

**COMMUNITY ENGAGEMENT**

**TRAINING OF TRAINERS**

**FOR USE BY FRONT-LINE TRAINERS IN LEBANON**

**Training Methods Suitable for Adult Learning**

* **Jigsaw Groups for Cooperative Learning**

**Definition:** Jigsaw is a grouping strategy in which the participants are organized into "Jigsaw" groups. The participants are then reorganized into "expert" groups containing one member from each jigsaw group. The members of the expert group work together to learn the material or solve the problem, then return to their "jigsaw" groups to share their learning. In this way, the work of the expert groups is quickly disseminated throughout the class, with each person taking responsibility for sharing a piece of the puzzle.

**Jigsaw Groups:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group One** | **Group Two** | **Group Three** | **Group Four** |
| 1. George | 1. Ayman | 1. Shahera | 1. Saad |
| 1. Sara | 1. Sabah | 1. Nagwan | 1. Adam |
| 1. Fady | 1. Nermin | 1. Mohamed | 1. Marwa |
| 1. Nagwa | 1. Fouad | 1. Ayman | 1. Madeha |

**Expert Groups:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group One** | **Group Two** | **Group Three** | **Group Four** |
| **For example: Role of Community in CE** | **For example: Role of FW in CE** | **Role of external development agencies in in CE** | **Best practices in community in CE** |
| 1. George | 1. Sara | 1. Fady | 1. Nagwa |
| 1. Ayman | 1. Sabah | 1. Nermin | 1. Fouad |
| 1. Shahera | 1. Nagwan | 1. Mohamed | 1. Ayman |
| 1. Saad | 1. Adam | 1. Marwa | 1. Madeha |

Jigsaw can be used for sharing different solutions to the same problem or for dividing up the problem to segments and responsibilities. For example, if the class is studying [community](https://www.teachervision.com/plants-botany/plant-cells) engagement, one group of participants learns about the role of community, another learns about the role of FW, another learns about the role of external development agencies, and the last group learns about the practices in community in CE. The groups are then reconfigured into jigsaw groups; the experts take turns teaching their specialty to their jigsaw group so that each group learns about every topic.

**Advantages:**

* Each participant in the group has responsibility,
* The shy and weaker participants have as much responsibility as stronger participants which means no students get "pushed to the back";
* It builds interpersonal and interactive skill.
* Large or long texts, which might be off-putting at first glance, can be broken down into more easily manageable chunks.
* Each participant has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion.
* Each participant develops an expertise and has something important to contribute.
* Participants have the opportunity to teach themselves, instead of having material presented to them.
* The technique fosters depth of understanding.
* Moreover the participants are active in the learning process, and the trainer is not the sole provider of knowledge.
* In jigsaw listening, the participants have to listen actively in order to learn the required material and be able to teach it to the others in their home groups.
* Each participant has practice in self-teaching, which is the most valuable of all the skills we can help them learn.

**Weaknesses:**

* If in a group has a member or some members that are poor readers or slow thinkers and have trouble creating a good report for their friends, will make a difficulty for their group in understanding the whole text.
* Occasionally, a dominant participant will talk too much or try to control the group.
* Boredom can be a problem in any classroom, regardless of learning technique being used.
* The trainer have to organize the space of each group, consequently they will not disturb each other.
* It consume a lot of time.
* Is dependent on individual participant's efforts.

* **Demonstration:**

**Definition:** A visual and verbal presentation in which the trainer explains and exhibits the steps involved in a task or procedure.

**Advantages:**

* Activates many senses, hence better recall and retention
* Clarifies principles and concepts
* Develops observation powers
* Enables logical step-by-step presentation of facts and actions
* Facilitates the acquisition of practical intellectual and communication skills
* Demonstrates the organized and correct way of doing a task.

**Weaknesses:**

* Depends upon the mastery of the trainer in performing a procedure or a task (not a weakness of the method but of the user)
* Not very effective with large groups
* Is time consuming
* If not followed by prompt practice it is a waste of time.
* **Role Play:**

**Definition:** Unrehearsed action of a particular situation or problem, with the aim of developing initial skills in managing situations or seeking possible solutions.

**Advantages:**

* Helps participants develop the skill of "on-the-spot" thinking
* Let’s trainees explore and practice various approaches to solving a problem
* Helps develop communication skills
* Makes learning enjoyable: a fun learning activity
* Practical and impactful.

**Weaknesses:**

* Time consuming
* Can be used for situations only
* Is dependent on individual participant's efforts
* Is not suitable for all topics.
* **Assignment:**

**Definition:** A method of direct study where a trainee is given a task to do independently and away from the class room.

**Advantages**

* Promotes independent study habits
* Encourages self-directed learning
* Helps the participant realize her/his potential
* Aids the trainer to evaluate trainees' ability for self-direction.

**Weaknesses**

* Thorough planning is required by the trainer
* Time consuming to make and correct assignments
* Unless corrected, returned, and discussed, it is a waste of time.
* **Questions & Answers Method:**

**Definition:** A method in which questions are asked, or invited and answered. The purposes are to provide first hand, real-life experience to the trainees, and to demonstrate the application of theory to practice

**Advantages:**

* Allows the trainer the opportunity for on-the-spot assessment of trainees' knowledge and its applications
* Awakens interest and stimulates thinking
* Provides an opportunity for organization and interpretation of thoughts for response
* Provides an opportunity for self-expression.

**Weaknesses:**

**To be effective it depends on the trainer. S/he must have:**

* Quick and clear thinking
* Skills in judging relative values of answers and questions of the trainees.
* Ability to quickly reword the question if not clear to the trainees.
* Quick decision-making skills about when to go into further details and probe deeper.
* **Practical Field Experience:**

**Definition:** practical learning in the classroom and/or in similar work setting under supervision.

**Advantages**

* Trainees work in actual situations (active learning situation), dealing with real people, using real tools, instruments, or materials
* It provides an opportunity for the trainees to handle objects and situations
* It identifies the need for future supervision
* It certifies people for independent performance.

**Weaknesses**

* Properly planned field experiences require a lot of resources
* If the group is too large, not enough practice can be obtained for them to perfect their skills
* If trainees are practicing their skills without any supervision, the real purpose of field experience is not achieved.
* **Group Work:**

**Definition:** A group is assigned a specific task to be accomplished within a given time and resources. This is also called "**group assignment**."

**Advantages**

* Develops a sense of responsibility in group members
* Trainees learn to utilize strengths and abilities of each member
* Teaches the group members to make decisions collectively
* When tasks are divided among small groups, it saves time.

**Weaknesses**

* Needs thorough planning
* Unless the trainer is skilled in the proper use of group work it does not serve any useful purpose
* Can be time consuming.
* **Brainstorming:**

**Definition:** the trainer provides a central idea or an issue to the learners calling them to express their ideas freely and spontaneously.

**Guidelines for preparation and use:**

Applying this technique the trainer asks the trainees to suggest individually as many ideas as they can to a posed question; encouraging them to express themselves rapidly, spontaneously, one after the other in the form of storm. The familiarity of trainees with the learning subject is not an important issue.

Brainstorming is mostly used at the beginning of an issue approach. In order to be effective some technical specifications should be met such as:

* No criticism should take place during the presentation of ideas
* The trainer must ensure that trainees feel comfortable
* The trainer should be careful so that brain storming is not extended beyond purpose
* The trainer should ask trainees to make comments on the submitted aspects
* Faithfully notes the ideas on the board without indicating anything.

**Advantages:**

* It is a highly participatory technique, promoting the involvement of learners in the learning process, helping the development of intimacy, cooperation, and contributing to the improvement of the learning climate.
* Exploitation of the experience and creativity of learners
* Development of free expression, critical thinking and cooperation
* Allows for sharing of experiences among participants for greater learning.

**Weaknesses:**

* Some participants may not participate.
* Can be time consuming.
* Trainer needs to make sure discussion is focused, otherwise discussion can go off topic.
* The whole activity can be turned to become a show for some participants rather than a creative way of learning.
* **Case Studies:**

**Definition:** An actual situation, story or event that is used to clearly give an example about a specific issue.

**Advantages:**

* Can be very enjoyable for the trainer and the trainee if used properly.
* Can be interesting because it presents real or life-like cases and problems for solutions.
* Allows for maximum trainee participation.
* Trainers see the problem and how it was solved, so it can inspire how to deal with similar situations.

**Weaknesses:**

* Time consuming.
* Requires skill to use this method.
* Needs documentation and search of real examples and case studies.
* **The Lecture:**

**Definition**: A formal verbal procedure (or "talk") which consists of presentation and clarification of facts and principles. It is generally a one-way /form of communication. It is the most commonly used and abused method.

**Advantages: (depending upon the skill of the lecturer)**

* Provides an opportunity for the trainer to give information not available in text books.
* Allows presenter to present lots of facts in a short period of time
* Suitable for a large number of participants at one time
* Gives the opportunity to use examples and case studies to relate theory with real life experiences

**Weaknesses and limitations:**

* Participant remains passive, uninvolved
* Theoretical, does not teach the participant how to solve problems
* Difficult to evaluate individual participants day-to-day learning progress
* Does not factor in individual pace of learning, and assumes all participants are at the same level (above average, average, and below average trainees all have to cope at the same pace).
* Concentration span is limited, and participants cannot remain alert for long periods of time when not involved, leading to poor receptivity
* Participants remember very little if they just listen to the lecture "What I only hear, I forget."
* **Interactive Lecture:**

**Definition:** A lecture in which the trainer uses audio-visual aids in addition to verbal explanations.

**Advantages:**

* All advantages of the lecture method
* Interactive lectures are more effective than pure lectures because more senses are involved, not just hearing
* An interactive lecture makes facts more interesting and easier to remember
* Concepts can be made clearer by the use of picture and models, etc.

**Weaknesses:**

* Longer preparation time

**Uses:**

* All uses of the formal lecture to give information
* Ensure clear concepts of objects, shapes, sizes and colors, etc.
* Initiate skills by showing films of how a certain procedure is carried out
* Fill the gap when actual demonstration of a procedure is not possible, e.g. showing a film on community assessment to a frontline worker.