## Activity Title

**Training of Trainers and Cascading Knowledge**

## Learning Outcomes

By the end of this session participants will have:

1. Understood the purpose of a needs assessment and how to develop one
2. Identified an area of knowledge in which they are confident, and prepared a training activity that they have tested with colleagues
3. Understood the value of cascading knowledge and identified a range of ways in which this could be done effectively

## Description of Activity

**Activity 1: Planning a ‘Needs Assessment’ (45 minutes total)**

This activity focuses the participant on identifying a practical training activity they would like to undertake and developing a short needs assessment questionnaire so that they can find out more about the needs of their intended audience.

This activity can be undertaken by an individual or a small group who intend to provide the training and they can test their questionnaire with colleagues to get initial feedback. The training topic could be a topic that participants learned about through TIDE in 2019, and they can consider whether they will deliver the training face to face or online, or through a blended mode.

They should then share the final version of their ‘needs assessment questionnaire’ with either an in-country TIDE facilitator or via email with session facilitators identified in the UK, and they will provide feedback. This could be via email or to a group using an online tool such as Zoom

Note: If any participants have access want to use an online tool such as SurveyMonkey for their needs assessment questionnaire this could also be encouraged. A remote training session on using SurveyMonkey (or an equivalent) could be considered.

**Activity 2: Developing your skills as a trainer (90 minutes total)**

The second activity focusses on developing the materials for the training session, for the topic they have identified, and assessing the quality of what has been produced.

Participant can continue to work as individuals or in small groups. In the latter case task and responsibilities can be shared between different group members.

Participants should draw on TIDE learning from other relevant sessions (including focussing on learning outcomes).

The activity includes making a good plan for organising the training and evaluating how it went.

Final versions of the materials prepared should be shared with either an in-country TIDE facilitator or via email with session facilitators identified in the UK, and they will provide feedback. This could be via email or to a group using an online tool such as Zoom

Note: It would be great if participants (in their small groups if applicable) then ran the short training and evaluated it, though this would not be part of the 90 minutes allocated to the preparation.

**Activity 3: Knowledge Cascading Strategy Activity (45 minutes total)**

The final activity focusses on how cascading can be made as effective as possible.

The task here is for the participant (or a small group from the same University) to develop a brief‘TIDE Knowledge Cascading Strategy for your University.

This task builds on previous activities related to identifying audience needs and providing relevant training activities. The brief strategy that is produced should

* Identify different staff audiences
* Identify the kind of cascading activity would each audience most benefit from (resource sharing, information, training on a particular skill, further mentoring etc)
* Consider what skills and knowledge they have gained at TIDE training and capacity development events in 2019, would be relevant for each audience identified
* Identify relevant TIDE e-resources could be shared with each audience and if any adaptation is needed
* Outline how the effectiveness of the proposed cascading activities will be evaluated for each audience?

A one-page template will be provided as a resource for the participants to work on to develop this strategy.

Once completed this can be shared with either an in-country TIDE facilitator or via email with session facilitators identified in the UK, and they will provide feedback. This could be via email or to a group using an online tool such as Zoom

**Script for narrating**

Slide 1: Title

Welcome to the TIDE session on training of trainers cascading of knowledge

Slide 2: Training of Trainers and Cascading Knowledge

This session has been designed to cover both these important topics and explore how we can develop TIDE participants into effective trainers of others. We also want to develop trainers who can be as effective as possible in providing knowledge cascading activities. This will enable others in their institutions and beyond to learn from the TIDE project.

Slide 3: Learning Outcomes

As a result of your professional development and training received over the years, including recently through the TIDE project, you have knowledge that can potentially benefit others. In this session we will explore how you can share your knowledge effectively, through careful planning and understanding of the needs of those who you plan to train and then by putting into practice skills that you can develop as a trainer.

This session has three main learning objectives, and the learning outcomes anticipated are that by the end of this session you will have:

* Understood the purpose of a needs assessment and how to develop one
* Identified an area of knowledge in which you are confident, and prepared a training activity that you have tested with colleagues
* Understood the value of cascading knowledge and identified a range of ways in which this could be done effectively

Slide 4: Planning your training activity

Within the TIDE project we hope that some participants will become effective trainers of others.

Perhaps you have been involved in teaching or training activities in the past, and many of you will have made presentations using PowerPoint. If so, you can draw on some of those skills, but this background knowledge is not essential. In this session we will explore what needs to be done to be effective and practice with some activities.

First of all consider what needs to be done to plan a training activity. What questions do you think need to be answered to help you in your preparation and planning? Note down some that come to mind.

Now look at the next two slides and compare the questions with the ones you thought of, and note down your responses

Slide 5: Planning your training activity (1)

First think about what training you can provide and the audience needs

* What knowledge or skills do you have that you are confident to share?
* Drawing on that knowledge what is the topic that you would be willing to train others on?
* What would be the purpose of your training?
* Who is the intended audience and what do you know about them and their needs?
* What learning outcome would you hope to see as a result of your training activity for your participants?

Slide 6: Planning your training activity (2)

Now consider some of the practical requirements for the training and how it will be delivere

* How will you deliver the training (consider face to face, online, blended)?
* What do you need to prepare in advance
* What kind of team or support will you need to deliver the training

Slide 7: Needs Assessment

One of the key questions on the last slide was ‘Who is the intended audience and what do you know about them and their needs?

The answer to this question is critical. If you don’t understand your audience and their needs, then the training could be a waste of a lot of people’s time and the training is unlikely to be very effective.

This leads us to consider the benefits of carrying out a ‘needs assessment’ among your intended training participants. This will help you to:

* Gain important insights into their context and culture
* Understand the current level of knowledge of your audience
* Understand their priorities and what they are interested in learning
* Recognise any barriers e.g. technical, language, gender related, literacy, in terms of scheduling etc, that you may need to consider

Slide 8: Activity 1 - Planning a Needs Assessment

A needs assessment normally takes the form of a questionnaire, where the questions help you to understand more about your intended training participants who are your target group. You can conduct this ‘survey’ one to one if you want, or through interaction with a small group.

For our first main activity in this session you are going to create a needs assessment questionnaire. This activity is going to support a ‘mock’ or ‘test training event’ so that you can gain a bit of experience in planning the activity and see how it goes. Your audience could be a group of colleagues at your University, or a group from one of the 2020 Cohort Universities that you could offer training to online

When thinking about a needs assessment, try not to make it too long, or you may not get many responses ! Focus on key questions that you want to ask, that will help you in preparing your training. We suggest you work through the steps indicated on the slide. For this activity you can work as an individual or in a small group (maximum of 3 or 4 people)

1. Identify the topic that you are hoping to offer training on, from among those covered in the 1st year of TIDE
2. Identify the proposed audience for your training (note this does not need to be a large group)
3. Now prepare a short needs assessment questionnaire covering the key questions that you think need to be asked.
4. Share this with a colleague for their feedback and advice on how it could be improved.

Now share this needs assessment questionnaire with your proposed participants and ask them to complete and return it by a specified deadline. When you have all the responses back, analyse the answers and use them to inform the plan for your training event, including what you plan to cover in terms of content.

Slide 9: Training of Trainers TIDE Approach

One of the ambitions for the TIDE project, is to be a catalyst for ongoing training in the skills and knowledge shared during the project long after it ends. This can only be done if participants in project activities go on to provide effective training to others.

The TIDE project aims to:

* Develop staff working in HE/DE with knowledge, skills and competencies in their chosen profession
* Widen access to the benefits of the projects focus on professional development, but supporting participants to become effective trainers of others
* Involve participants from 2018 and 2019 cohorts so they play a major role in providing and supporting the training of 2020 cohort participants

As part of this session we are introducing this challenge to you, to become a motivated and skilled trainer and share your knowledge with others so that the quality of online and distance education, and related blended models of delivery can be transformed across the HE system.

The process of training trainers will be further supported at other TIDE training events

Slide 10: Activity 2 - Preparing for your training event

Our second main activity, builds on the first, so you can make use now of the responses you got to the needs assessment exercise. You have now chosen your topic and can make the detailed preparations for your training activity. Again, you can work on your own or as part of the small group of 3-4 people. You can allocate different tasks to different group members

Start by preparing the training materials, and consider whether to use PowerPoint materials, any online content (e.g. videos), handouts or any other means of communication.

Make arrangements for the training event, by planning out and conducting all the tasks that need to be done. Consider invitations, information about venue, and if you are organising an online event you will need to email out the online link for the session, and provide any necessary instructions on how to join the training online.

Develop a plan to evaluate the effectiveness of the training, and do this in advance in a way that aligns to the intended learning outcomes for the participants. Did they get what they hoped for from the course. Consider developing and providing feedback forms that you can collect at the end of the training the activity. You could also consider tools (e.g. voting tools such as <https://www.voxvote.com/>) that can be used during the training session to get immediate feedback on how its’ going.

When you have completed the activity share the resources you have developed with your TIDE facilitator for feedback

Slide 11: Cascading knowledge

During the TIDE project participants have been encouraged to subsequently share or cascade learning from the TIDE training to colleagues at their University so that the impact of the training may be further multiplied.

These colleagues may come from the same or different departments.

Cascade training can be done in different ways:

* Informing management on what happened at TIDE events through a presentation
* Sharing some of the TIDE e-resources (PowerPoints, documents and other resources) with relevant colleagues
* Running face to face or blended learning training events with relevant groups
* Demonstrating new skills gained (to individuals or groups and helping them to also acquire that skill)
* Supporting ongoing application of new knowledge and skills by developing groups of peers who can work together to improve practice e.g. in an approach to DE

The question we need to ask ourselves is ‘How can this cascading be as effective and relevant as possible?’

Many of the principles already touched on in earlier slides apply here to and help us to answer this question. It is very important to identify the different audiences and understand their needs!

Slide 12: Activity 3: Knowledge Cascading Strategy

The final activity for this session invites you to develop a clear strategy for cascading the knowledge gained at TIDE events with colleagues at your University.

Work individually or in small groups of 3-4 on this activity

Develop a TIDE Knowledge Cascading Strategy for your University, by addressing the following questions:

* What different audiences can you identify in terms of categories of staff who may have an interest in your TIDE activities?
* What kind of cascading activity would each audience most benefit from?
* What skills and knowledge that you and your colleagues gained at TIDE training and capacity development events in 2019, would be relevant for each audience you identified?
* What relevant TIDE e-resources could you be shared with the different audiences and would any adaptation be needed?
* How will you evaluate the effectiveness of your cascading activities with each audience?

Briefly set out your strategy for each audience on the one page template provided and share this with your TIDE facilitator for comment and feedback

Discuss the strategy with your colleagues, and together with the Senior Management at your University, we suggest you start to make plans for implementing your cascading strategy! Good luck!