



Excellent Learning Facilitation – ELF

CONTENT

The role of the ELF:

- What is an ELF?
- The qualities of a good ELF

The professional ELF:

- Personal attributes – how you stand, speak, sound

Preparing to facilitate learning:

- Planning a learning event
- Creating a session plan
- Room layout

The process of learning:

- Learning Needs Analysis
- How adults learn
- Kolb and Fry's learning cycle
- Honey and Mumford's styles

The psychology of Learning:

- Brain Friendly Learning
- Recognising sensory preferences
- Sensory preferences and learning behaviours

Creativity – Using your head:

- Creative techniques

Structuring learning events and points:

- Lighting the way
- The learning itself
- Laying down the learning
- Building up a learning point

Aims and objectives:

- Objective writing
- Actions, levels, constraints

Motivating Learners:

- Betari Box
- Introducing a learning point

Delivering effective learning:

- Presentation
- Discussion
- Demonstration, anti-demonstration and Walk-through
- Alternative delivery methods

Laying down the learning:

- Post event support
- Feedback

Checking for change

- Assessment methods

Questioning techniques

- Questioning sequence
- Optimising questions and listening

Optimising communication and rapport

- Communication model
- Verbal and non-verbal communication

System and process training

- The challenges of system and process training

Dealing with difficult learners

- Classroom management skills
- Managing participant behaviour

Evaluating training learning-enhancing media





LEARNING OUTCOMES

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

- Create an appropriate, structured overall plan for a learning event.
- Plan and deliver a structured learning point on a topic of your choice, in a role-play, using an appropriate delivery method and at least three techniques for motivating and involving the learner.
- Create a detailed session plan for the learning point you plan in the practical element of this assessment.
- Write correctly at least one learning objective for the learning point to be delivered.
- Use at least two questioning techniques to enhance learning within the learning point.
- Use at least one technique for dealing with Learners' questions effectively, within the learning point.
- Demonstrate effective communication skills, including questioning and active listening, throughout the learning point.
- Demonstrate effective use of at least one resource used to augment facilitation of the learning point, explain the reasons for choosing this media.
- Suggest at least two other ways in which the resource could be used to enable learning for a different group or environment.
- Describe the way in which you will apply Kirkpatrick's Level 2 evaluation to test against the objective set in your learning point.
- Describe at least three attributes of an ELF.
- List at least three items that are essential when planning a learning event.
- State at least three potential health and safety hazards in a typical training environment and how they may be overcome.
- State at least two types of record typically kept about Learners.
- List at least three benefits of complying with the Data Protection Act.
- State at least two potential basic skills issues and how they may be overcome.
- Identify four learning styles and give at least two examples of words or phrases used to enhance the learning event for individuals with each of the preferences.
- State at least three ways in which you will ensure your continuous professional development over the next 12 months and the benefit you expect to achieve from each.



ASSESSMENT

The fourth day of the workshop incorporates delivery of a 20 minute training session on the topic of your choice. These sessions are objectively assessed using a stringent assessment tool and each individual is then offered feedback. This session is videoed, with the trainer's permission, and a copy of the session is sent to the trainer after the event. There is also a written assessment to check underlying knowledge. An amount of preparation work is necessary outside of the 3-day event and it is recommended that the fourth day – the assessment day – is scheduled separately.



OVERVIEW

This workshop is designed to introduce concepts and techniques to allow anyone to become an Excellent Learning Facilitator. This interactive workshop combines a range of delivery techniques to allow maximum exposure to the subject.

WHO SHOULD ATTEND?

This workshop is aimed at a new or relatively inexperienced trainers looking to explore best practice and for more experienced trainers looking to enhance their delivery and undergo CPD.

PRE-REQUISITES

No prior experience of delivering training is required.

Workshop duration – 3 days plus 1 day assessment (optional).

ATTEND THIS ACCREDITED WORKSHOP AND DISCOVER

- How to give it so they get it – every one, every time.
- The secrets of motivating learners to learn using creative tools and techniques.
- How to structure and deliver a face to face learning event that maximises the impact of the learning for all.
- Tried and tested tools and techniques for making face to face learning a pleasure for the trainer and learner.
- In addition to the subject content, Matrix FortyTwo attendees benefit from the experiencing the latest techniques, including accelerated and brain friendly learning which:
- Enhances the retention of knowledge and skills.
- Increases confidence and motivation to deliver creative, interactive learning events in your organisation.

All attendees are entitled to lifetime support following this workshop.