

Development Associates International

***Facilitating Learning:
a training of trainer's workshop***

Work Book

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COMMITTED TO
SERVANT LEADERSHIP

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Session 1: Introduction to the Workshop

Purpose

This Workshop is designed to give you the skills and the confidence to use interactive learning methods in your own facilitation of learning. It will give you a framework which will help you explain why interactive methods are so powerful in helping to deliver effective learning for your learners and give you tools that will enable you to design and deliver great training in the future.

Approach

You will not receive lots of information and factsheets to take home and file away. You will not be sitting through long lectures and expected to take lots of notes. But you will be expected to enter completely into the discussions, the small groups and the practical experiences which will be a part of the learning approach and you will go away having experienced a dynamic and powerful approach to learning which you will be able to use effectively in your own setting.

Learning Outcomes

By the end of the workshop you will be able to

- State that Jesus used a variety of methods in his teaching and be able to describe a selection of these methods
- State the 5 key factors that underpin effective learning and explain how each one facilitates effective learning
- Describe the characteristics of an effective learning facilitator
- List a variety of learning methods and select appropriate methods when facilitating a learning workshop
- Select an appropriate class-room layout for a learning workshop you may be facilitating
- Explain the importance of evaluating the learning which is taking place
- Demonstrate that you can design and deliver an effective learning experience for a group of learners using a variety of methods

Session 2: The Teaching Methods of Jesus

In your Group, quickly read through the Scriptures your group has been allocated.

Each time you identify a situation where Jesus is teaching, list

- a. the method he used
- b. where he used the method
- c. who he was teaching
- d. the chapter & verse reference

Method	Where Jesus used this method	Who Jesus was teaching	Reference

Use an extra piece of paper if you need to.

What have you discovered about the teaching methods of Jesus?

What did you discover about the locations where Jesus taught?

What did you discover about the various groups of people that Jesus taught?

PERSONAL REFLECTION:

How will you think differently about teaching in the future as a result of this session?

Session 3: Thinking about your own Learning

We want you to think about your own experience of learning. The following four questions will help you think about aspects of your own learning. The first part of each question is to get you thinking about particular instances in your own learning. The second part asks you to think about and record some of the processes which led to the success – or otherwise – of each of these aspects of your learning.

1. *Think about something you are good at and have always enjoyed doing and which is something which you know you do well. (This could be something connected with your job, a particular academic subject, or a hobby or skill – it can be anything which you are good at)*

Now, write down a few words about HOW you became good at this.

2. *Think about something you FEEL positive about – something you like about yourself or something about yourself that you're proud of.*

Now, write down a few words about how you KNOW that you can be proud of this – in other words, upon what evidence is this positive feeling based?

3. *Think about something you DON'T do well! This could be the result of an unsuccessful learning experience, maybe long ago or maybe recently.*

Now, write a few words about each of the following:

what do you think went wrong in your learning relating to whatever it is you don't do well?

who, if anyone, might have been to blame for this?

4. *Think about something you can do well, but that you didn't WANT to learn at the time you learned it. This could be something like driving, swimming, cooking or it could related to a particular area of academic study – perhaps statistics or economics etc. Whatever it is, you are probably pleased NOW that you succeeded with it – because it could be useful to you now.*

Finally, write down a few words about what kept you going, so that you DID succeed in this particular episode of learning.

What we learned about our own learning:

<i>How we became good at something:</i>	
<i>What we said:</i>	<i>What others said:</i>

<i>How we know we can do something well:</i>	
<i>What we said:</i>	<i>What others said:</i>

<i>What went wrong in our learning:</i>	
<i>What we said:</i>	<i>What others said:</i>

<i>What kept us going:</i>	
<i>What we said:</i>	<i>What others said:</i>

Session 4: Factors that Underpin Effective Learning

The Five Factors that Underpin Effective Learning

Wanting to Learn

Needing to Learn

Learning by Doing

Making Sense of Learning

Learning through Feedback

Making Use of the Factors that Underpin Effective Learning

Suggest ways in which we can use these factors with groups of learners to enhance their learning experience:

Wanting to Learn

Needing to Learn

Learning by Doing

Making Sense of Learning

Learning through Feedback

Session 5: Facilitating Effective Learning

Characteristics of Effective Communicators

Characteristics of In-Effective Communicators

Case Study 1: Emmanuel at Victory Bible School

Emmanuel was quite excited when John Richards called him late one Saturday night and asked him if he would consider teaching a class at the Bible School this semester. His excitement dimmed a bit when John explained apologetically that he was calling on such short notice because Dr. Jones would not be able to do it. Dr. Jones had just notified John that day that because of his daughter's illness their family would have to be returning to the States for a few months and although he was very sorry, he would not be able to teach the class on Matthew's Gospel that he had committed to teach. John went on to explain that the class was due to begin Monday night, but that Emmanuel needn't worry about the class because he had been such a good student when he'd been studying at the Bible School and that he still remembered what an excellent result Emmanuel had had in the examination on Matthew's Gospel.

Now it was Tuesday morning and as Emmanuel sat down with a cup of tea to have a quiet time, he was seriously wondering if he had made the right decision when he said he'd be happy to take the class. Last night had been a disaster!

First of all it had taken him nearly two hours to drive across town to the bible school. Traffic at that hour was terrible and because he didn't usually go in that direction at that time of day he had no idea how bad it was until he was on the road to the part of town where the bible school was located. As he sat sweating in the traffic he went over his notes more than once and before arriving had felt pretty good about the lecture he had prepared at such short notice. Matthew was a gospel he loved and he had done a sermon series just a few months before on it, so he had good notes from that.

When he finally arrived at the school he barely had time to find the classroom before it was time to begin. Rushing in order to get a timely start, he didn't bother to do much of an introduction and just plunged into the lecture. Looking back on it he realized that he didn't notice much about the students until after the class was over.

For instance, only at the end of the session had he realized that most of the students were older than he had expected and they didn't seem to be as interested as he hoped. Most seemed very tired. Only later did he learn that this was a class for part-time students who had full-time jobs and had to rush themselves to get to the class on time.

Emmanuel was concentrating so hard on getting the most information possible to the students in the limited time, and he didn't stop for a break or give any opportunity for questions. In fact, when he looked up from his notes almost at the end of the session it seemed that most of the students were lost in their own thoughts and one was actually sound asleep!

On the way home Emmanuel found himself very confused over what had gone wrong. He knew his subject well, but recognized that his preparation time had been limited. Maybe he just wasn't a good lecturer. Maybe he just wasn't cut out to be a teacher. Maybe he should have prayed more before he accepted the invitation.

Emmanuel had eleven more classes to go, one each week until the semester's end, but he found himself dreading going back to the school for session number two next Monday.

Case Study 1: Emmanuel at Victory Bible School

1. What do you think about Emmanuel's performance as a facilitator of learning?

2. Give reasons for your assessment.

3. Emmanuel comes to you and asks for your advice – what advice do you give him?

Case Study 2: David at Victory Bible School

It was the first session of the new evening course on the Old Testament at Victory Bible School. David Oloro, who had been asked to teach the course, was quite anxious about meeting his new students but he had prepared well and had planned a variety of activities which he thought would keep his group of students engaged for the 90 minute session. He dressed carefully, deciding to wear an open-necked shirt and some smart trousers, got his teaching notes and other materials together and left for the School. Arriving early at the School, David was already in the classroom when the students began to arrive. As each one came through the door into the classroom – he went up to them, welcomed them to the class, introduced himself and chatted to them. As a new arrival came through the door, he excused himself and went up to the new arrival, welcoming them and introducing himself. He then introduced the new arrival to some of the students who were already present.

At 7.30 pm, David moved to the front of the classroom, smiled at the group, and asked them to take their seats as it was time for the class to begin.

Smiling at them again, David began to speak to the group. “Well good evening! My name is David Oloro, and I’ve just joined the staff here at Victory Bible School. For the past five years I’ve been teaching at St Paul’s Bible School, which you probably know is attached to the cathedral in the capital. There I’ve been teaching the Old Testament, and I must admit that my special interest in the Old Testament is the Book of Isaiah! I’ve also taught some courses on doctrine, on missions and on ethics. I got married last year, and my wife is from this area, so we decided to see if we could settle here – and a post came up at this School – and for some reason the Board appointed me! I’m really looking forward to the next ten Tuesday evenings as we explore the Old Testament together. Now, before we get started, I’d love to find out who you are – and why you’ve decided to join this class.”

David then asked the group to introduce themselves – and to briefly explain why they had joined the class. As each person explained why he or she had joined the class, David kept his eyes on the person who was speaking and then wrote up the reason for joining the class on a large piece of paper which he had taped to the wall. There were about 15 people in the class, so it took a bit of time. At the end of the introductions, David said

“Well that took some time – but it’s important for all of us to know everyone who is in the class – and why we’re all here!” Looking around at the members of the group, he continued: “I want you to think about the Old Testament, particularly what you like about it – and what you find difficult about it – and I want you to get into groups of 3 and share with one another what you like about the Old Testament – and then what you find difficult about it. Does everybody understand what I’m asking?” He paused and then continued “OK let’s get into groups of three!”

Once the group had got itself into five groups of three people, David said “Now remember, what I want you to do is to share with one another what you like about the Old Testament – and then what you find difficult about it. We’ll take about 10 minutes in your groups, then I’d like each group to share with us all the answers to those two questions”. There was a moment of silence in the room, David smiled, and very soon a buzz of animated conversation began to fill the room. As the groups discussed, David wandered around, listening in to the discussions, sometimes making a comment or saying something encouraging. Then when the groups had been “at it” for 10 minutes,

he pulled the groups together and asked them to report back what they had shared together. As each group reported back, he focused on the person who was speaking – and then turned aside to write up the points that each group was making on their discussions. During the report-back sessions, he smiled at the reporter and occasionally nodded in agreement. When each group had reported back, he said:

“Well that was interesting! What I found really interesting was that many of the groups like the same things about the Old Testament – like the stories, the account of the Exodus, the Psalms; and it was interesting that many of you found the same things difficult – like the battles, the rebellion of the kings and the minor prophets. Although did you notice that some of you found the minor prophets difficult, but one group said that they really liked some of the minor prophets! We’ll come back to some of these ideas later. But now let’s take a fifteen minute break. There’s tea which is being served just at the end of the corridor for you to get something to drink – and just a bit further on down the corridor you’ll find some toilets.”

As the members of the group wandered down to pick up their cups of tea, some of them began to chat about the past 45 minutes. Some of the comments were “I was surprised he didn’t give us a lecture”; “I enjoyed talking about the Old Testament”; “He really spoke clearly!”; “The last lecturer I had just shouted at us and the more excited he got, the faster he spoke – I just couldn’t keep up with him, but I really liked this guy’s approach – he talked to us, he didn’t speak in a monotone and he kept an steady pace right through the session”; “I was really worried about coming on this course because I thought it would be too advanced for me – but this teacher is really good – he seems interested in us – and I really feel that if I’ve got any questions I will be able to ask him – and he won’t think I’m being stupid”.

David joined the group for the tea, and as the 15 minutes break was coming to an end, he said, “I think we should be going back to the room now – we’ve got a bit more work to do before the session finishes!”

Back in the room, David continued “I want to talk a bit about the different sections of the Old Testament and the reason why the different parts of it were written....” He then began to talk for about 15 minutes, describing the different parts of the Old Testament. In turn he talked about the Law, the History, the Poetry and the Prophets – writing up the key headings on a large piece of paper which he had taped to the wall. Once he had described the different parts of the Old Testament, he began to ask the group some questions, helping them to think about the purpose of each element of the Old Testament. Sometimes when he received a response to a question, he would look around the group and say “what does anyone else think? Do you agree? Do you disagree?” and very soon – there was some very animated discussions going on in the room! As they concluded discussing each section, David would sum up the discussion and underline the key elements of why each part of the Old Testament was included – and then he would move onto the next section. Once the discussions on each section were concluded, David said “Well, our time is almost up – and this is what we’ve talked about this evening....” – and he summed up the conclusions of the discussions. He then said, “next week we’re going to explore the Message of Genesis – so it would be great if everyone could try and read it through before we meet next Tuesday. Now if anyone wants to talk to me privately about anything we’ve talked about this evening – I’ll be around for a while this evening – so come and chat to me! See you next Tuesday! Goodnight!” And he smiled at the group again and began to pack his notes together.

Case Study 2: David at Victory Bible School

1. What do you think about David's performance as a facilitator of learning?

2. Give reasons for your assessment.

Session 6: Learning Methods

There are a variety of different methods that we can select from when we are facilitating learning. In this session we will explore some of the mean methods we can use, identify the benefits and limitations of each one and think how we can make effective use of each one.

Lectures

Benefits:	Limitations:
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Making Lectures Effective:

Whole Class Discussions

<i>Benefits:</i>	<i>Limitations:</i>
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Making Whole Class Discussions Effective:

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Small Group Discussions

<i>Benefits:</i>	<i>Limitations:</i>
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Making the most of Reporting Back from Small Group Discussions:

Case Studies

A Case Study is

Benefits:

Challenges:

Session 7: The Learning Environment

Record your reflections about the importance of the learning environment

Session 8: Designing and Delivering Great Workshops

The following process will help you to design a great training workshop

1. Purpose of the Workshop

Begin by asking “what is the PURPOSE of the workshop?” To do this ask questions like:

1. Who are the learners?
2. What knowledge of the subject/topic do they already have
3. What is the overall purpose of the learning for them
4. What do we want the learners to know and to be able to do at the end of the workshop?
5. How long do we have for the workshop?

EXAMPLE

You have been asked to run a 3 hour workshop on “**Parables**” to a group of 20 learners who are all church members, who all have a good understanding of the New Testament and who want to understand why Jesus used parables and how parables can be used more effectively in the teaching ministry of the church.

In this example:

Who are the learners?

What knowledge of the subject/topic do they already have?

What is the overall purpose of the learning for them?

What do we want the learners to know and to be able to do at the end of the workshop?

How long do we have for the workshop?

2. Learning Outcomes

- are precise goals stated in measurable terms
- should describe what you can reasonably expect the learners to be able to **do**, **demonstrate**, **explain** or **state** by the end of the learning
- should be action statements that are **specific, attainable & observable**

Learning Outcomes should be expressed using “action” verbs, such as

compare	identify
conclude	list
define	select
demonstrate	show
describe	state
develop	write
explain	

Learning Outcomes should avoid passive words or words which are difficult to observe such as:

know
understand
appreciate

The Learning Outcomes for this workshop:

By the end of this workshop you will be able to:

- State that Jesus used a variety of methods in his teaching and be able to describe a selection of these methods
- State the 5 key factors that underpin effective learning and explain how each one facilitates effective learning
- Describe the characteristics of an effective learning facilitator
- List a variety of learning methods and select appropriate methods when facilitating a learning workshop
- Select an appropriate class-room layout for a learning workshop you maybe facilitating
- Explain the importance of evaluating the learning which is taking place
- Demonstrate that you can design and deliver an effective learning experience for a group of learners using a variety of methods

Writing Learning Outcomes

You have been asked to run a 3 hour workshop on “Parables” to a group of 20 learners who are all church members who have a good understanding of the New Testament and who want to understand why Jesus used parables and how we can use them more effectively in the teaching ministry of the church

Learning Outcomes

Design some Learning Outcomes for the workshop on Parables which should begin with *by the end of this session each learner will be able to:*

3. Developing the Content and Method

Having designed the Learning Outcomes for the workshop, the next steps are to:

- divide the time you have for the workshop into a number of sessions (unless it is clear that this is a single session workshop)
- determine learning outcomes for each session
- determine the content and methods for each session
- arrange the content and methods (the activities) into a learning sequence – which is often called a Lesson Plan, which gives you the structure for each lesson in the workshop

4. Developing a Lesson Plan

A Lesson Plan is used to:

- make sure make sure there is structure to the Course / Workshop
- list learning outcomes
- outline the learning material and the learning methods on sequential order
- to list handouts and other resources you may need

An Example of a Lesson Plan:

Learning Outcomes for Session 2 (The Teaching Methods of Jesus):

By the end of this session, each learner will be able to

- *State that Jesus used a variety of different methods in his teaching*
- *Describe at least three different methods that Jesus used in his teaching*
- *State that Jesus taught in a variety of different settings*
- *Describe at least three different settings that Jesus used for his teaching*
- *Identify ways in which he/she will think differently about learning having thought about the teaching methods of Jesus*

Recommended Time for the Session: 120 minutes

Content and Method:

Content	Method
<i>Introduction</i>	<i>Facilitator input</i>
<i>The Teaching Methods of Jesus: Small Groups for discussion identifying methods Jesus used</i>	<i>Small Groups for discussion Each group has different Gospel references Write up main points on Flip Chart</i>
<i>The Teaching Methods of Jesus: each group reports</i>	<i>Reports by Learners using prepared Flip Charts</i>
<i>The Teaching Methods of Jesus: discussion & Review of main learning points about the methods Jesus used in his teaching</i>	<i>Facilitator-lead discussion</i>
<i>Discussion on the different places Jesus used when teaching</i>	<i>Facilitator-lead discussion</i>
<i>Discussion on the different people Jesus taught</i>	<i>Facilitator-lead discussion</i>
<i>Summary</i>	<i>Facilitator summarises main learning points</i>
<i>Personal Reflection</i>	<i>Individual reflection & recording</i>

Resources for the Session:

Flip Chart & Flip-Chart Pens

Handout 2.1 The Teaching Methods of Jesus

Developing a Lesson Plan for the workshop on Parables

You have been asked to run a 3 hour workshop on “Parables” to a group of 20 learners who are all church members who have a good understanding of the New Testament and who want to understand why Jesus used parables and how we can use them more effectively in the teaching ministry of the church

Learning Outcomes

By the end of this session each learner will be able to:

Having determined your Learning Outcomes, now decide on the content and methods that you will use and develop your Lesson Plan for the Workshop on Parables:

Lesson Plan

5. Developing Lesson Notes

Having developed the Lesson Plan, it is helpful to develop a fuller set of notes in which you describe in more detail what you intend to cover in the lesson in the sequence in which you intend to cover it

An example of Lesson Notes

Introduction: 5 mins
Comment that we can learn about teaching and learning from the methods that Jesus used.

The Teaching Methods of Jesus (Small Group Discussion): 50 mins

- *Divide the group into at least 4 smaller groups*
- *Give out the Handout 2.1 The Teaching Methods of Jesus*
- *Give each group different passages from the gospels to read through to identify:*
 - a. the method Jesus used*
 - b. where Jesus used the method and who he was teaching*
 - c. the chapter & verse reference*
- *List the different methods Jesus used on Flip Chart Paper*

The Teaching Methods of Jesus (Feedback): 15 mins

- *Get Reports from each group: ask each group to report back on what they have discovered about the teaching methods of Jesus using the flip charts they've prepared*

The Teaching Methods of Jesus (Discussion & Review): 10 mins

- *Ask "What have we learned about how Jesus taught?"*
- *Draw out in discussion that Jesus used a variety of different methods, that he taught in a variety of locations and that he taught different groups of people*

Personal Reflection 10 mins

- *Ask the learners to reflect individually on how they might think differently about teaching in the future as a result of this session and suggest that they record their reflections*
- *Pray*

NOTE THAT: it can be particularly helpful to list:

- the questions you might want to ask
- the key elements of any feedback you want to ensure is covered in any discussion activities

6. *Delivering the Training Workshop*

Having gone through the process of developing your workshop materials, you are now ready to deliver the workshop

- Make sure you have prepared and reviewed your material!
- Be in the training room well before the session is due to start – so you have time to get yourself sorted out! Re-arrange the room if necessary
- Make sure you have the resources you will need for the session – including
 - Lesson Plan and Training Notes
 - Handouts
 - Equipment
- Check the equipment you need is working and make sure the Flip Chart pens are working
- Turn the Flip Chart to a fresh page
- Start on time – it tells the learners that you intend to be punctual
- Put the learners at their ease. Try to get some interactive or participatory activities going as early in the session as possible – in this way you are setting the “style” of the Workshop from the beginning
- Be flexible. Although you have a Lesson Plan and training notes, you may need to adapt and change as you go along, coping with interruptions, questions and possible lack of understanding. If you are using class discussions, group-work and feedback you need to be flexible, as you won't know where the discussion might go and feedback might take longer than you had anticipated
- Keep to the time schedule. That means finishing your session at the appointed time – even if you have to drop material! It may be possible to agree a short extension with the group if you find you are running short of time – but don't do it for all your sessions!
- Be available at the end of the Lesson so any of the learners can talk to you – don't be the first to rush out for the break!
- Mingle with the learners during coffee and meal times – it helps to build relationships – and they can ask you anything they are unsure of

Session 9: Preparation for the Practical Exercise

Practical Training Exercise: Lesson Plan

Team Members:
Title of Lesson:
Learning Outcomes:
Content Outline:

Session 10: Practical Exercise – Facilitating a Workshop

Review Form:

	COMMENT
What learning methods were used? and was each method used effectively?	

In what way did the team:	
Encourage “Wanting” and/or “Needing” to learn	
Encourage “Learning by Doing”?	
Encourage learners to “make sense of their learning”?	
Give feedback to the learners?	
Encourage members of the group to ask questions and participate in the Session?	
Ask questions to the group to encourage learning?	
Listen effectively to what members of the group were saying?	
Use eye contact and appropriate body language	

What was particularly good about the session?	
What was not so good about the session?	

Other comments?

Session 11: Evaluating the Learning Process

Review of the “Facilitating Learning” Experience

1. What we did well

2. What we did not do so well

3. What could we have done to improve our performance

Evaluating Learning: Using a Questionnaire

1. Ask open-ended questions such as:

- a. Which Workshop Session was most helpful for you?
 - i Why was it helpful?
 - ii How do you think it will affect your ministry in the future?
- b. What (if any) subjects or issues would you like to have been included in the Workshop?

NOTE: Remember when asking open-ended questions to leave sufficient space of a response

2. Ask questions with a choice of responses (multiple choice) such as:

- a. Did the training workshop help you be more effective in your ministry?
 - i It had a real impact on my ministry
 - ii It had some impact on my ministry
 - iii It has had no impact on my ministry
- b. Did the training workshop
 - i Provide you with new knowledge?
 - ii Provide you with new skills?
 - iii Help you develop new strategies for your ministry?

3. Ask questions with responses being numbers (eg 1, 2, 3, 4) or words (eg excellent, good, average, poor) such as:

- a. Was the information you were given prior to the workshop
very good good satisfactory poor
- b. Rate the quality of the facilities on a scale of 1 (poor) to 10 (excellent)

4. Mix of multiple choice, questions with number or word responses and open ended questions such as:

- a. Rate the effectiveness of the Training Facilitators
excellent good satisfactory poor
- b. How could they have been more effective in helping you in your learning?
(with space for response)

Designing Evaluation Questions

Design 3 questions which you could have used to evaluate the learning following the Practical Training Exercise that you were a part of:

When do we Evaluate?

End of Workshop Evaluation:

The following questions should be answered and the completed Questionnaire given to one of the facilitators before you leave the Workshop:

Your Name:	
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1. Rate the following elements of the Workshop and add any comments:

	Excellent	Good	Satisfactory	Poor	Comments
Location					
Facilitators					
Group Interaction					
Learning Materials					
Relevance to your needs					

2. Please respond to the following questions about your experience of the workshop:

What was the most useful thing you personally gained from the workshop?	
What (if anything) do you think could have been missed out of the workshop?	
What (if anything) would you have liked to have been added to the workshop?	
What (if anything) surprised you about this workshop?	
What was the most difficult aspect of this workshop for you?	
What do you personally plan to do as a result of this workshop?	

Please add any further comments that will help us improve the workshop the next time it is run

Final Review of Learning

List three or four key things that you will take away with you from this Workshop

These were the Learning Outcomes for the Workshop

By the end of the workshop you will be able to

- State that Jesus used a variety of methods in his teaching and be able to describe a selection of these methods
- State the 5 key factors that underpin effective learning and explain how each one facilitates effective learning
- Describe the characteristics of an effective learning facilitator
- List a variety of learning methods and select appropriate methods when facilitating a learning workshop
- Select an appropriate class-room layout for a learning workshop you may be facilitating
- Explain the importance of evaluating the learning which is taking place
- Demonstrate that you can design and deliver an effective learning experience for a group of learners using a variety of methods

Put a tick or a check-mark against each Learning Outcome that you can now do