



**Agricultural Innovation Program (AIP) for Pakistan**

# Running Effective Workshops

## Workshop Handout

NARC, Islamabad  
January 18-19, 2016

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## **Agenda: Communicating your message – Running Effective Workshops**

Islamabad, January 11-12, 2016

Mark Bell, UC Davis (as part of AIP)

### **Objectives**

1. Recall how to build trust
2. Recall ways to make workshops more engaging
3. Design and implement a more effective mini workshop



### **Program**

Why are we here?

Introduce your neighbor (Name, institute and how many classes or workshops they have run last year)

Expectations (on post-its)

Workshop guidelines

Workshop objectives

Why communicate?

The issue of Trust

Making your message compelling

Designing a workshop

    The elements

    Making your workshop engaging and

    Dealing with “issues”

Drafting your workshop (in small groups)

Presenting your workshop (10 minutes)

Reflection

Evaluation

Graduation

### **Notes:**

- Each day will finish with a reflection of the day’s activities
- Day 2 will start with a recap of day 1.
- We will take breaks to refresh



**Today: Communicating for Change.**

Why are we here?

**Introductions:** Your neighbor:

Their name and Institute: \_\_\_\_\_

Approximately how many classes or workshops they have run last year?

\_\_\_\_\_ If they could visit any place in the world, where would you like to visit? \_\_\_\_\_

**Expectations** (on post-its)

**Workshop guidelines**

**Objectives**

1. Recall TIGRS and be able to build trust
2. Recall AID - ways to make your message more compelling
3. Recall ways to make workshops more engaging
4. Design and implement a more effective mini workshop



**1. Why Communicate and How?**

Methods of communicating	What particularly good for?

## 2. Building Trust



Important factors for project and communication success?

“TIGRS” - Factors that emerge repeatedly as important in Extension

Keys to successful implementation	Choose answers from:
T _____ in the message and messenger	T Technical , Trust , Too late
I _____ approach Engage farmers	I Integrate , Insect , India
G _____	G Gravity, Gadget, Good
R _____ Practical, Demand-driven, Clear benefit (with market), Easily tested	R Red, Repel, Recommendations
S _____ is believing	S Sincerity, Saturation, Seeing



How can we build trust?

My ideas	Our ideas	Class

### 3. Making your message compelling

Content is not enough.

The challenge is providing the information people \_\_\_\_\_ and \_\_\_\_\_ in forms they can \_\_\_\_\_ and \_\_\_\_\_



#### How make a message compelling?

My ideas	Our ideas	Class
		A
		I
		D

What are some key words to related to making something “easy to test”?

Who said "Make things as simple as possible, but no simpler"? \_\_\_\_\_

### 4. Designing a workshop (dealing with issues)

How would you start to design a workshop? –Discuss and make notes:





Where start – 3 key concepts

1. Who is the \_\_\_\_\_?”
2. What is the \_\_\_\_\_ or \_\_\_\_\_ to be addressed?
3. What does your audience need to \_\_\_\_\_ or be able to \_\_\_\_\_ to address the major issues?

**Activity. Imagine a workshop you want to give. Define:**



Audience and need or interest:

Solution(s): (What is the general topic they need to hear about?)

### **Writing good learning objectives**

Key message: What will they walk away with? Learning objectives and outputs.

Stem + Action + Outcome

Give examples of “Good” action verbs? What are some less good ones?

### **Practice – for this workshop**

After the workshop, participants will be able to:

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### **Practice – for your workshop**

After the workshop, participants will be able to:

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Share examples: Look for a good action verb and a clear outcome?

**Implementation elements – What we want to do**



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Elements 5-8 – Thinking about Delivery (ASK \_\_\_)**

**Adult learning**<sup>1</sup> Fill in the blanks from the list

<b>Factors affecting adult learning</b>	<b>Word choices</b>
1. Adults need to see _____ of the topic to their situation.	1. Boring
2. Ten minutes is the _____ to the typical adult attention span (at that point do something different)	2. Engaged
3. Adults need to be _____ – they learn through 1) hearing, 2) practicing, and 3) adopting	3. limit
4. People don't pay attention to _____ things	4. relevance
5. The brain _____ best the first and last points	5. remembers

People learn more when they have \_\_\_\_\_ and are \_\_\_\_\_

I hear and I \_\_\_\_\_. I see and I \_\_\_\_\_. I do and I \_\_\_\_\_

**How Adults learn – How will you engage them?**

Make a list of ways to engage your audience. Then, take one of your outcomes and identify a way to make learning engaging to get to the desired learning objective.



<b>Ways to engage</b>	<b>Example. Outcome desired</b>	<b>Possible methods to engage</b>
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
Etc.		

**Activity:** Design an engaging activity e.g., teach people to make a cup of tea

<sup>1</sup> **Correct answers:** 1. Relevance, 2. Limit, 3. Engaged, 4. Boring, 5. Remembers, 6. Repetition, 7. finish

## Supporting Elements



5. Date and \_\_\_\_\_
6. \_\_\_\_\_
7. Daily \_\_\_\_\_ (This is where we think about how to engage them!)
8. Materials and \_\_\_\_\_ team
9. \_\_\_\_\_

## Evaluation

1. Overall. Achievement of \_\_\_\_\_
2. Components. Rate by topic or class:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
3. \_\_\_\_\_ factors



What can go wrong?	What can you do?

## Reflection.





## Activity. Workshop or event planning sheet

**Task.** Working in groups of 5-6, each group will

- 1) share with others a summary of your workshop, and
- 2) will teach the larger group one element using an engaging activity (5 minutes).

**Remember the adult learning principles: make it relevant, engage the audience....**

Use the following to help you plan your event.

**Title.** Short, clear and snappy.

**Background (2-4 sentences).** Identify an audience, the problem or issue to be addressed and the general desired outcomes. (Hint: this is where you should start).

**Participants.** Write a brief profile (1-3 sentences) of the desired or expected participants. Who are they, their interests and why are they selected?

### Learning objectives and outcomes\*.

Draft 1-4 learning objective(s) and for each define the relevant outcome (i.e., what will they know or be able to do that indicates you and they have been successful?).

Objectives	(Associated) Outputs

\* This is key as clear objectives and outcomes help identify what you do (the agenda.)

## **Message form and delivery**

**Daily agenda** Who will do what? Outline what you will do and the flow of activities to successfully achieve each objective.

**Remember the adult learning principles: make it relevant, engage the audience....**

**Evaluation** As part of the agenda - How will you evaluate or collect feedback to know if you have been successful or to improve the process

## **Dates and time**

**Materials and methods:** Identify any materials required and general methods to engage the audience

**Logistics** (Venue, Accommodations, Transportation, Expense information, Snacks, Other)

**Contact.** Who will oversee the process and/or where to get more information?

## **Resource team**

**Resources** you can use to help you at [AgExtOnline.com](http://AgExtOnline.com)

- Audience analysis; Designing your workshop; Developing a lesson plan; Writing good learning objectives ; Adults as learners; Effective training; Evaluating a training event



## Appendix 1. Action Verbs for Learning Objectives

<http://agsci.psu.edu/elearning/pdf/objective-verbs.pdf>

- Activate ; Acquire ; Adjust ; Analyze ; Appraise ; Arrange ; Articulate ; Assemble ; Assess ; Assist ; Associate ;
- Breakdown ; Build ;
- Calculate ; Carry out ; Catalog ; Categorize ; Change ; Check ; Cite ; Classify ; Collect ; Combine ; Compare ; Compute ; Contrast ; Complete ; Compose ; Compute ; Conduct ; Construct ; Convert ; Coordinate ; Count ; Criticize ; Critique ;
- Debate ; Decrease ; Define ; Demonstrate ; Describe ; Design ; Detect ; Develop ; Differentiate ; Direct ; Discuss ; Discover ; Discriminate between ; Distinguish ; Draw ; Dramatize ;
- Employ ; Establish ; Estimate ; Evaluate ; Examine ; Explain ; Explore ; Express ; Extrapolate ;
- Formulate ;
- Generalize ;
- Identify ; Illustrate ; Implement ; Improve ; Increase ; Infer ; Integrate ; Interpret ; Introduce ; Investigate ;
- Judge ;
- Limit ; List ; Locate ;
- Maintain ; Manage ; Modify ;
- Name ;
- Observe ; Operate ; Order ; Organize ;
- Perform ; Plan ; Point ; Predict ; Prepare ; Prescribe ; Produce ; Propose ;
- Question ;
- Rank ; Rate ; Read ; Recall ; Recommend ; Recognize ; Reconstruct ; Record ; Recruit ; Reduce ; Reflect ; Relate ; Remove ; Reorganize ; Repair ; Repeat ; Replace ; Report ; Reproduce ; Research ; Restate ; Restructure ; Revise ; Rewrite ;
- Schedule ; Score ; Select ; Separate ; Sequence ; Sing ; Sketch ; Simplify ; Skim ; Solve ; Specify ; State ; Structure ; Summarize ; Supervise ; Survey ; Systematize ;
- Tabulate ; Test ; Theorize ; Trace ; Track ; Train ; Transfer ; Translate ;
- Update ; Use ; Utilize ;
- Verbalize ; Verify ; Visualize ;
- Write