Workshop Overview

Using REALs principles we will explore simple and effective ways of building innovative learning methods into your training programmes and materials.

As firm believers in the value of making learning intriguing and enjoyable, we will introduce you to training ideas drawn from game methodology, Accelerated Learning, NLP, learner-centred education and even Kindergarten and show you how to apply them to great effect in adult learning, even in the most serious of business environments.

Workshop Objectives

- **To understand the role of the training facilitator in 'pattern-making and pattern-breaking', the two fundamental aims of training**
- **To understand the principles that support adult learning and how these enhance learning design**
- **To recognise different learning styles and find ways of accommodating them**
- **To use active and experiential learning methodologies in a wide variety of training contexts**
- **To design an interactive learning activity or programme suitable for use in your own workplace**

Workshop Style

The style of this workshop is highly inter-active and is based on small group practical work, reflection and discussion. The specific interests of the group, and the size of the group, may require the facilitator to apply some flexibility to the programme, therefore the workshop notes here offer suggested timings and review processes.

This workshop uses the principles which it aims to teach: client-centred, generative, co-operative and problem-based learning, which involves the learners and centres on their needs. Its success is in proportion to the willingness of the learners to share their experiences, challenge each other's ideas and offer input and suggestions.

The workshop uses RSVP Design learning activities as examples. However, every effort is made to suggest ways in which participants can work with their own existing materials or design new ones as alternatives.

Workshop Timetable

0900 - 0910	**Welcome and Introductions** An introduction to the facilitator and group, domestic arrangements and objectives and style of the workshop. Modelling the start of a good learning programme.
0910 - 0930	**How do you feel about your role as a facilitator of learning?** Using the 'Images of Organisations' cards to introduce participants and to begin to explore their experience of designing and delivering learning programmes. What experiences do the images suggest? What do the participants want from the day?
0930 - 0940	**The importance of clarity in setting learning objectives** Creating a successful and relevant learning environment is almost impossible unless the learning objectives and outcomes are clear. How can we identify and frame good learning objectives?
0940 - 1000	**An example of a learning activity designed to meet a specific learning objective** Using the example of the 'Challenging Assumptions' Puzzle to demonstrate how to select or design an activity to meet a very specific learning outcome.
1000 - 1015	**What are the characteristics of adult learners?** Using a simple real-life example to explore the needs of adult learners: small group work. What are the specific needs of adult learners and how do we meet these in our design?
1015 - 1030	**Pattern-Making and Pattern-Breaking: two different focuses for training** **Understanding the principles of REALS and how they can apply in both** An introduction to the methodolgies that support 'Rich Environments for Active Learning': learner-centred, generative, co-operative and problem-based learning activities.
1030 - 1115	**Making 'knowledge-based' (pattern-making) training more interactive and creative** Techniques for working with 'taught' content. VAK: Visual, Auditory and Kinaesthetic tools to appeal to different learners. Small group exercises to explore a variety of 'techniques' to use each of these modalities.
1115 - 1130	**Break**
1130 - 1245	**REALS in practice** A specific example: the development of the 'Colourblind' learning tool. How are the 4 REALs principles used in this exercise? How can the exercise delivery and review be changed to meet different learning goals?
1245 - 1330	**Lunch Break**
1330 - 1345	**Facilitating REALS: the changing role of the trainer and learner** Exploring the implications of REALS: new roles with new demands?
1345 - 1515	**Some simple design principles and a more detailed look at the REAL Methodology** Achieving effective learning by applying some simple design guidelines and exploring how they can be used in a range of training activities: using RSVP Design examples
1515 - 1530	**Break**
1530 - 1645	**A small group challenge to design a workshop or activity using REAL principles, followed by presentation of design outlines** Apply your learning in a real-life example and share your ideas
1645 - 1700	**Learning Summary and Closure** A summary of the key points from the day and statements of individual learning.

WORKSHOP NOTES

Session Notes

Rich Environments for Active Learning are based on constructivist ideas. Participants in rich active learning environments continuously shape and reshape the knowledge they construct through their learning experiences. In practical terms, learners work together (co-operative learning) to solve real or simulated problems (problem-based learning) that are important to them (learner-centred) and that ask them to use past and current experience to achieve new results (generative learning).

Cooperative Learning
Cooperative learning brings together individuals to work in small groups to analyse, synthesise, collaborate, and agree on a solution to the issue they are resolving. Participants work together to build and refine knowledge with their peers. These workgroups develop self-regulation through the management, monitoring, and evaluation of the learning experience. Cooperative learning demands that people learning together accept responsibility for their own learning.

Generative Learning
Generative learning is the type of learning where students become investigators and teachers become facilitators of knowledge. Generative activities are facilitated through workgroups where participants discuss their insights into, and opinions about, the subject matter. Generative learning involves students in higher-level thinking processes and helps learners to integrate new knowledge within the structure of old knowledge. Generative learning pays respect to prior knowledge and experience, encouraging learners to draw on the skills and experience they bring into a learning event.

Learner Centred Learning
Learner centred learning environments focus on the development of critical thinking and life-long learning skills such as: questioning, metacognition, and reflection.
Questioning - when learners generate their own questions in response to a particular topic they are using a higher level of active participation in the learning process. They are generating the direction of their learning experience, giving them more ownership of the learning and making the learning more personally relevant.
Metacognition - this is the process where the student takes conscious control of the learning. The learner thinks about how they are thinking in a cognitive sense. For example, learners are using metacognition if they realise that the teamwork problem that they thought they had is in fact a problem of imprecise communication.
Reflection - this is where the learner observes, interprets, and reflects upon their learning experience. This reflection would include the 'who, what, where and why' of the learning experience.

Problem Based Learning
Problem based learning is the type of inquisitive and investigative education for which there is no clear answer or procedural rule. It is an environment where knowledge is constructed and not received. Problem based learning involves students in real problems (often work-based), where they must analyse, synthesise, and hypothesize information to determine possible solutions to a situation, topic, or problem.

Collectively these environments integrate active participation, transference of learning, prior knowledge, and direct experience to the learning process.