Be part of the

knowledge sharing revolution

Handbook for TeachSurfers | Part 3

TeachSurfing

"My motivation to give this talk was based on my personal experience. When I was at high school, I always felt that there was too little interaction with the business world, especially entrepreneurs. One could either become a doctor or a lawyer and no one told us we could do something different.

I felt TeachSurfing was my chance to share my experience and knowledge and to show the teenagers what's possible.."

said TeachSurfer Nele Kapretz

Your knowledge is valuable.

TeachSurfing

Content

A TeachSurfer Journey – Part 3

5   Step 5: **Create your workshop content**

Step 5: Create your workshop content

5
2 days

In the previous step you found a matching Host organisation and finalized your workshop proposal with them. Now it's time to prepare your workshop content. In this step you will learn about how to identify and overcome the learning gaps in your classroom. You will learn some workshop facilitation techniques. Finally we introduce you to some commonly used workshop planning models which you can use to create your own workshop structure and content.

Learning Gaps

Imagine your typical workshop participant, let's call him Max. Imagine Max before your workshop (current state) and Max after your workshop (desired state). You plan certain learning goals for your workshop that you wish Max will achieve after your workshop. For example, Max will be able to program in C or will be able to have a simple conversation in Arabic. Despite your careful planning of the workshop, Max might have difficulties to reach the desired state.

This can be a very frustrating experience for you as a TeachSurfer, but it can be avoided by identifying why and where Max might have challenges in reaching the desired state. These challenges between Max's current state and desired state are called "Learning Gaps". In "Design for How People Learn", Julie Dirksen described six types of potential learning gaps. Below we introduce 4 most common learning gaps and give you some hints how you will be able to identify and bridge these gaps.

KNOWLEDGE GAP

Max does not know or has not been exposed to right information. To fix this gap you have to assure to include all the necessary knowledge in the right order in your workshop. For example, before teaching them about Programming C, ask them if they have experience in other programming languages. If they have no previous experience, give them a short introduction about programming.

Let's assume you gave all the necessary knowledge to Max in order to bridge the knowledge gap: Could he just start programming C, or start speaking Arabic just based on the knowledge you provided him? Or does it take something more than knowledge so that Max is actually able to program C or speak Arabic?

Knowledge is the foundation your learners need for their performance.

But if you only have knowledge, nothing is achieved by itself. Something is achieved when the learner uses this knowledge to perform or do something in practice.

SKILL GAP

Max is provided with sufficient information but does not know how to use this information in practice. In order to bridge this gap, include real life examples and challenges in your workshop content. Most importantly, include interactive parts in your workshop using methods such as working in pairs or groups, presentations by participants and role playing.

MOTIVATION GAP

Max is provided with knowledge and practices how to implement this knowledge in real life, but he is still not eager to learn. Maybe he is joining your workshop because it was required by his school. Maybe he has some previous knowledge in what you are presenting and the workshop content is repetitive for him. Maybe his mind is occupied buy some external problems and topics. Motivation is a key to have a successful learning experience. Below some tips on how to motivate and have all your workshop participants engaged during your workshop:

- Start your workshop by asking your participants: Why they are in the workshop? This will assure you put focus on learning expectations of your participants. Additionally if possible, before each input and exercise section, let the participants know why you are giving that specific input or exercise and how they can benefit from it.

- Give them some hints on how the topic can solve their problem and can be useful in their real life.

- Show them your own motivation about the topic. Tell them why you are passionate about the topic you want to share.

- Make sure your learners have time to work on their own problems. Provide more structure for your new learners, and more resources and autonomy for your experienced learners.

- Avoid providing extensive theory and background presentation

COMMUNICATION GAP

Max is motivated and is provided with the knowledge and the opportunity to practice his learnings, but yet there might be communication gap between you (the TeachSurfer) and the participants. While knowledge gap is about the content of your workshop, the communication is about the way you transfer this content to the participants. The reason for a communication gap might be because you present your workshop in another language than your usual communication language. It can also be that you provide unclear or insufficient directions, or the workshop goals are not clear for the participants. Below some tips how to overcome this gap:

- Make sure the goals are clearly communicated at the beginning of the workshop.

- Learning experience should be a two-way interaction. During your presentation make pauses and ask your participants if they understood what you just described in order to identify the communication gap early and be able to fix it.

- Don't just hand your learners information, but be sure to organise and structure your information is the right way in order to make it easy for your participants to understand and learn the knowledge.

- Ask yourself what methods is best suited to transfer the knowledge? You will read more about the different types of teaching methods in Step 4.

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Group-oriented leadership styles

As a workshop leader and trainer you should posses the following characteristics:

- Accept others opinions and be open-minded
- Have empathy and do not criticize the ideas of the workshop participants.
- Keep the participants focused on the goals of the workshop.

The following leadership styles are useful for leading groups:

PARTICIPATORY STYLE: The trainer should encourage all the participants to actively participate and contribute in order to achieve the workshop goals successfully. This involves creating an atmosphere in which each participant wants to share their ideas, skills and opinions.

INSPIRATIONAL STYLE: The trainer should motivate the participants who are less committed. The trainer can achieve this by showing their own enthusiasm, and communicate clearly the practical benefits of the training. The trainer should inspire all the participants, especially the less motivated ones, for the goals and the content of the workshop with activating and practical exercises.

APPRECIATIVE STYLE: The trainer shall recognize and value the group members contribution, good performance and dedication. This will give the group members a strong incentive in achieving the workshop goals.

Conflict intervention

Conflicts between group members are natural and should not be suppressed, but rather treated constructively. If there is a conflict situation in your workshop where the participants do not express themselves politely or disrespect each other, then you can implement intervention in 3 levels suggested by Anja von Kanitz in her book "Crashkurs Professionell Moderieren":

▶ GROUP LEVEL:

If there are conflicts you have to address, give the participants a constructive feedback and seek a solution together with the group.

▶ CONTENT LEVEL:

A goal review helps the group find its way back to the topic. Summarize the actual state of the discussion and put it in a nutshell. Ask: Where are we now? What has already been clarified / achieved? What is still missing? What can the next step be? How close or far are we from the target? Then make suggestions for further actions.

▶ WORKING-ORGANISATIONAL LEVEL:

The conflicts can be solved by adjusting your workshop structure. For example instead of continuing the work in the big group, create smaller groups. When there is a conflict of opinion on a specific subject, suggest to take a break and postpone this subject in your workshop schedule.

Facilitation techniques

When you plan to activate the participants of your workshop or collect input from them, you can benefit from some workshop facilitation techniques and take a facilitator role. The role of the facilitator is to be a method specialist and to not contribute with content during the facilitation period, rather to recognize and leverage the experience and competence of each participant.

A facilitation is successful if the result has been achieved that satisfies the whole group and makes them feel that they would not have come to the same conclusion without the community. The basics of each facilitation is a set of methods and a set of physical tools such as flipcharts, sticky notes, markers, printed out worksheets etc. Below we described some facilitation techniques that you can use in your workshop:

ACTION PLAN:

before each group work define: 'What' is the exercise about. 'When' is the planned completion time, and 'Who' are assigned in each group.

GROUND RULES:

before starting group activities, set and agree on a set of rules. for group work. For example:

- The group is responsible for the deliverables.
- All members are expected to participate in all phases of the process
- One person shall speak at the same time.
- Be brief!
- Everyone's input is equally valued.

BRAINSTORMING:

The general purpose of brainstorming is to generate ideas about a specific topic in a group. When generating ideas, the participants are encouraged to go for quantity not quality, come up with wild ideas, build on top of each others ideas, be visual, stay focus on the topic, and respect others ideas. For example when teaching about software engineering, Migan structured the students in groups of 4-5 people and assigned them to first identify problems that they face in their school life and then ideate about IT solutions which can solve these problems.

ENERGISERS:

Energisers and icebreakers are activities which aim to motivate and engage the participants. The energisers must be fun and short e.g. 5 minutes. You can search for some typical games as energisers or come up with your own creative energiser activity. For example, at the beginning of his workshop, Felix asks his participants to write their name in the morse code and others shall read that name.

PAIRED LISTENING:

This technique gives the opportunity to practice and to get feedback to all the participants. The participants split into pairs, where one person is the listener and the other is the speaker. While the speaker is giving her thoughts about a specific topic or answering specific exercise questions, the role of the listener is to give full attention to the speaker without interrupting, questioning or commenting. After the speaker finishes her part, the listener can provide feedback and comments. Afterwards the pairs switch their roles.

ROLE PLAYS:

using role play the participants can practice their skills around a scenario. The role playing can be done in pairs as described in the previous technique or on the stage where one person practices and others learn by observing and giving feedback. For example, Nadine wants to teach her workshop participants negotiation skills, so she defines two roles: employer and employee. Then she defines a scenario where the employee asks her employer for a raise in salary. The participants pair up and play these roles.

CARD INQUIRY:

as a trainer you ask a question to the participants. The participants write their answer on sticky notes or card, one answer per card. The cards will be collected, pinned on the board and clustered by the trainer. This method is useful when you want to collect contributions from the participants in a structured way.

EXPECTATION INQUIRY:

The expectation query is used to clarify the expectations of the participants at the beginning of the seminar. You shall ask the participants what is their expectations from the workshop. The expectations can be collected either by using card inquiry or by acclamation where the trainer take notes of the expressed expectations.

ZIM workshop planning model – set workshop goals, contents & methods

SET YOUR WORKSHOP GOALS, CONTENTS AND METHODS

The ZIM is a simple and powerful tool to plan your workshop by identifying the goals, contents and methods for your workshop. ZIM in German stands for: Ziele (goals), Inhalte (contents), and Methoden (methods).

▶ Goals - Everything starts with the goals and the target audience:
- Who is the target audience?
- What is the goal of your workshop?

▶ Contents - Then the contents:
- What contents are part of the training?
- Collect the content possibly via brainstorming or mind map

▶ Methods - Finally the methods:
- How are the contents implemented methodically?
- Define the group size for each method.
- Which method fits particularly well for transporting the content?

When creating a workshop plan, it is essential to be clear about what you can expect from the participants and which methods are suitable for them. To give an example: If you give a presentation training for 12-year-old students, you should use playful methods that are age-appropriate. When giving the same training for young professionals, you should focus on presentation techniques for business.

It is also important to know which knowledge background the participants have. If they already have experience and a background in the topic you want to teach, then you should use some advanced knowledge which can be useful for them. In the same manner, if you are teaching participants who do not have previous experience in the topic you present, you have to keep your content simple and in a beginner level.

PITT workshop planning model – plan your workshop phases

PITT is a model which helps you to structure your workshop or each module of your workshop in four phases:

1. **P**roblematize / MOTIVATION
2. **I**nput / KNOWLEDGE
3. **T**raining / SKILLS
4. **T**ransfer / COMMUNICATION OF SUSTAINABILITY

1. Problematize / MOTIVATION

The first phase is about motivating and showing the importance of the subject for the participants. Communicate with the participants about "why" this topic is useful, relevant and important for them. If the willingness to learn has been awakened, the participants are motivated and they will set their own personal learning goals for the workshop. Suitable methods are: activating exercises, short presentations, tasks, discussion, videos etc.

2. Input / KNOWLEDGE

In this phase information is conveyed, or the first discussion of the topic takes place. In this phase you as a TeachSurfer share your knowledge and know-how with the participants. If relevant, participants can also share their knowledge. Suitable methods are: Lecture, preparation of content in group / partner / or individual work etc.

3. Training / SKILLS

Practice makes expert. If you only get information about how to conduct a good presentation, you can not necessarily deliver a successful presentation. It takes practice to turn the acquired knowledge into skill. This phase is the most learning-intensive part of the participants' learning journey as it lets them to experience the provided knowledge with all their senses. Suitable methods in this phase: Partner and group work, role play, practical exercises, learning games, any form of in-depth discussion of the contents etc.

4. Transfer / COMMUNICATION OF SUSTAINABILITY

A learning experience is successful if the participants can apply it in their situation and in their lives. In this phase the focus is on the application of what has been learned in one's own everyday life. Transfer methods can be: conversations about implementation / application, casework, role plays and exercises, drawing up plans or checklists, problem solving tasks in single or small group work, dealing with internal and external resistance etc.
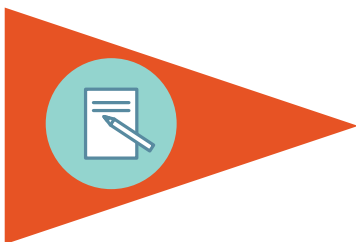
Workshop Grid

Workshop grid is a tool which combines both ZIM and PITT methods. You identify the goals, contents and methods (ZIM) for each phase of your workshop.

Dramaturgy	Time	GOALS	CONTENTS	METHODS
Problematize				
Input				
Training				
Transfer				

Picture 1 - Workshop grid template

EXERCISE

▶ Create your workshp grid.

In this exercise check two examples of workshop grids, then fill in your own workshop grid using the template:

Example 1 – Introduction to Arabic Language and Culture by Khaled Khudr

Example 2 – Built your first IT solution by Miganoush Magarian

Template – workshop grid

Any questions?

Then write us at info@teachsurfing.org.
We look forward to seeing you!

Happy TeachSurfing!

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#KnowledgeSharingRevolution