

Structuring a Training Course

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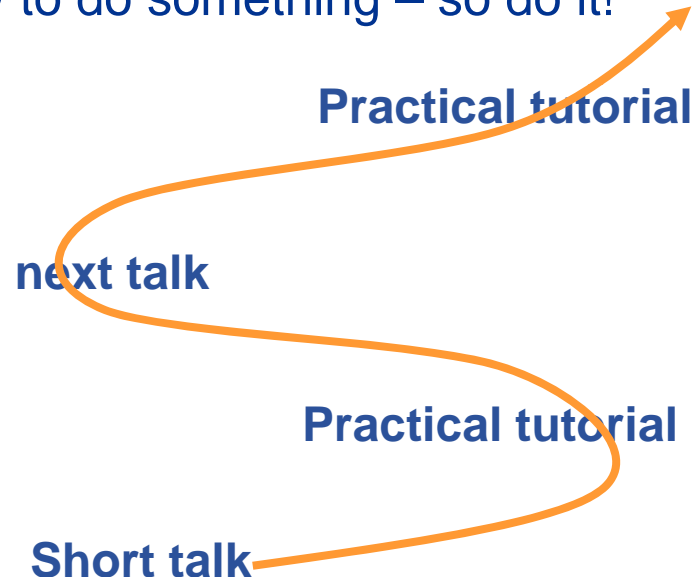
Training Outreach and Education
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- **Start and end of courses**
- **The middle**
- **How to run practicals??**
- **Course composition: Re-use modules**

- **Strong start and end reinforces learning**
- **Start of a course**
 - Safety matters
 - Restate goals – as advertised, and as in evaluation form
 - Give orientation to the agenda
- **End of course**
 - Review the agenda covered
 - Discussion: Any remaining issues, Reactions to course
 - Then evaluation forms to be filled in
 - Encourage written comments
 - Also from tutors! – something we should do!

How can this conclusion be done effectively??

- **Minimise talking! More practicals!**
 - Especially where a language isn't fluently shared by trainers and participants!
 - More is learnt from doing than listening!
 - Training: is teaching people how to do something – so do it!
- **Moving towards a pattern of**
 - Introduce key ideas
 - Use them in practical
 - More detailed description
- **Avoid long powerpoints then long practicals!**
- **Group discussion opportunities (small groups?)**



- **Feedback scatter is greater on practicals than talks, usually....WHY?**
 - Because different people learn experientially in different ways
 - In any course there will be different people who like:
 - *To be lead*
 - *To explore*
 - *To be challenged*
 - *To complain*
 - And have a diverse background and skills
 - But we have to define one approach for each practical
 - And are usually time-constrained

- **May not be “a best approach” – but be alert to the issues here!**

Moved from a speaker-led model to web-page led

- **Accommodates different speeds of typing, learning**
 - Allows URLs to background information to be explored
 - Fast participants can do more advanced optional exercises
- **... MUCH less stressful for participants...**
 - Not struggling to keep up
 - (Written English is sometimes more fluent than spoken)
- **... incidentally less demanding for trainers**
 - Less needs to be remembered or said!
 - Respond to questions
- **Improves scope for re-use in future events and for self-guided learners**

- **Sources of practicals**
 - Previous courses – see events list on EGEE NA3 web site
 - Make practicals self contained
 - So reuse is easy – tar file that persists and can be accessed by wget... but check connectivity!
 - GILDA tutorials website - <https://grid.ct.infn.it/twiki/bin/view/GILDA/WebHome>

- **Approach: challenge or “cut and paste”**
 - Hard to balance
 - Challenging participants so they have to engage more deeply
 - Tending to create practicals in pattern of:
 - Simple “follow this” to learn concepts
 - Then increasing levels of challenge if time permits

- **Modules not courses are re-useable**
 - E.g. Compose courses from modules
 - Contexts vary
 - Between participants – some courses are for one VO, ...
 - Time available varies
- **Many courses are “generic” modules requiring participants to find relevance for their domains**

- **Session 1 : introduction**
 - To Grids, EGEE
 - COULD be given as a set of talks for wider audience is attending the rest of the course
- **Session 2: Grid services**
- **Session 3: Next steps**
 - Courses seek to give skills
 - To leave people able to do something new
 - Goal of this session is to make sure they know how to proceed, points of contact, sources of further information, local initiatives, RAs,...

- **Why is the event being created?**
 - Risk: That the training event is for an imagined, rather than real, need, and thus will be too poorly attended to justify the resources expended on the event.
- **Who is it for?**
 - Risk: That the detailed preparation will be impossible without a clear picture of the intended audience.
- **What are the intended learning outcomes?**
 - Risk: That the content will not be sufficiently focussed on the actual objectives of the event.

- **What is the range of backgrounds and relevant knowledge bases of the anticipated clients?**
 - Risk: That the style and approach will be unsuitable for some clients.
 - Risk: That the content will be too difficult for some clients and/or insufficiently interesting/challenging for other clients.
- **How will the nature of the event be communicated to potential clients?**
 - Risk: if that communication is not clear and precise, then there may be clients with expectations which are not matched by the event, or potential clients who would have benefited but were not able to recognise this.

- **What is the duration of the event?**
 - Risk: the event is too short to effectively cover the intended material
 - Risk: the event is too long for people to be able to afford the time to come
- **Who is going to pay, for which aspects of the event, and from what funding sources?**
 - If this is not clear from the beginning, there may be problems, e.g. resentment, a speaker cancelling at the last minute on discovery that (s)he is expected to pay for travel and accommodation.
 - If there is a registration fee, this may deter some clients from attending

- **Training is a service to participants**
 - participants are giving a LOT of time (and money?) to attend
 - I must commit to participants

- **Note to me, en route a training room:**
“When you leave the office leave your ego behind”

- **Each time I run a course seek to improve it**

- **Don't delay scheduling a course until I can aim for perfection**
 - I would never start!
 - participants will always have different expectations and backgrounds
 - same thing done equally well twice can have different impact
 - 3 effective courses serve more people than 1 perfect course
 - 80% is perfection (Zen proverb)

- **Sufficient technical competence**
 - “Sufficient”:
 - Can participants’ routine problems with practical exercises be resolved?
 - Will you help find information / contacts for questions you can’t answer?
- **Organisational and communication skills**
- **Remember NA3 and EGEE context**
 - Follow NA3 procedures and styles (ppt and practicals)
 - Material can easily be re-used
 - Save effort on new material for where its really needed – many places!!
- **“Right Attitudes”**: can these be defined?!
- **What do you think??**

Support and Procedures

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- **To simplify course organisation**
- **To ensure recognition of effort**
- **To report actual training related to EGEE**
- **To build network of trainers**
- **NA3 can provide:**
 - Registration, advertising, consultancy – e.g. on latest material
- **Let us know when you are beginning to plan an event.**
- **we can discuss how to support each other**

- **Running a training event:**

<https://edms.cern.ch/file/475028/1/EGEE-NA3-TEC-475028-RunningAnEvent.doc>

- **Preparing an Event:**

<https://edms.cern.ch/file/475027/1/EGEE-NA3-TEC-475027-PreparingAndManagingEvents-v0-1.doc>

- **Preparation for practicals**
- **Checklists**
- **Training CA**