

Inspiration about how to give a training that is based on the TERRA Train-The-Trainers programme

In the TERRA Train-The-Trainers (i.e. TTT) programme we will deliver knowledge to trainees that supports awareness and identification of radicalisation, and the cooperation in a community approach. Knowledge of practical use of the TERRA toolkit could provide support for key figures, such as teachers and policemen, who come in direct contact with people who might be vulnerable for radicalisation. For example, the toolkit gives information about how to signal radicalisation processes. The content of the TERRA toolkit is provided by TERRA I and is based on findings of a literature review and expert and consultancy meetings.

Accordingly, the TERRA trainees could train their peers or colleagues in their local communities in the usage of the TERRA toolkit (Moon, Calabrese & Aird, 2008). The idea is that the trainees should use personal methods to deliver their own training. Hence, this document, in which we will give some additional information about the (didactic) methods that could be used during a training, serves as an inspiration source. If trainees do not feel confident enough to deliver their own training, they can participate in a training course of:

- The Wolf Training and advice “De Wolf Training en Advies” (NL; <<http://www.dwta.nl/index.cfm>>)
- The Quilliam Foundation (UK; <<http://www.quilliamfoundation.org>>)

The general goals of the TERRA TTT programme are threefold

1. The improvement of training skills: trainees of the TERRA TTT programme should train colleagues and peers within their networks.
2. The transference of knowledge: the TERRA trainees should learn about the background of radicalisation, methods that could prevent radicalisation, how one could recognize radicalisation, and finally, how one could tackle radicalisation.
3. The transference of an attitude: the TERRA trainees should be aware that the latter tasks can be conducted within their professional role.

8 lessons to deliver a good training (Silberman & Auerbach 2015)

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- Involve participants in an activity in the first five minutes,
- Frequently check for understanding,
- Modify plans based on participants feedback,
- Use self-disclosure and humour to develop an open climate,
- Listen carefully and match what’s happening to the needs of the participants,
- Use a wide variety of learning methods,
- Give participants the ‘what-why-how’ for every training activity,
- Review where the group has been, give an overview of where it’s going, and summarise periodically along the way.

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A few general tips for a training

(Based on references and websites)

- Clarify the content, methods and the goals of the training for the trainees (and yourself).
- Make sure you give information about the length of every activity.
- Clarify for yourself before the training which information about the TERRA toolkit your trainees (e.g. colleagues) need. You can write a document about this.
- Ask the trainees what they expect and what they want to know after the TERRA training.
- Give hand-outs to the trainees with for example the PowerPoint sheets of your presentation and create some empty spaces for their personal notes.
- Make use of audio and video materials, documents, manuals, vivid stories, etc.
- You could choose to use a computer (E-learning).
- Make sure that all main points of your presentation are clearly stated in headlines in your PowerPoint presentation.
- Trainees will optimally learn when the following processes will be activated during the training: hearing, seeing, questioning, discussing, doing and teaching.
- Use the training to increase the confidence of the trainees regarding radicalisation. Hence, the training is developed to teach trainees new skills regarding this topic.
- Start with an opening exercise in which trainees can introduce themselves. This can be done in several ways. For example, everyone could tell their name, and relevant information (e.g. their job, function, expectations, knowledge and/or experiences regarding radicalisation); or trainees could interview each other in groups of two (e.g. their neighbour) about the latter topics (3 minutes per interview) and they introduce their neighbour to the group.
- Ask questions to the trainees about the content of the training to keep them active. To make sure that the trainees stay alert, you could tell them beforehand that it is possible that you will ask them these questions.
- Make sure that you properly end the training. Ask the trainees what they think about the given training, what they have learned, and whether they are able to and will use the content of the training. For example, you could ask the trainees to describe the training in one or two words. Finally, you could ask for feedback about the content of the training and the training itself.
- The last tip is that trainers can use various interactive and multifaceted techniques to keep a training active (Pearce et al. 2012). A training wherein the trainer only transfers information by giving presentations will be less effective. For this reason we will give at first a simplistic overview of useful didactic methods. Secondly, we will generally describe these methods based on the content of a book about active learning of Silberman & Auerbach (2015) and a Train-The-Trainers manual of the United Nations, since these sources led to our simplistic overview and some of the general tips stated above. It is possible that you rather use your own methods, but we want to offer you the possibility to gain some inspiration.

1. Simplistic overview of useful didactic methods

When one uses didactic methods it is necessary to keep in mind that every method and training activity should be accompanied with three important points. At first, for every activity, a trainer should have formulated a goal. Hence, a trainer should know what it is that should be accomplished (**objective**). Furthermore, trainers should know how this goal can be accomplished (**method**), and finally, in what setting (**format**).

- Give a preview of the content
- Give summaries during the training
- Use analogies
- Guide the trainees in their note taking
- Use an introductory exercise to introduce the content of the training
- Start with a leadoff story or an interesting visual
- Discuss an initial case problem
- Open with a summary
- Ask for or give real-life examples
- Encourage a group-discussion about a specific statement
- Illuminate the content of the training with a brief activity
- Conduct a press conference, for which trainees should prepare questions themselves for the trainer
- Review the training with each other or individually
- Make use of group-processing. Trainers could ask trainees how they could implement and use the information that they learned during the training
- Make use of a post-lecture case problem, in which trainees can use the information they learned during the training to resolve the case problem
- Use experiential activities to help trainees with their summarisation of the training (e.g. a role play, games and simulations, 'active' observation, mental imagery, writing tasks, and finally, action learning)

2. Sources for our simplistic overview

Silberman & Auerbach (2015). Active training: A handbook of techniques, designs, case examples, and tips.

Most proposed didactic methods and tips are derived from the book of Silberman and Auerbach (2015) about active trainings. **As a starting point, Silberman and Auerbach (2015) state that active usage of the following six processes supports learning: hearing, seeing, questioning, discussing, doing and teaching.** An important note here is that the trainees should take on an active role when they are learning. Every 8 minutes, people should internalise what they have heard. Furthermore, they recommend trainers to make use of visual materials, such as objects, documents, and vivid stories. Goals of these methods are simple, they should encourage:

- an increase of participation
- the enlivenment of learning
- the deepening of retention

- application

Thus, trainees should be able to state the information in their own words, to give examples of the gained information, to see connections between other facts or ideas, and finally, to apply the gained information in case situations that are relevant to the TERRA toolkit.

Silberman and Auerbach (2015) gave an overview of certain methods that support the interest of the audience, understanding and retention, involvement of trainees during the lecture, and the reinforcement of lectures. We will discuss the methods that support these processes individually.

Interest of the audience

An **introductory exercise**, in which the trainer starts with a game or a fun-filled activity, could help to introduce the content of the training in a fun way. Accordingly, **a leadoff story or an interesting visual**, such as a content-related anecdote, story, etc., helps the trainer to draw the attention of the audience. A trainer could also **discuss an initial case problem** on which the structure of the training will be based. This latter method also draws their attention. Furthermore, if trainers **ask questions** to the trainees, they will be motivated to listen since they might have to yield answers. Finally, when trainers **give a preview of the content**, hence explain enthusiastically to trainees what they will gain from participation in this training, interests of the trainees will increase as well.

Understanding and retention of the content of the training

The first method is the **opening with a summary**, in which the trainer already clearly states what the conclusions, major points, etc. of the training are. Furthermore, they propose that the main topics of the training are stated in **headlines**. Trainers should also give **real-life examples** as much as possible. Finally, the trainer is advised to make use of **analogies** and **visual aid**.

Involvement of trainees

The involvement will increase when trainees should take on the **listening role** and when they should be able to name certain aspects of the training that they agree or disagree on. In addition, trainees should ask questions, summarise the meeting, or even quiz other trainees about the content of the training. Furthermore, the trainer should **guide the trainees in their note taking**. In order to personally involve trainees, trainers could ask them to discuss real-life examples of themselves regarding the content of the training or they could quiz the trainees based on this information (**Spot challenge**). **Synergetic learning**, which allows trainees to discuss the content with each other, is advised as well. Finally, the trainer could **illuminate the content of the training** with a brief activity.

Reinforcement of lectures

The first method is called the **press conference**, for which trainees should prepare questions themselves for the trainer. Accordingly, trainees should be able to **review**

the training with each other or individually. In another method, called **group-processing**, trainers ask trainees how they could implement and use the information they learned during the training. Furthermore, a **post-lecture case problem** could also support reinforcement since trainees can use the information they learned during the training to resolve the case problem. For this final part, the trainer could, for example, present a case of a young boy in a classroom who might be radicalising. The question could be what actions the teacher could undertake in this particular situation. Finally, an **experiential activity** helps trainees with their summarisation of the training. Below, we explain a few examples of how to implement experiential learning.

Experiential activities support trainees to do something with the material of the training themselves, after the trainer has showed them how. The experiential activities that Silberman and Auerbach (2015) mention are: role play, games and simulations, 'active' observation, mental imagery, writing tasks, and finally, action learning.

United Nations (UN). Train the Trainer. Training Fundamentals: Instructor's Reference Manual.

TERRA will also make use of information stated in the TTT manual of the United Nations. A basic principle in this manual is that trainees should gain knowledge about the content of the original training and accordingly think about this knowledge in order to understand it to finally be able to act on it and apply and transfer this knowledge as a trainer.

In the model where they yield instructions about how trainers should prepare trainings, it is stated what kind of lessons and teaching recourses trainers can use to support the intended learning. These teaching recourses should consist of audio-visual materials, Information Technology applications, hand-outs and finally, tasks for trainees. A helpful note is that the trainer should make sure that the content of these methods support and match the content of the training itself. It could help if the trainers already think about the responses that trainees could give after a certain application of a didactic method. Furthermore, it helps to make recourses, such as hand-outs, easy to follow and easy to understand.

In the module on Instructional Methods, the UN manual provides 5 methods that can be used in order to deliver a certain content of the training: **group work (cooperative learning), questioning, discussion, case studies, and finally role-play**. Important to note is that the trainer could choose which method to use, based on the questions whether the relevant method supports learning outcomes, whether the method facilitates learning of the content, whether it suits the nature of the trainees, whether the needed materials are available, and finally, whether it suits with the skills and nature of the trainer.

The aims of **group work (cooperative learning)** are that it could encourage communication and teamwork, facilitate problem solving and decision-making, provide an active basis for learning, enable knowledge sharing and the usage of different viewpoints and perspectives, and finally it could encourage assessment between peers. Note that it can be demanding to organise a group exercise, since the trainer should be in control, coordinate the time frame, etc.

The UN manual furthermore gives two examples of group exercises. The first one is that the entire group of trainees will be given a ‘large problem’ and small groups should find solutions for one part of the problem. Afterwards one person of the group discusses their conclusion plenary and the whole group finally discusses the whole problem and comes to a solution. The example of the second group exercise is quite similar (the same problem), but small groups all discuss the same ‘whole’ problem.

The aims of ‘**questioning**’ during the training are that it could stimulate the interest and motivation of the trainees, support the group when other trainees share their knowledge, encourage group communication, lead to the practice of thinking skills, encourage self-development of thoughts and feelings, and finally, it could help the trainer to get an overview about what the trainees already know.

The aims of the work method ‘**discussion**’ are that it could provide a cooperative learning framework, encourage the search for different perspectives, and finally, it could help to develop thinking skills.

An example of such a discussion could be a ‘brainstorming session’ that can lead to a framework that supports further learning. Important points for this session are that all ideas should be accepted without justification, other trainees cannot comment on suggestions, and finally, one person should be the coordinator and write down comments plenary.

A ‘**case study**’ is a method for which the trainer discusses a (real life) situation, when possible, that contains a problem. The trainees should come up with decisions and value-judgements can play a role. This method supports learning in a way that it could increase problem solving skills, critical analysing skills, reflection skills, decision making skills, and finally, it could motivate trainees to create a framework for independent learning.

The final method ‘**role-play**’ can be helpful when trainees should learn certain social skills. The trainer could give feedback that supports the trainee in the particular situation that is practiced.

(View the United Nations manual for information about the precise application and planning of the latter five methods in chapter 3.3 of Module 3. Instructional Methods).

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Websites:

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