

FRAMEWORK FOR EFFECTIVE INHOUSE WORKSHOPS

RAPPORT

1

WELCOME

The opening is the prime opportunity to establish rapport with your audience as they enter the virtual or in-person session. Feeling welcomed motivates the learner and predisposes them positively to the learning experience, and is achieved by planning for three elements: the opening welcome statement, providing reassurances and connecting on a human level. These can be learnt through practice and will allow even the most inexperienced facilitator, or awkward personality, to achieve 'rapport'.

CONVERSATION

2

CONNECT

The next step provides adults with a chance to exercise control over the learning experience. The format of this step is based on neurological research and allows for participants to relax and breathe in order for their curiosity to be stimulated, all the while feeling safe and secure as they activate prior knowledge.

FOCUS

3

PURPOSE

The purpose of this step is to tune learners into the 'here and now' of the session, by motivating the topic of learning and carefully and intentionally delivering the objective in a way that allows adults to feel confident their time is going to be well used.

ANIMATE

4

ACTIVATION

This brief and dynamic exercise continues to connect their previous knowledge with the session content, as well as provide an opportunity to explore their understandings and misunderstandings of the topic of interest. It also must include an opportunity to verbally articulate what was experienced in the learning engagement. Listening to, and interacting with, other experiences helps learners connect and give meaning to the experience.

PRESENT

5

INFORMATION

At this point, participants are open to new information and insights. Through an engaging and effective presentation of theoretical conceptual understanding the facilitator takes the audience on a 'journey of the mind'. As you present, allow the learner moments to make meaning of the new information or insight through dynamic interaction: they are using your new insights 'in their head', thinking of practical ways to embed the learning.

INSIGHTS

INTERACTION

6

Learning in schools is effective through interaction with peers. Provide an extensive learning engagement where the adults can examine the insights and experiment applying the new information in a hands-on manner. Now participants start making the 'journey of the heart' as they transition from cognitive input to contextual output, and consider how they embed the learning and change (their) practice.

INTEGRATION

TRANSFER

7

Step 7 starts by asking the audience to evaluate their understanding of the new information or insights. This step also requires you to push the participants by challenging their internalized ideas and beliefs and provide time for serious thought about the implication of the learning and formulate next steps to embed the learning and change (their) practice.

REFLECTION

EVALUATE

8

By now the heavy lifting is done and the crucial step for adults to give feedback on the success of the session is undertaken (was the experience engaging? was it effective?) as it reinforces autonomy of the adult learner and their application, and it allows us to refine and improve the experience. End this step by taking the last opportunity for you to maximize the impact, as you summarize the learning by repeating key understandings and address any misunderstanding that emerged - adapting the language of your summary to what you observed throughout the session.

REVISION

MOTIVATE

9

End your session with an appeal to the heart and the need to act on the learning. An uplifting closing allows the learner to remember the experience in a positive manner, which improves results and inspires behavioral change. Celebrate the success of the session, the work well done of the learners by providing a memorable moment to apply the content.

INSPIRATION