivity the day before or as soon as possible before the session. If you plan to use the document camera, make sure you know how to switch from the LCD to the camera.
2. If power strips have been made available or if you have a few that can be used for the training, allow plenty of time to position the power strips and tape them down securely with duct tape before the training session begins. **BRING DUCT TAPE!**
3. Ensure that you have Expo markers for the Whiteboard or if no whiteboard is available, that you have chart pad paper (self-stick preferable).

Room Preparation

- Sign-in sheets and a few extra pens should be placed within easy access to the participant's entrance to the room.
- Setup a parking lot for questions on the wall using whiteboard space or chart pad paper. Label it *Parking Lot for Questions*.

Participant Materials

For each participant:

<u>Electronics</u>

- An Internet-enabled **computer** or mobile device such as a **laptop**, **iPad** or **Chromebook** with its **charging cable**.
- If they own one, participants should bring a fully charged **smartphone**.
- *If participants are providing their own laptops or tablets, there must be wireless Internet available that they can access.*

<u>Supplies</u>

- Light-colored stock paper. Each participant needs one to create their name tents.
- Sticky notes, at least 20 large or medium-sized per person.
- Dark-colored markers, at least one per every 2 participants to be used to write names on their name tents.

<u>Handouts</u>

- *1. Local Participant Agenda,* printed single-sided.
  * Note that you will need to modify the agenda as directed in your TOT Workbook, Page.
- *2. Local Participant PowerPoint*, 2-3 slides per page, printed double-sided & stapled.
  * Note that you will need to modify the **Slide 40** as directed in your TOT Workbook, Page.
- *3. Local Participant Workbook*, printed double-sided and stapled
- *4. Digital Tools in Real Life* handout, printed single sided.
- 5. *Digital Tools Collection* handout, printed double-sided and stapled.
- Evaluations: Ask for these from TRAIN PD or the Local Organization.
- *If desired, trainers may insert handouts for each participant inside of a folder to avoid passing out handouts during the training session.*

Facilitator Materials

- An electronic copy of the 2. Local Participant PPT
- A paper copy of the following:
  - ✔ *1. Local Participant Agenda*
  - ✔ *2. Local Participant PowerPoint*
  - ✔ *3. Local Participant Workbook*
  - ✔ *4. Digital Tools in Real Life*
  - ✔ *5. Digital Tools Collection*
  - ✔ *9. Trainer Guide*
  - ✔ *10. Trainer PPT Notes*
- 10 pieces of colored paper.
- 10 large paper clips, binder clips, or safety pins.

> Instead of using paper and fasteners, trainers can bring 5 scarves, ties, caps, etc to designate technology helpers.

- Duct Tape and Power Strips if they cannot be provided by the training host

Cloud Materials

1. Ensure you can log into the following digital literacy tools on the presentation computer or laptop and also on your smartphone or tablet:

Smartphones	**On computer or laptop**
Install and be able to log into: ▪ Google Drive, Docs, and Sheets ▪ Canvas for Student ▪ Padlet	Be able to log into the following: ▪ Google Drive/Docs/Sheets ▪ Canvas as a Student ▪ Padlet that you have created and made available to anyone with a link and the password you created

2. You will need to reset the Local Training Materials (4 Google Sheets and 1 Google Doc). **Refer to *TOT Workbook Activity #5 for detailed instructions*.**

3. You will need to delete prior participant posts from your Padlet. ***Refer to your TOT Workbook Activity #6 for detailed instructions*.**

TRAINER TIPS

These trainer tips were compiled by Adult Literacy Specialist Irene Ramos.

Do's and Don'ts of Training[1]

The following "do's and don'ts" should ALWAYS be kept in mind by the trainer during any learning session.

DO'S

Do maintain good eye contact.
Do prepare in advance.
Do involve participants.
Do use visual aids.
Do speak clearly.
Do speak loud enough.
Do encourage questions.
Do recap at the end of each session.
Do bridge one topic to the next.
Do encourage participation.
Do write clearly and boldly.
Do summarize.
Do use logical sequencing of topics.
Do use good time management.
Do K.I.S. (Keep It Simple).
Do give feedback.
Do position visuals so everyone can see them.
Do avoid distracting mannerisms and distractions in the room.
Do be aware of the participants' body language.
Do keep the group focused on the task.
Do provide clear instructions.
Do check to see if your instructions are understood.
Do evaluate as you go.
Do be patient.

DON'TS

Don't talk to the flip chart.
Don't block the visual aids.
Don't stand in one spot—move around the room.
Don't ignore the participants' comments and feedback (verbal and non-verbal).
Don't read from the curriculum.
Don't shout at the participants.

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[1] *Source: Pathfinder International Advanced Training of Trainers, Trainers Guide Pathfinder International, Watertown MA, May 2007.* *http://www2.pathfinder.org/site/DocServer/ATOT_Trainer_s_Guide.pdf?docID=9221*

Facilitator Roles and Responsibilities[2]

Even the most elegantly designed training requires adept facilitation. Your personal training style can be a benefit or distraction from the material as designed. Participant personalities and responses can likewise help or hinder your training process. In this section we address both your personal style and group dynamics, including information on increasing participation and overcoming difficult situations.

A quick reminder here: successful training requires attention to certain responsibilities. Garry Mitchell (1993) provides a list of 10 leadership roles facilitators must fulfill to succeed. These roles are listed in *The Ultimate Educator* (pp. 4-6 to 4-7) and include:

1. Setting the agenda and keeping track of time
2. Maintaining objectives
3. Protecting the rights of all participants
4. Listening
5. Summarizing the material
6. Reviewing
7. Focusing the attention of the group
8. Handling challenges to your authority
9. Involving silent members
10. Providing a modus operandi (be decisive, never apologize, avoid confrontation, move in and solve problems as soon as they surface)

We address different aspects of these roles in various sections throughout the Guide. Below we address issues around keeping the training on track (keeping time, focusing attention, maintaining objectives, etc.) and listening.

As the training facilitator, you are expected above all to LISTEN. You need to be conscious, with your ears *and* your eyes, of what participants are saying to you. Like a counselor/teacher, you need to practice "active listening."

Active Listening

Active listening involves accurately summarizing or repeating what you have heard. It also means listening for the emotional content of a participant's response. If you are trying to capture what someone says on newsprint or an overhead, and you have any question about whether or not the rewording retains the speaker's meaning, it means you ask, "Did I get that right?"

Active listening also involves making connections between various speakers' statements and highlighting links between what a speaker says, and ideas presented within the training. A facilitator who is listening actively might say phrases like:

- *"Let me see if I understand you correctly…"*
- *"So, you are saying…"*

[2] *The SABES ABE Training Resource Guide Techniques, Tips, and Principles 2007. Compiled by Tricia Donovan, Ed.D. with assistance from Mev Miller, Ed.D This project is funded by the Massachusetts Department of Elementary and Secondary Education, Adult and Community Learning Services.*

- *"I can see that this is a charged issue for your group…"*
- *"That builds on what Sam said earlier about…"*
- *"That seems to contradict Sal's position that…"*
- *"So, you support the researchers' position that… when you say…"*
- *"That solution reflects the process we discussed earlier about …"*
- *"Is another way to say that…?"*

> Active listening is when the listener relates to the speaker by hearing the feeling behind the words and reflecting back the content of what the speaker said.
>
> *Northeast SABES*, Running *Effective Meetings and Facilitating Groups* (2002).

Your voice as facilitator will be heard often throughout a training; but your true job is to make sure others are heard as well, and that their remarks are clearly understood.

You might be so busy listening, however, that you forget the time or allow the conversation to veer off topic for too long, losing sight of the objectives and diluting the focus of the group. Avoiding these problems is another of your key responsibilities.

To stay on time, be aware of how long groups have been working or discussing. You might need to urge groups to finish up activities *("We'll be coming back together as a whole group in a few minutes, so please take this time to record your responses on an overhead and choose someone to present your remarks.").* You might need to restrict remarks *("Let's hear one or two more ideas."* or "*Who wants the last word on this issue before we move on?"* or "*Let's hear one solution from each group, then we'll compare them."*) You will always need to keep your eye on your watch!

Sometimes, no matter how hard you work to control the use of time, you don't. The group is lively, they have lots of ideas, or deep issues arise that you hadn't anticipated, so more time is required for an activity to reach successful closure than you had planned. The answer: Be flexible!

Being flexible means on your own, or as a group, taking a look at the agenda. You have several options:

- ➢ Eliminate an item from the agenda
- ➢ Change an activity from small group to whole group
- ➢ Provide information directly rather than allow it to emerge through an interactive process
- ➢ Postpone discussion on one or more items to a later training session
- ➢ Decide to meet for a longer time period

If your audience seems to be veering away from the training topic(s) or losing sight of the day's objectives, you will find it necessary to pull them back on track. Try using phrases such as:

- *"Let's put some of these ideas in the Parking Lot, to return later if there's time…"*
- *"We could devote a whole session to this topic, but we need to move on in order to finish what's on our agenda today."*
- *"These are great ideas. Let's connect them to our agenda topics."*
- *"Ok. I think we're a little off topic here, so let's steer ourselves back…"*

Also remember, becoming a respected facilitator takes time, patience, and lots of practice.

Your Training Style

What is a facilitator?

"The person who makes things easier for the group by smoothing the path, so the group can work together better." Student Action Health Team at Operation Bootstrap, Lynn, MA.

We assume that you will make things easier for participants if you facilitate in an interactive, participatory, participant-centered manner. Didactic approaches, on the other hand, tend to separate you from the audience and the audience from the material.

What do all these words mean? The following is quoted from Gragg (2006), p. 5:

Didactic: From the Greek word 'didaktos' meaning "taught or able to be taught." Didactic means involving lecture and textbook instruction rather than demonstration and laboratory study.

Facilitate: Derived from the Latin word "facilitat" or "to make easy or to lesson one's burden." Part of the facilitator's job is to make learning easy by providing opportunities for people to learn.

Interactive: Mutually or reciprocally active, as in interactive techniques. Examples of interactive techniques are lecturettes with questions and answers and panel discussions.

Participatory: Characterized by providing opportunities for (audience) participation.

Participant-centered: Describes techniques that help participants make real changes in their lives by focusing on problems and situations from their lives.

Communication Styles[3]

Your dominant communication style also affects your training effectiveness. John Bledsoe (1976) outlined four communication styles based on Carl Jung's psychological types: intuitor, thinker, feeler, and sensor. Every trainer and participant uses a blend of the four behavioral styles. Despite using a blend or mix, each person relies most heavily on a primary or dominant style. While no style should be considered good or bad, trainers should identify their own style and be able to identify the styles of training participants. With this awareness, you can adjust your style to communicate most effectively.

Primary Communicating Style	**Associated Characteristics**	
Intuitor	Effective	Ineffective
	Original	Unrealistic
	Imaginative	"Far Out"
	Creative	Fantasy
	Broad gauged	Scattered
	Charismatic	Devious
	Idealistic	Out of touch
	Intellectually tenacious	Dogmatic
	Ideological	Impractical
Thinker	Effective	Ineffective
	Effective Communicator	Verbose
	Deliberate	Indecisive
	Prudent	Over cautious
	Weighs alternatives	Over analyzes
	Stabilizing	Non-dynamic
	Objective	Controlling
	Rational	Over serious
	Analytical	Rigid
Feeler	Effective	Ineffective
	Spontaneous	Impulsive
	Persuasive	Manipulative
	Empathetic	Over personalizes
	Grasps traditional values	Sentimental
	Probing	Postponing
	Introspective	Guilt ridden
	Draws out feelings	Stirs up conflict
	Loyal	Subjective
Sensor	Effective	Ineffective
	Pragmatic	Does not see long range
	Assertive	Status Seeking
	Directional results-oriented	Self-involved
	Objective	Acts first then thinks
	Competitive	Lacks trust in others
	Confident	Domineering, arrogant

[3] *Source: The Ultimate Educator, https://www.ncjrs.gov/ovc_archives/educator/files/asciifull.txt*

Key Facilitation Skills[4]

Regardless of your communication style throughout the roles you fulfill, certain facilitation skills are considered essential. Below are listed six such skills, noting that the important part of facilitating is remaining "neutral", so that "we don't encourage some people more than others":

- **Reflecting** – feeding back the content and feeling of the message.
  - *"Let me see if I'm hearing you correctly…"*

- **Clarifying** – restating an idea or thought to make it more clear.
  - *"What I believe you are saying is…"*

- **Summarizing** – stating concisely the main thoughts.
  - *"It sounds to me as if we have been talking about a few major themes…"*

- **Shifting focus** – moving from one speaker or topic to another.
  - *"Thank you, Carlos. Do you have anything to add, Louisa?*
  - "*We've been focusing on views 1 and 2. Does anyone have strong feelings about the other views?"*

- **Using silence** – allowing time and space for reflection by pausing between comments.

- **Using non-verbal and verbal signals** – combining body language and speech to communicate – for example, using eye contact to encourage or discourage behaviors in the group. Be aware of cultural differences.

Distracting Behaviors: The Facilitator

We have all experienced situations where the facilitator drove us nuts. Below we list some of the common facilitation pitfalls. The facilitator that drives participants crazy often:

- Turns everything into a Q & A presentation
- Reads PowerPoint slides verbatim, adding little or no new insights
- Over Scribes Information – If you don't plan to refer to the list later or to type it up for sharing - don't scribe it! Instead, listen to participants and facilitate the flow of talk.
- Over-commits to Agenda – Rather than observing and going with the flow of the group, this facilitator abruptly ends discussions or rushes demonstrations in order to 'cover everything.' Decide what's most important and ensure that material is covered!

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[4] *Source: A Guide to Training Study Circle Leaders. Study Circles Resource Center in Pomfret, Connecticut; http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED361508*

Stereotypical Styles to Avoid[5]

1. The Scholarly Professor
2. The Clown
3. The Techno Trainer
4. The Cheerleader, and
5. The Drill Instructor

If you recognize yourself in any of these styles, it's time to reflect on your practice and consider changing.

The Scholarly Professor – Relying almost solely on lecture, the scholarly professor expects to be recognized as the 'expert' who has much to tell participants. They need only listen up and take notes. In general, this type of facilitator has little engagement with participants and allows little or no inter-group discussion. The focus is on center stage.

The Clown – "Let me entertain you," this type of facilitator seems to say. The clown seeks participants' approval and delivers a training that is instructor-centered. Often, this type of facilitator is very popular, and participants don't realize till later that they did not learn much from him or her.

The Techno Trainer – Fascination with technology drives this facilitator's performance. They act as if high-tech gadgetry by itself will make participants learned and capable. Participant contact is minimal and if the technology fails, the presentation totally fails.

The Cheerleader – With the cheerleader, learning takes a back seat to excitement. Here the facilitator wants to inspire and rev you up, but does so at any cost, including understanding the material and helping participants develop new approaches and behaviors.

The Drill Instructor – This style of facilitator treats the participants as if they are morons, as they seek to control the learning experience from beginning to end. "Listen up!" they seem to say, as they drive through material with disregard for the audience's needs, questions, or concerns.

To this group, we add one more type:

The Apologist – Suffering from the "I'm not really qualified, or not-good-enough" syndrome, the apologist draws you into the training by excusing their behavior before you have even evaluated it. Good information and training design may be available through this trainer, but he or she makes you question it.

Dealing with Difficult Participants

As described above, training difficulties can surface because of facilitator weakness. However, many times the trouble stems from a participant, while other times non-participant factors unnerve you. We outline some of these situations and possible responses in the sections below: ***Troublemakers?*** and ***Troubling Circumstances.*** Whatever the problem, though, you want to, as the saying goes, "nip it in the bud!"

Don't let difficult participants or circumstances take over the show by becoming the focus of participant attention. Take action. Be decisive. And don't kick yourself if you fail to handle every problem gracefully. After all, you may be the facilitator-leader, but you are still only human.

[5] *Source: The Ultimate Educator, https://www.ncjrs.gov/ovc_archives/educator/files/asciifull.txt*

Troublemakers?[6]

In his book, *Facilitator's Guide to Participatory Decision-Making*, Sam Kaner outlines 12 facilitation problems, the typical ways these problems surface and effective responses to these problems. See the chart on dealing with dynamics.

Dealing with Dynamics		
Problem	**Typical Mistake**	**Effective Response**
Domination by a highly verbal member	Inexperienced facilitators often try to control this person. "Excuse me, Mr. Q, do you mind if I let someone else take a turn?" Or, even worse, "Excuse me, Ms. Q. you're taking up a lot of the group's time…"	When one person is over-participating, everyone else is under-participating. So, focus your efforts on the passive majority. Encourage *them* to participate more. Trying to change the dominant person merely gives that person all the more attention.
Participant goofing around in the midst of a discussion	It's tempting to try to 'organize' people by getting into a power struggle with them. 'Okay, everybody, let's get refocused.' This only works when the problem isn't very serious.	*Aim for a break as soon as possible*. People have become undisciplined because they are overloaded or worn out. After a breather, they will be much better able to focus.
Low participation by the entire group	Low participation can create the impression that a lot of work is getting done in a hurry. This leads to one of the worst errors a facilitator can make: assume that silence means consent, and *do nothing* to encourage more participation.	Switch from large-group open discussion to a different format that lowers the anxiety level. Often, idea-listing is the perfect remedy. If safety is a major concern, small group activities are very important.
Two people locking horns	A lot of time can get wasted trying to 'resolve a conflict' between two people who have no intention of reaching an agreement. People often use one another as sparring partners, in order to clarify their own ideas.	Reach out to other members and say, "Who else has an opinion on this issue?' or, "Let's step back for a minute --- are there any other issues that need to be discussed?' Remember: don't focus your attention on the dominant minority, focus on the passive majority.
One or two silent members in a group whose other members participate actively	'Mr. Z, you haven't talked much today. Is there anything you'd like to add?' This may work when a shy member has non-verbally indicated a	'I'd like to get opinions from those who haven't talked for a while.'

[6] *Source: Reprinted by SABES West and the Civic Participation and Community Action Sourcebook with permission from the Facilitator's Guide to Participatory Decision-Making by Sam Kaner.*

	wish to speak. But all too often, the quiet person feels put on the spot and withdraws further.	Breaking into small groups works even better. Small groups allow shy members to speak up without having to compete for 'air time.'
Whispering and side jokes	Facilitators commonly ignore this behavior in the hope that it will go away. Sometimes it does, but it frequently gets worse.	With warmth and humor, make an appeal for decorum. 'As you know, those who don't hear the joke often wonder if someone is laughing at *them*.' If the problem persists, assume there's a reason. Has the topic become boring and stale? Do people need a break? Or the reverse – maybe *everyone* needs time for small group discussion.
Minimal participation by members who don't feel invested in the topic	Act as though silence signifies agreement with what's been said. Ignore them and be thankful they're not making trouble.	Look for an opportunity to have a discussion on 'what's important to me about this topic?' Have people break into small groups to begin the discussion. This gives everyone time to explore their own stake in the outcome.
Poor follow-through on activities	Give an ineffective pep-talk. Ignore it. 'We didn't really need that information anyway.' Put most of the responsibility on one or two people.	Have people do activities in teams. Build in a report-back process at a midpoint before the task is due. This gives anyone having trouble a chance to get help.
Failure to start on time and end on time	Wait for the arrival of all the 'people who count.' This obviously means starting late – but hey, what else can you do? When it's time to end, go overtime without asking. If anyone has to leave, they should tiptoe out.	Start when you say you're going to start. (Waiting encourages lateness.) If you must go overtime, call a break so people can 'phone home.' If going overtime is recurrent, improve your agenda planning.
Quibbling about trivial procedures	Lecture the group about wasting time and 'spinning our wheels.' Space out, doodle and think to yourself, 'It's their fault we're not getting anything done.'	Have the group step back from the content of the issue and talk about the process. Ask the group, 'What is really going on here?'

Someone becomes strident and repetitive	At lunch, talk behind the person's back. Tell the person-in-charge that s/he must take more control. Confront the person during a break. Then, when the meeting resumes, act surprised when his/her anxiety goes through the roof!	People repeat themselves because they don't feel heard. Summarize the person's point of view until s/he feels understood. Encourage participants to state the views of group members whose views are different from their own.
Someone discovers a completely new problem that no one else previously noted	Try to come up with reasons why the group would not need to focus on that issue. Pretend not to hear the person's comments.	Wake up! This may be what you've been waiting for – the doorway into a new way of thinking about the whole situation.

More Help for Dealing with Difficult Participants

Bob Pike and Dave Arch's book *Dealing With Difficult Participants* offers "127 practical strategies for minimizing resistance and maximizing results in your presentations." Among the types they address are: The Latecomer; The Preoccupied; Cell Phones and Beepers; The Prisoner; The Introvert; The Elder; The Domineering; The Know-It-All; The Skeptic; The Socializer; The Apple Polisher; The Bored; The Confused; The Unqualified; The Sleeper; and The Substance Abuser.

They offer multiple approaches for dealing with troubling participants. For instance, when dealing with a Know It All, they recommend that you encourage pre-testing, allow test outs, acknowledge their expertise, enlist their help, consider mentoring, develop challenging exercises, use an appropriate opening (such as drawing the head and tail of a penny to show how unfamiliar we are with what we think we know so well), and initiate a private discussion.

You can borrow this from the Texas TRAIN PD Library! Call 800-441-READ (7323).

Dealing with Troubling Circumstances[7]

Insufficient Time

Sometimes you have all the materials and supplies and logistics in place and everything seems to be running smoothly until you check your watch and realize you are already 10 minutes behind schedule, and you are barely half-way through your presentation. Ouch!

At these painful moments, there is nothing to do but to scan ahead and think back. Scan ahead to see what remains to be covered. Think back as to what has captured participants' attention and what your objectives are for the session. Use that information to make adjustments.

How do you make **time adjustments**? Try one of the following:

- Change a discussion item into a presentation item – just share the information
- Change a small group activity into a full group activity
- Invite 2 or 3 comments rather than opening the floor to all comments
- Refer to handout information -- explain its purpose and value -- without embedding it in an activity, discussion, or presentation

If you make adjustments and still appear short of time, *renegotiate the agenda*!

Renegotiating Agendas

It is not unusual to find that the training time is insufficient to discuss all the items on an agenda, or that important items are not on the agenda, but surface during the meeting. When you see this happening, ask the group to decide how they want to handle it. Together you may decide a) to defer items to another session or meeting; b) meet for a longer time; c) eliminate items from the agenda; or d) take some other action.

Whatever you do, leave time to summarize, reflect, evaluate and share assignments (when appropriate). Your closing is the last memory participants have of the training. Don't rush it.

Managing Group Work

Many sessions in this training include small group work. In most cases, try to divide the participants into different groups each time, so that they do not work with the same people repeatedly. It is important to give participants from different fields or regions the opportunity to meet each other and share experiences.

<u>Dividing into groups</u>**:** Here are some suggested ways to divide the participants into small groups:

- Ask participants to count off according to the number of groups desired. (For example, if forming 5 small groups, ask participants to count off 1-5, then work in groups according to their assigned

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[7] *Source: The Facilitator Guide, Master Training of Trainer's Program for Nurse Midwives. PAIMAN Project, John Snow Inc. 2007. Internal document developed by Beth Gragg and excerpted with permission.*

number.) This technique ensures that people sitting next to their colleagues or friends do not work together.

- Make several "puzzles" by cutting up colored paper or postcards into interlocking pieces (one puzzle per group). Mix up all the puzzles pieces and ask participants to draw a piece at random. Then ask participants to search for the other people whose pieces fit with theirs.
- Ask participants to find others born in the same month (Note: Groups will be different sizes and may have to be adjusted).
- Draw pictures (e.g. an animal, a sun, a star) on post-its and stick one picture on the back of each participant's chair before the activity starts. Use a different picture for each group. Then ask participants to form groups with the other people who have the same picture.

<u>Explaining the task</u>**:** Groups will be more productive if they have very clear instructions to follow. When planning your activity, write the following in their Participant Manual, on flipchart, or display instructions on the PowerPoint using 24 or greater font size.

- Specific instructions for the task (If there is a question they should answer, write out the question in clear language.)
- Length of time the group has to work.
- How the group should present their results (Write on a flipchart? Report orally? Write on a transparency? Should they list as many answers as they can think of, or just three or four answers?)
- For lengthy group work assignments, instruct groups to spend a few minutes organizing themselves at the beginning. They should pick a member to fill each of these roles:
    - Facilitator: Responsible for managing the discussion, keeping the small group on task, managing time, and making sure everyone has a chance to speak.
    - Reporter: Responsible for writing down the results of the group's conversation.

<u>Reporting back</u>: It is important to acknowledge the work participants do in groups and give them feedback. However, it can be time-consuming and repetitive if five groups report back all of their responses to every question. Here are some suggestions for different ways to report back:

- Ask each group to report their answers to only one of the questions. Then invite others to add new ideas that were not yet stated, and discuss.
- Ask each group to pick only 2 or 3 of their responses to report back, with each group having to add something that has not been said before.
- Ask one small group to report to another group, pairing off all the groups. Then come back to the plenary and ask the joined groups to report only the answers they had in common to the full class.
- Ask groups to write down their responses in large letters on a flipchart or a piece of paper and post them on the wall. Give participants time to circulate around the room and read all the responses displayed. Then discuss in plenary. (This is called a "Gallery walk").

Facilitating Discussions

Often trainers are required to facilitate discussions. This takes practice, but here are some suggestions that might be helpful as you get started.

Sometimes participants eagerly jump into a discussion and it is hard to keep it from becoming chaotic; other times, they sit and stare at you in silence! What are some ways to keep the discussion flowing?

<u>If participants do not engage in the discussion:</u>

- Don't be afraid to wait a little bit for participants to think about their answer to a question.
- Some trainers recommend "counting to five" before calling on anyone so that people who like to consider their answer, or need more time to work out the answer, can have a chance.
- Restate the question in different words: Sometimes participants don't answer because they haven't understood the question. Ask it again, making it shorter and/or simpler.
- It might help to break down the question into simpler, more concrete parts, grounded in participants' experiences, especially if the question is very abstract or complex. (Example: Instead of asking, "What barriers to safe motherhood did you find in the communities we visited?" you could ask, "What did you hear the mothers say that makes you think that mothers and children are not receiving the best care? What did you see that shows you that mothers and children may not be receiving the best care?
- Call on participants by name, especially those you haven't heard from yet. Try not to embarrass them by asking if they have anything they would like to say.
- Ask open-ended questions (rather than closed questions that only ask for a one-word answer such as yes/no)
- Ask follow-up questions ("Why do you think that? Can you expand on that? Can you give an example of that?") These are often called "prompting" questions.

<u>If many people are talking at the same time:</u>

Call a halt and remind participants that it is hard to hear each person's contribution when people interrupt each other.

Then you may want to use one of these methods for making the discussion more structured.

- Use a "talking stick" or other object – Only the person holding the talking stick is allowed to speak.
- Give each person three objects (paper clips, toothpicks, leaves – anything that you can easily find). Tell participants that every time they speak, they must give up one of their objects. When they have used all of their objects, they can no longer speak. This makes participants be very careful about what they say.
- Require that each speaker must summarize and/or respond to what the previous person said first.
- Ask people to talk in pairs for 5 minutes, then ask pairs to report out their answers.

- Go around the room and ask each person to give an answer. Write answers on a flip chart. Then go back and summarize the answers. Ask the group to help you summarize: "What are the common threads you see here? What are the sources of disagreement?"
- If one particular person is dominating, it sometimes helps to speak with them privately (and politely) during a break. Explain to them the importance in hearing everyone's opinions or contributions, and enlist their help in making sure that happens.
- If participants are having a side conversation that is distracting to others, walk over and stand near them. This subtle hint will often work.

<u>Other tips for discussion management:</u>

- Listen to responses in full and with respect. If one participant is dominating or talking for too long, try to gently stop the person without rudely interrupting.
- Ask for clarification if you don't understand a response.
- Make sure everyone in the room can hear.
- Repeat comments made by participants if they may be inaudible to others.
- Walk around the room rather than standing at the front the whole time. This keeps participants alert and helps capture their attention.