EuTEACH
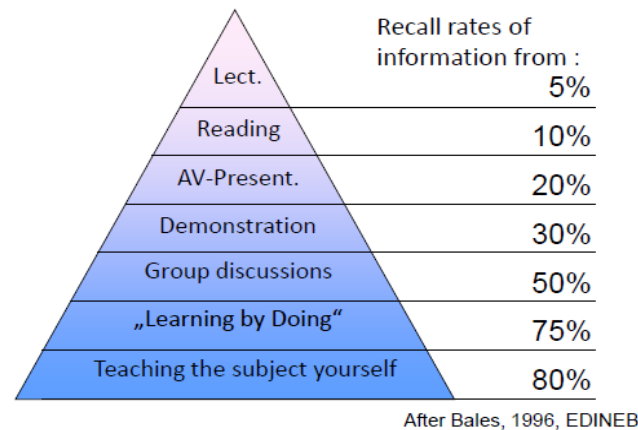European Training in Effective Adolescent
Care and Health

Module D1: Training of trainers in adolescent health (TOT-AH)

Have a look at the illustrations displayed in the videos (http://www.unil.ch/euteach/home/menuinst/how-to-teach/interactive-teaching-methods.html)

- There is good evidence that there are effective teaching methods and tools that positively affect the way trainees learn, retain and apply what is being taught, e.g. when remembering taught information

Recall rates of information from:
Lect. 5%
Reading 10%
AV-Present. 20%
Demonstration 30%
Group discussions 50%
„Learning by Doing" 75%
Teaching the subject yourself 80%

After Bales, 1996, EDINEB

- This ToT module supplements teaching materials on the EuTEACH website; for details you may go the EuTEACH site: (**Link to adolescent health and care curriculum planning**) and (**Link to adolescent health and care curriculum training resources**)
- In using *this* module, you have to find an appropriate balance between teaching methods strategies and tools and teaching adolescent health; this will all depend on the needs of your audience.
- There are several examples of these techniques that are provided within all Euteach modules
- While preparing and running the TOT-AH course, you may find it useful to refer to the "training methodology" part of the Euteach website, using the sitemap to navigate to it.

Entry scenario: You have been asked to provide adequate effective teaching skills to a variety of professionals who have some basic competences in

different aspects of adolescent health, who, in the future, will be required to teach others themselves. The mandate includes the planning, implementation and evaluation of the TOT-AH course.

General Goals for the TOT-AH learners:

By completing the module the participant will be able to:

- **I.   Plan an effective course curriculum, including a needs assessment**
- **II.   Apply appropriate teaching methodologies**
- **III.   Set up and deliver relevant training sessions**
- **IV.   Develop and apply evaluation techniques**

Throughout your TOT course, make ample use of the interactive tools as provided in annex 3

	Training Objectives Key topics to be covered	Time	Activities, Issues and Questions	Training Tools and Methods
Introduction				
Know	**Introduction to the course**	30-60 min	• Presentation of participants • Presentation of the objectives and program of the course • Description and attribution of the roles to some participants (reporters, facilitators, "ears" (see xxx)	Interviewing in pairs and presenting to others Mini-lecture Group discussion about the participants experiences of good and bad teaching

Goal I. Plan an effective course curriculum, including a needs assessment

Skill	Identify and assess the needs of learners	30 min	• Get the participants' CV in advance • Check the suitability of the teaching environment in advance • Assessment of specific needs of the audience using the short questionnaire provided on the Euteach website (go to site map) • Explanation and discussion on needs assessment methods	Minilecture Wishes and worries (colored cards) Questionnaires (see the available questionnaire on this website) Discussion
Know	Describe steps in designing the training course	15 min	1. Problem identification and general needs assessment 2. Needs assessment of targeted learners 3. Goals and specific measurable objectives 4. Education strategies 5. Implementation 6. Evaluation and feedback	Minilecture on the use of the Kern six-steps approach (see resources below) May use a set of cards with the six items one on each card and ask the group to put them in logical order *Look at annex 1*
Att	Discuss the impact of various settings and roles on teaching	45 min	• Compare classical auditorium settings, e.g. seating in a row with chairs in circle or "around coffee tables" • Discuss pros and cons of having "table-leaders" (see xxx) • Discuss pros and cons of delivering the training material in advance (e.g. slides, summaries, etc.) • Discuss methods of accessing relevant information, e.g. internet	Group discussions
Know & Skill	Develop objectives using the appropriate taxonomy and wording	45 min.	• Describe the philosophy behind objectives setting • Understand the need for overall learning measurable goals and specific training objectives • Specify how you might match training objectives with assessed needs (see above), e.g. including knowledge, attitudes and skills	Minilecture on the selection & development of training goals and objectives. Use the "SMART" acronym for objectives: specific; measurable; achievable; relevant; time-bound.

			Example (knowledge): *by the end of the course, trainees should be able to describe the properties and effects of legal and illegal psychoactive substances* (see module B8/part of goal 1)	Group work: discuss the objectives already given in the Euteach module for instance on substance misuse (module B8)
Skill	**Apply the Kern framework to planning curriculum:**	60 min	• Develop a two hours course on adolescent alcohol use & misuse for a mixed audience of nurses and school teachers	Group discussion

Goal II: Understand and use various interactive training strategies

Skill	**Demonstrate and perform several interactive techniques and tools**	120 min to whole day	<u>Available interactive strategies:</u> Interactive Lecture Qualities of Effective PowerPoint Critique using an evaluation tool Read Around Fishbowl Icebreaker Spider Web Table Teachers; table activities Standing Reports (everyone at the VIPP wall standing) Summarizing by participants Strategy Board Talking Circle Roundabout Wishes and Worries Ears Parking Lot Field studies Voting strategies	The TOT-AH facilitator can choose some or all of the techniques described in the *resources appendix*, and require the group to practice them. After each exercise, the group discusses the value of the strategy with the facilitator. Whenever possible, the facilitator should use some of the techniques throughout the module Additional information can be found in the VIPP document (see resources below) *Look at annex 3*

Goal III: Set up and deliver a training course session using appropriate settings and teaching methodologies

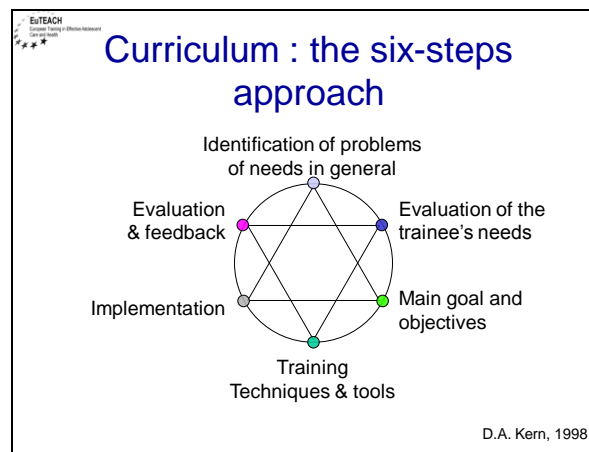| Skill	Apply special techniques (role play, simulated patient)	2 hours	• Training and demonstration of the techniques with active involving participants • Delivering a feedback after role play in a positive and useful manner, e.g. biscuit-lemon-biscuit technique	Mini-lecture Simulated patient (video) Role play
Skill	Manage difficult training situations	1 hour	• Stimulating group cooperation • Keep discussion on track • Addressing difficult participant	Ask the audience what difficult situations they have managed using the fishbowl strategy Role play Parking lot

Goal IV:. Work out and apply evaluation techniques

Know Skill	Evaluate your trainees		• Discuss how much of the total time you should use for evaluation (see above the SMART concept) • List and apply the various approaches that can be used and how appropriate each are for different situations (e.g. early/late assessment, knowledge versus skill assessment etc.) • Identify when the evaluation does take place • Pros and cons of different approaches	Group discussion
Know Skill	Use different techniques to evaluate the course itself		• List and practice various evaluation approaches • Discuss the usefulness / pros and cons of these approaches	Group work followed by plenary focusing on the evaluation of the actual course Spot check (see WHO orientation program) Using the wishes & worries cards

				Report by ears See VIPP section 18 on evaluation
	Concluding the session		• Identify the key messages of the TOT-AH course	Spider web to present one "take home message" from each participant

Resources:

Annex 1: The Kern six-steps approach to designing a training curriculum:

Source: Kern DE, Thomas PA, Hughes MT. Curriculum Development for Medical Education: A Six-Step Approach. Johns Hopkins University Press, 2009

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Annex 2: Writing Objectives according to what you expect from your participants
To be able to perform at the end of the session

The assumption when developing objectives is that all of them should be pre-fixed by the statement:
"by the end of the course, the learner should be able to xx"

Learning level	Associated action verbs
KNOWLEDGE	Define, describe, list, select, name, recall, summarize, understand
ATTITUDES	Understand, identify, evaluate, justify, illustrate, explain, name (feelings)
SKILLS	Perform, analyze, identify, select, assess, explain, show, demonstrate, use, organize, evaluate, understand

Also look at: http://www2.okbu.edu/academics/natsci/ed/398/objectives.htm

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Annex 3: Possible strategies for *interactive* teaching

Training objectives	Teaching strategy
To make the TOT course relevant to the participants needs (10 mins; flip chart)	**Participants' Roles as Teachers:** • Table dsicussion about teaching roles and experiences for participants. • Instructors facilitate sharing with all participants
To demonstrate and practice one approach for eliciting feedback from students/learners (5 mins)	**Ears:** • Describe purpose of **Ears** for monitoring and feedback. • Select 2 volunteers to be **Ears**. Provide them with notepads for writing down feedback from other participants.

To demonstrate and practice an effective strategy for helping learners remember content, work with ideas, and share their thoughts. (10 mins; VIPP "cards," markers, tack for attaching to wall)	**VIPP**
	• Describe purpose and use of VIPP. Website for VIPP book: <http://portals.wi.wur.nl/files/docs/ppme/VIPP_Unicef.pdf>
	• Teach rules for VIPP.
	    o One idea per card
	    o Use the correct color card
	    o Use markers only (no pens)
	    o Only 3 lines on a page
	    o Write in upper and lower case letters

To know what the participants are hoping to learn, and to be responsive to their concerns about the session (25 mins)	**Wishes and Worries** • Each participant completes one VIPP card for wish and one for worry. • Share wishes and worries at table. • Cluster VIPP cards on wall and participants standing near wall. • Instructor summarizes wishes/worries while participants stand next to wall
To elicit from participants what they have observed as effective qualities of teaching and lecturing. (35 mins; flip chart)	**Roundabouts and Group Sharing** • Participants pair up and form a circle with one person in inside circle and one in outside circle. • Circles rotate in opposite directions. • Each participant first thinks of a talk/presentation/session that was particularly

	memorable or good. Now rotate, when the bell rings, find a partner and share: • One quality that made a lecture or teaching session good or memorable or effective. • Repeat three times. • While participants stay in circle, ask them to call out what they heard from others. Instructor write responses on the flip chart. Flip chart pages go on wall for the rest of the institute, so that people can refer to what made teaching good
To learn a method of dealing with questions from learners which are not on topic and would better be addressed later.	**Parking lot** • Introduce concept of parking lot. • Learners can write a question that comes to mind to be addressed later. (5 mins; flip chart)
To be sure **Ears** receive feedback from others.	Before break, remind the **Ears** to be asking for opinions and feedback about how the session is going.
To understand the importance of considering the three essential elements of learning when planning a training session (20 mins; white board or flip chart)	**Interactive Lecture on Essential Elements of Learning** • Attention, practice and feedback. • Use "Hide the Candy" to demonstrate how much more quickly learners can achieve the goal if they have feedback.
To consider how certain teaching strategies can improve learning and help learners remember content and skills (20 mins; flip chart)	**Table Assignment: How We Remember/How We Best Learn** • At each table, provide 6 cards with each type of learning. Have the table rank the 6 cards from "least remembered to most remembered." • On flip chart or VIPP cards put 10%, 20%, 30% 50%, 70%, 90%. • Instructor asks participants to help connect % with each type of learning.
To understand how teaching strategies affect learning. (5 mins; flip chart)	**Interactive Lecture: Linking Teaching Strategies with How We Remember** • Instructor asks participants to identify at least one teaching strategy with type of learning (on flip chart).

To learn how and when to use a talking circle. To practice pairing content/learner objectives with teaching strategy. (30 mins)	**Talking Circles:**
	• Give instructions for Talking Circles:
	   ○ The only person talking is the one holding the talking piece.
	   ○ Pass the talking piece around in a circle.
	   ○ Anyone can pass the talking piece without speaking

	o Pass the piece twice around the circle. When done, put the talking piece back in the middle of the table. Exercise done. • Conduct the talking circle, with each person identifying something that should be learned in a half-day course on a specific (assigned) topic in adolescent health. In this session we used for the following topics, one for each table: Depression/Suicide; Substance Use; Sexual Health; Chronic Disease; Youth-friendly Health Services. • One person from each table gives a stand-up brief summary of teaching strategies and content.

To practice using the Strategy Board as a way of reinforcing learning. (10 mins; flip chart)	**Strategy Board**
	• Identify all the teaching strategies used in the morning:
	    ▪ Talking Circle
	    ▪ Roundabout
	    ▪ VIPP
	    ▪ Wishes and Worries
	    ▪ Ears
	    ▪ Table Teachers
	    ▪ Table Activities
	    ▪ Standing Reporting (to keep energy high)
	• Explain the use of a Strategy Board

Get real life experience of carrying out surveys	**Field study** Participants are asked to go out on a local street (school court, etc.) and ask young people, parents etc. to find out the answers to specific questions e.g. how often have you been drunk, have you ever suffered an injury, have you ever been involved in a fight, is it difficult to buy cigarettes for young adolescents, etc.
To practice using **Ears** for monitoring and feedback.	Before lunch, remind the **Ears** to be asking for opinions and feedback about how the session is going.
To learn how to effective design and deliver an interactive lecture. (20 mins)	**Interactive Lecture: Qualities of an Effective Interactive Lectures** • Student Active Break: Participants/students turn to one person and discuss a question or topic.
To improve the interactivity of a lecture or exercise	**Voting techniques** • Using colored card

	• Raising hands • Using voting technology • Going into four corners • Marking on a chart
To practice using the evaluation tool to critique a lecturer. (30 mins)	**Critique of an interactive lecture** • Use the Evaluation Circle to assess a mock/role-play lecture (2-3 mins total) • Each table completes one Evaluation Circle and give feedback to the role-play lecturer. • Role-play lecturer does a second 2-3 minute speech after feedback.
To practice using the **Read Around** teaching strategy (40) To identify elements of quality PowerPoint and when and how to use PowerPoint.	**Read Around on Characteristics of Effective Powerpoint** • Discuss the value and use of the **Read Around.** • Give a short reading to each table, with an assigned section to read. • Each table reads the section, then discusses content. • Each table presents to the large group the key points in the section they read using any teaching strategy they choose (e.g., sketch, role-play, VIPP, etc).
To practice using **Ears** for monitoring and feedback.	Before afternoon BREAK, remind the **Ears** to be asking for opinions and feedback about how the session is going.
To differentiate between good and bad characteristics of Powerpoint (20 mins; PP for reviewing concepts)	**Interactive Lecture: Characteristics of Good Powerpoint and How to Use PP** Ask the group(s) to prepare a set of five slides on a specific topic and discuss

To practice using the **Fishbowl** teaching strategy (30 mins; 6-10 chairs in a circle with enough room for rest of participants around the circle of chairs)	**Fishbowl: Dealing with Difficult Learners**
	• Discuss the value, use, and rules of the **Fishbowl**
	    o Moving people around and creating new group format.
	    o Allowing more people to contribute to the discussion.
	    o Creating a more dynamic conversation than large group discussion.
	    o 8-10 people in the chairs in fishbowl with the rest of the participants standing in a circle around the fishbowl. Those in the outer circle must not speak until they are sitting in the inner circle. To get in the inner circle, the standing person taps a sitting person on the shoulder and they exchange places.
	• Give 1 or 2 people (facilitator) in the fishbowl starter questions. Then the

	conversation begins, with outer people moving to the inner circle.

To practice using the Strategy Board as a way of reinforcing learning (10 mins; flip chart)	**Strategy Board**
	• Identify all the teaching strategies used in the afternoon.
	   ▪ Interactive Lecture
	   ▪ Critique using an evaluation tool
	   ▪ Read Around
	   ▪ Fishbowl
	   ▪ Spider Web
	   ▪ Strategy Board
	• Re-explain the use of a Strategy Board; that it is a reinforcement of learning

To receive feedback about the day in order to make improvements for the next day. (10 mins)	**Ears Reporting** • Typically, the next morning the facilitators tell the participants all the ways that they have responded to the feedback from the afternoon before.
To reinforce learning from the TOT course. (20 mins; large ball of string for each web/circle) To practice using the Spider Web as an interactive teaching strategy.	**Spider Web** • Form circles of 10-20 people. One person has the ball of string. They make a comment about the question asked, then throw the ball to someone else in the group. • The facilitator makes summary, reinforcing comments about what was said as the spider web was created.
To assure participants will use the various interactive teaching methods that were taught during the session.	**Handout:** Curricular Map for the TOT

For other ideas, go to VIPP: (Visualisation in Participatory Programme). This is a manual for facilitators and trainers involved in participatory group events(158 pp). **http://www.jhuccp.org/sites/all/files/VIPPmanual.pdf**

WHO Orientation Programme package at http://www.who.int/maternal_child_adolescent/documents/9241591269/en/index.html. Look at the facilitator guide for teaching and training techniques. Available in English, French and Russian.