Objectives of the session

1   **Appreciate the content of the unit**

2   **Explore the key topics associated with the unit**

Avado

Overview of Unit

This unit will explore:

- Personalised, accessible learning resources, evaluating internal and external factors that need consideration when creating them

- The concept of facilitation and facilitation techniques to support learning, techniques for monitoring effectiveness of learning activities, differentiating these according to the needs of learners

- Ethical factors involved in the facilitation of learning, to deliver inclusive learning activities that meet objectives

- The concept of 'transfer of learning' and evaluating the role of line managers in supporting this

Avado

Key topics from the unit

Preparing an L&D activity – preparation itself

Training materials

- Learning outcomes
- Logical order
- Highlight important topics
- Interactivity
- Handouts / resources
- Session plan

The training space

- Seating and table
- Arrangements
- Comfortable environment
- Sufficient lighting (natural)
- Required equipment available

The Trainees

- Joining instructions
- Learning outcomes & what's in it for me (WIIFM)?
- Pre-session activities
- Pre-session evaluation – for baseline evaluation purposes

Yourself - knowledge

- Qualified?
- Knowledgeable?
- Experienced?
- Stories to tell?
- Training methodology?
- Practice, practice, practice

Yourself - mentally

- Prepare the mind by putting everything in perspective
- Prepare the body

Avado

Chat box

Please share some examples of preparation that you have done in your L&D practice and, if possible, align it to the elements presented.

Preparing an L&D activity

1. Training materials
2. The training space
3. The trainees
4. Yourself - knowledge
5. Yourself - mentally

Avado

Definition of facilitation

Facilitation is a set of skills to be used in working with a group, enabling and supporting them to achieve their objectives in a way that involves and respects all contributions, builds ownership and releases the potential of the group and its members. It helps differentiate between process and content.

Avado

Purpose of facilitation

- To support overcoming barriers to change in a situation

- To provide structure in conversations and in decision-making processes, especially in a complex and rapidly changing environment

- To work effectively in partnership within and across teams, organisations, sectors, and cultures

- To help people to influence the decisions that affect them

- To support the creation and innovation of new ideas and ways of working

- To encourage ownership, participation and involvement in improvements

Avado

Chat box

Please share some thinking on the skills that you would need to be a great facilitator.

Avado

Skills of Facilitation

Questioning

Listening

Problem-solving

Resolving conflict

Participative style

Accepting others

Empathising

Leading

Avado

Techniques that can be used when Facilitating

Action planning	Brainstorming	Energisers	Ice breakers	Flip chart
"Go wild"	Ground rules	Group review	Meta-planning	Multi-voting
Ranking	Reverse brainstorming	Round robin	Structured problem-solving	Structured decision-making
	"Three-star" rating	Working in pairs / trios		

Avado

Ensuring the L&D Offer is inclusive to all learners - design

Provide consistent and accessible workbooks/ materials

Stick to timetable

Provide balance of assessment types

Spread assessments throughout the learning and/or programme

Encourage peer to peer interaction throughout

Signpost learning development and other support service

Prepare special provision

https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity

UNIVERSITY OF PLYMOUTH

Ensuring the L&D Offer is Inclusive to all Learners - Facilitation

Recognise each learner has individual needs whether assessed or not

If relevant, familiarise yourself with the roles and responsibilities of Non-Medical Helpers (NMH)

Make resources accessible and consistent

Constantly encourage dialogue and interaction

Communicate clearly, consistently, and flexibly

Manage group work sensitively and fairly

Aim to assess inclusively

Consider implications of work based/ practical work

https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity

UNIVERSITY OF PLYMOUTH

Avado

Ensuring the L&D offer is inclusive – learning difficulties

Learning difficulties – neurodevelopmental conditions

- Attention deficit disorder
- Obsessive compulsive disorder
- Autistic spectrum disorder
- Anxiety
- Tourette syndrome
- Oppositional defiant disorder
- Developmental co-ordination disorder
- Gifted
- Sensory integration disorder
- Auditory processing
- Depression
- Attention deficit hyperactivity disorder
- Specific learning difficulties

https://www.plymouth.ac.uk/about-us/teaching-and-learning/inclusivity

Avado

UNIVERSITY OF PLYMOUTH

Chat box

Please share some examples of actions that you have taken in light of identifying learning difficulties / challenges in your L&D practice. And, if possible, align it to the learning challenge presented.

Neurodevelopmental Conditions

- ADD
- OCD
- Autistic spectrum disorder
- Asperger's
- Anxiety
- Tourette's
- ODD
- Developmental co-ordination disorder
- Gifted
- Sensory integration disorder
- Auditory processing
- Depression
- ADHD
- Specific learning difficulties (SLD)
- Dyslexia
- Dysgraphia
- Dyspraxia
- Dyscalculia

Avado

Ensuring the L&D offer is Inclusive – inclusivity checklist

Facilitation method

Facilitation materials

Assessment & feedback

Learning environment

Planning

Avado

UNIVERSITY OF PLYMOUTH

Chat box

Please share some examples of things you have done in your L&D practice to ensure maximum "inclusivity" in terms of the points we have discussed a moment ago.

The inclusivity checklist

- Planning
- Facilitation method
- Learning environment
- Facilitation materials (live or online)
- Assessment & feedback methods

Avado

# Empowering line managers to support "transfer of learning"

Educate, educate, educate → **Get buy-in** → **Clearly define the need** → **Improve communication**

Talk the same language → **Help line managers to understand staff needs** → **Knowledge retention** → **Get feedback**

Give them options → **Give them time**

Avado

Chat box

Please share some examples of where you have engaged or empowered line managers in your L&D practice to support the "transfer of learning". How effective have they been?

Line Managers Support "Transfer of Learning"…

1. Educate, educate, educate
2. Get buy-in
3. Clearly define the need
4. Improve communication
5. Talk the same language
6. Help line managers to understand staff needs
7. Knowledge retention
8. Get feedback
9. Give them options
10. Give them time

Avado

Empowering line managers to support "transfer of learning"
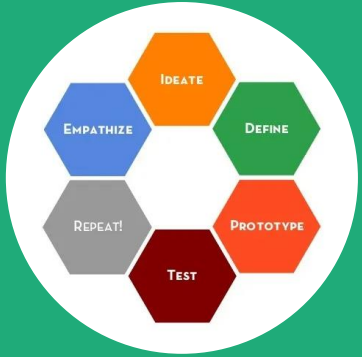
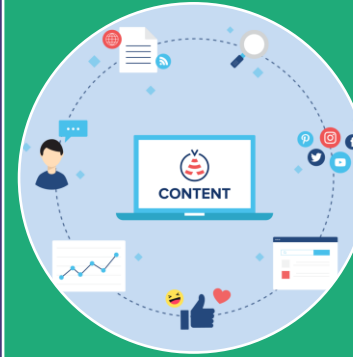Involve them in the design process

Involve them in follow-up activities with their learner/s

Involve them in the delivery as expert / guest speakers

Involve them in pre- and post-learning coaching activity

Involve them in the curation of learning resources

Involve them through blogs / vlogs / forums and celebrating success

Avado

Want a deeper dive into learning transfer? Look no further…

https://www.td.org/talent-development-glossary-terms/what-is-facilitation

https://learningforsustainability.net/facilitation/

https://global.wilsonlearning.com/resources/learning-transfer/

https://theelearningcoach.com/business/workplace-support-of-learning-transfer/

https://trainingmag.com/improving-learning-transfer/

Outstanding Facilitation Techniques: Enhancing the Participant Experience, by – George, R. et al, Feb 202.1

How to Facilitate Groups: 7 Easy Steps to Master Facilitation Skills, Facilitating Meetings, Group Discussions & Workshops, by Burke, C., Feb 2021.

The Learning and Development Handbook: A Learning Practitioner's Toolkit, by Michelle Parry-Slater, Feb 2021.

First Time Facilitator – Podcast

Re-Tooling for Virtual Facilitation – Podcast with Vinay Kumar

How to use Integral Facilitation Quadrants to design successful workshops with Gabriel Couture

https://www.fergalconnolly.com/ltr (A suite of 7 Podcasts on the topic of Learning Transfer)

https://podcast.goodpractice.com/212-12-levers-for-learning-transfer

Transfer of Learning

Avado

Question time

Avado

Learning outcomes

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

1 Describe some of the factors to be considered when preparing an L&D activity.

2 Identify the concepts of facilitation and a number of facilitation techniques that can be used.

3 Describe the actions we, in L&D, can take to ensure all our offerings are "inclusive" to all learners.

4 Implement methods of empowering line managers to support the "transfer of learning" using strategies.

Using the Likert scale, score "0" for "Not at all confident or able…" through to scoring "10" for "Very confident and able…"

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

Avado

Learning outcomes

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

1. Describe some of the factors to be considered when preparing an L&D activity.

2. Identify the concepts of facilitation and a number of facilitation techniques that can be used.

3. Describe the actions we, in L&D, can take to ensure all our offerings are "inclusive" to all learners.

4. Implement methods of empowering line managers to support the "transfer of learning" using strategies.

Using the Likert scale, score "0" for "Not at all confident or able…" through to scoring "10" for "Very confident and able…"

0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10

Avado