23. Launches and Landings

Carpentries Instructor Training

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Overview

Questions

- How do you actually start a workshop?

Objectives

- Connect goals of an introduction with options for content and delivery.
- Practice a short introduction.
- Identify worthwhile elements of a workshop conclusion.

Launching your Workshop: The Introduction

- primacy effect
- sets the tone for the workshop and the path for learning
- teaches learners how to engage
- inspires confidence that learners will get what they need

Exercise 23.1

What is in an Introduction?

Get into small groups (3-4 people) and discuss the questions below. Take notes on your answers in the Etherpad.

- What do you hope to accomplish in a workshop introduction?
- What information do you need to include in an introduction to accomplish these goals?

After 5 minutes, come together, and combine ideas as a large group.

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After 5 minutes, come together, and combine ideas as a large group.

Finally, compare your ideas with this list of topics. Did you miss anything? Did you come up with something that is not listed below?

[Learning Objectives For your Introduction]

- learners should:
    - be able to predict the type of instruction
    - know what will be taught
    - understand what will be required of them
    - believe that they can learn from the workshop
- instructional team should:
    - know who is participating in the workshop and what their expectations are
    - have an initial impression of how learners respond to participation prompts and what will be needed to encourage them to engage

[Setting the Stage]

- instructional team should be present and welcoming the few minutes before start
- introductions for everyone (instructors, helpers, organizers)
- becoming familiar with other participants
- example icebreakers

Introduction of Yourself

- your experience or related areas of work
- how formal/informal you want to be
- how available you will be to the learners
- your enthusiasm for the subject
- your motivations for teaching
- sharing your doubts (?)

Teaching Your Trajectory: Workshop 101

- Describe the prerequisites (if any).
- Share the schedule and logistics.
- Communicate the workshop structure, including learning objectives and hands-on approach.
- Communicate your expectations for learners, including:
  - how to follow the Code of Conduct
  - ways to ask for help
  - ways to give feedback to the instructional team
- Collect and share baseline data on learners.
- Share some advice for success.
- Whet learners' appetites for workshop content.

Exercise 23.2

Practice Your Introduction

Imagine you have completed instructor training and you are about to teach a full lesson around the material you have been practicing teaching today.

1. Write out some notes, covering a few of the topics described above:
   1. Introduce yourself effectively
   2. Clarify learning objectives and expectations
   3. Set the tone for the workshop
2. Return to your groups of 2 or 3 and each give 2 minutes of your introduction. (5-6 min)
3. After each introduction, briefly share feedback, reserving extensive discussion for after all have had a turn to present.

The Art of a Smooth Landing

- End the workshop in time!
- Do not try to squeeze the remaining content in the last minutes!
- Leave enough time for closing!

[Exercise 23.3]

Brainstorm: Making the Last Moments Count

You have made it to the end of your workshop! Everyone is exhausted and their brains are full. You could cover more content... or you could use the last few minutes in another way.

In the etherpad, write down one thing you could do at the end of a workshop. What is the value of spending time on that thing? If you have time after writing down your idea, read through the others in the etherpad. If you have another idea that has not been written down yet, add it to the list.

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Some final things to do

Summary

Key Points

- A planned introduction is key to creating a functional workshop environment.
- Conclusions support reflective practice and set the stage for continued learning.