



www.medwisciproducts.co.uk
KPI012017200106/12
Version 1.0 2010

Practical Tips for the Design, Delivery, and Evaluation of Your Next Workshop

Cynthia Kreger, M.D.
August 2011

Objectives:

At the end of this discussion participants will be able to:

- Identify common problems which decrease the effectiveness of workshops
- Identify strategies to address these problems during the planning and delivery phase of the workshop
- Identify elements of workshop design, delivery, and evaluation which emphasize adult learning principles.

Content for today's session has been adapted from:
Steinert, Y. (2010). *How to design and conduct effective workshops*. In K. M. Skeff, G. A. Stratos, (Eds.), *Methods for Teaching Medicine* (pp. 89 - 115). Philadelphia: ACP Press.

What makes for high impact, highly effective workshop?

- Little empirical evidence
- Today's talk draws upon
 - principles of adult learning
 - way to effect change
 - small group facilitation strategies
- Careful planning for both the design and delivery phase is key

6 Reasons Why Workshops Fall Flat...

- Inadequate understanding of audience
- Mismatch between objectives & instructional methods
- Not really a workshop
- Rushed ending
- Poor room set up
- Presenter behaviors

12 Tips for increasing effectiveness:

- | | |
|---|--|
| ○ Choose topic, goals, objectives carefully | ○ Facilitate active participation and engagement |
| ○ Know your audience | ○ Provide relevant and practical information |
| ○ Match instructional strategies to content, objectives, time | ○ Remember principles of adult learning |
| ○ Determine who is in the audience | ○ Vary activities, style and pace |
| ○ Review objectives and activities | ○ Summarize and consolidate learning, request feedback |
| ○ Establish relevance and learning climate | ○ The small things matter |

12 Tips for increasing effectiveness:

- | | |
|---|--|
| ○ Choose topic, goals, objectives carefully | ○ Facilitate active participation and engagement |
| ○ Know your audience | ○ Provide relevant and practical information |
| ○ Match instructional strategies to content, objectives, time | ○ Remember principles of adult learning |
| ○ Determine who is in the audience | ○ Vary activities, style and pace |
| ○ Review objectives and activities | ○ Summarize and consolidate learning, request feedback |
| ○ Establish relevance and learning climate | ○ The small things matter |

Tip 1 Choose the topic, goals, and objectives carefully

- This is where things can first go awry
- Influences: teaching method, sequence of learning activities, agenda and evaluation
- Success of workshop is measured against your objectives

In choosing the topic, goals, and objectives - questions to consider:

- What do you hope to achieve and why is this important?
- **Where is the gap?**
- Is a workshop the best way?
- Are objectives achievable? **In time frame?**

Tip 2 Know your audience

- Edge of uncertainty is important for transformation and transference
- Knowledge of topic? Previous experience? Expectations? Motivations? Needs? Barriers or resistance?
- Often operating with incomplete information
- **Plan to verify what you think you know**
- **Have a contingency plan**
 - e.g. have materials for more and less experienced members of the audience

Tip 3 Match instructional strategies to content, objectives, and time

- Every strategy should serve a learning objective
- Choose based on:
 - goals, objectives, time, perceived needs/preferences
- When choosing consider opportunities for:
 - experiential learning, reflection, feedback, immediate application,
- **Vary strategies if possible**
 - Accommodate different learning styles
 - Allows for reinforcement without the appearance of redundancy
 - **Consider taking a risk**

Common interactive instructional strategies

- Interactive presentations – ARS
- Buzz groups
- Think – Pair – Share
- Concentric circles
- Brainstorming
- Case vignettes
- Individual/group exercises
- Role play
- Video – trigger
- Demonstrations, debates
- World Cafe

Common interactive instructional strategies

- Interactive presentations – ARS
- **Buzz groups**
- **Think – Pair – Share**
- **Concentric circles**
- **Brainstorming**
- Case vignettes
- Individual/group exercises
- Role play/simulations
- Video trigger
- Demonstrations, debates
- **World Cafe**

Plan for the unexpected

- More attendees than anticipated
- Fewer than anticipated
- Different learner needs
- Room set up

Determine agenda and time

- Add 20 – 25% for each activity
- Flexibility is key
- Remember to account for: introduction, summarization and consolidation, and evaluation
- More process based activities need more time
 - e.g. consensus building, problem solving toward solutions
- Bottom line: **Less is More**

The Delivery Phase

Tip 4 Introductions Determine who is in audience

- Helps establish rapport, set learning climate
- Confirms who you thought is there and why
- Helps ensure relevance
- Helps you adapt your comments, examples to needs of participants
- Helps increase attention and engagement

Introductions

- Individual only if **< 12 and > 2**
- Strategies:
 - Show of hands
 - Selected audience response from representative subgroups
 - Standing to sitting – see who is left
 - The question asked is key to the purpose
 - Balance benefit with time

Tip 5 Outline Objectives, Activities

- Review what you hope to accomplish
- Review what you will and will not be doing
- What should they be doing?
- **Consider sharing or obtaining a needs assessment, preferences before beginning**
- **Consider feedback on proposed agenda**

Tip 6 Establish relevance, learning climate

- Prior steps are key to this
- Grab attention – highlight need
 - E.g. "What % of Americans do you think have proficient health literacy skills? Function at the 10th grade level? 5th grade level?"
- Review ground rules if needed
- Acknowledge risk

Tip 7 Facilitate active participation, engagement

- Invite questions, group discussion, debate
- Encourage learning from each other
- As questions arise or problems are presented – consider group problem solving
- For skill acquisition – need opportunity for practice and feedback

Tip 8 Provide relevant and practical background information

- Participants want to leave knowing they learned something
- Need a context for learning or framework for activities
- Summarize key message, provide concrete information, ensure common base for discussion
- Mini-lecture should be brief

Tip 9 Remember principles of adult learning

- Participants arrive:
 - with a variety of motivations, expectations, experiences, resistance to change
 - as co-learners looking for re-learning
- Hearing others ideas is important, as is time for practice and feedback
- **Opportunity for contemplation, reflection is key**

Strategies for prompting reflection

- **Use everything to teach**
 - Spontaneous example of phenomenon that you are trying to teach
 - Point out parallels
- **Build in opportunities for contemplation and self assessment as you go**
 - "While I review strategies forthink about what areas prove....for you."

Tip 10 Vary activities, style, pace

- Goal: keep things moving while being attentive to needs of the group
- Consider a change Q 15 – 20
- If energy is flagging:
 - Change pace, activity, group arrangement, position in the room
 - Trick of two flip charts
 - Take a break
 - Get feedback
- Flexibility is key – much is unpredictable

Tip 11 Summarize, Consolidate Learning, Request Feedback

- Avoid the rushed ending
- Often multiple threads need to be pulled together
- If not done:
 - Valuable events and learning can quickly fade
 - Participants may leave without a clear sense of what was accomplished

Tip 11 Summarize, Consolidate Learning, Request Feedback

- Refer to original or renegotiated objectives, or pressing concerns
- Synthesize main points
- Provide time for individual/group reflection
- Several benefits to sharing collective gains
- **Consider CTC – action plan**
 - Capture in writing intention, specific and measurable

Tip 12 The Small Things Matter

- Sharing your enthusiasm for the topic
- Greetings
- Repeat questions so all can hear
- Direct answers to the group
- Attend to all portions of the room

Tip 12 The Small Things Matter

- Provide equal air time
- Be clear about ground rules and follow them
- Monitor process, flow, time
- Consider room arrangement
- Leave enough time for closure

Questions?????

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Choose topic, goals, objectives carefully ○ Know your audience ○ Match instructional strategies to content, objectives, time ○ Determine who is in the audience ○ Review objectives and activities ○ Establish relevance and learning climate | <ul style="list-style-type: none"> ○ Facilitate active participation and engagement ○ Provide relevant and practical information ○ Remember principles of adult learning ○ Vary activities, style and pace ○ Summarize and consolidate learning, request feedback ○ The small things matter |
|--|---|

Take home message...

- When planning a workshop remember the areas which tend to cause problems:
 - Inadequate understanding of audience
 - Mismatch between objectives & instructional methods
 - Not really a workshop
 - Rushed ending
 - Poor room set up
 - Presenter behaviors

Evaluation of your workshop

- When designing the evaluation consider the following:
 - What is the goal? Program planning in future? Feedback on your delivery? Or design choices?
- Survey should include:
 - Assessment of utility, relevance, content, teaching and learning methods, and intent to change
 - Quantitative and qualitative assessment of learning and behavior
 - Another way of saying this is include:
 - Reaction: participants views on the experience
 - Learning: changes in attitudes, knowledge, skills
 - Behavior: changes in participants behaviors
 - Results: changes in the organizational system, the patient, or the learner

When planning your next workshop...

- What will you do differently?

References

- Steiner, Y. (2010). *How to design and conduct effective workshops*. In K. M. Skeff, G. A. Stratos, (Eds.), *Methods for Teaching Medicine* (pp. 89 – 115). Philadelphia: ACP Press.
- Tiberius, R., & Silver, I. (2010, February). Guidelines for conducting workshops and seminars that actively engage participants. Retrieved July 20, 2011, from: www.siumed.edu/resaffairs/documents/conductingworkshops.doc
- Westberg, J., & Jason, H. (1996). *Fostering learning in small groups: A practical guide*. New York: Springer Publishing Company.
- Steiner, Y. (2010). Twelve tips for conducting effective workshops. Retrieved August 4, 2011 from: <http://www2.cfpc.ca/English/cfpc/education/section%20of%20teachers/new%20teachers/Yvonne%20Steiner%20douze/default.asp?s=1>