Active Training Techniques
TADL 6206

Course Outline

Description:

Discover the experiential learning cycle theory and how to actively engage adult learners. Define active learning in order to determine the appropriate application of active training techniques. Learn how to utilize a hands-on approach to stimulate interest, build community and enhance training content for optimal learning.

Course Goals:

Together, we will create a collaborative and respectful learning environment where participants can share their wisdom, work together, learn from one another and value the diverse perspectives, opinions and ideas of colleagues. Specifically, I hope this course will help to:
- Expand your trainer's toolbox of active training techniques
- Enhance your confidence as a trainer by preparing and leading a brief interactive workshop with a training team

Course Objectives: At the completion of this course, the student will be able to:

- Define 'active learning'
- Develop your resources and ideas for active training
- Practice leading a variety of active training techniques
- Maximize the effectiveness of training methods with respect to the technique's alignment with the content of the training session, training design and principles of adult education.

Attendance Requirements:

Students are required to attend 100% of in-class time.

Evaluation:

Item	Description	Date Due	Value
Assignment 1 - Enhancing your trainer's toolbox and putting it into action	Written assignment describing two active training techniques and using each technique in an ERGA roadmap (two techniques described and two ERGA	Post assignment	40%

Item	Description	Date Due	Value
	roadmaps prepared)		
Assignment 2 - Co-facilitate in-class workshop	As part of a small team, prepare and present a one-hour workshop on a selected course topic.		40%
Assignment 3 - Participation in online discussions	Active, thoughtful and respectful participation in response to assigned online discussion questions		20%

Notes on assignments (papers and reports - as provided by Western Continuing Studies):
- Must be academic in style and content
- Must have a clear focus
- Must present ideas in a logical and well thought-out flow
- Arguments, analysis and conclusions must be based on clearly identified research and sources
- Must cite all references from other sources
- Must be in paragraph format
- Must be double-spaced, and typewritten
- Must follow APA style for citations.

Policy on Cheating and Academic Misconduct:
Academic honesty is a cornerstone of conduct at Western University. We cannot have freedom of expression without integrity. Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences; please refer to the section on "Scholastic Offences" in the current University Academic Calendar, or on the web at http://www.westerncalendar.uwo.ca. Such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course any academic work for which credit has previously been obtained or is being sought in another course in this University or elsewhere (without the knowledge and approval of the instructor to whom the work is submitted). Students enrolled in non-degree courses are expected to abide by the University's code of conduct.

Code of Student Conduct:
The purpose of the Code of Student Conduct is to define the general standard of conduct expected of students registered at Western University, provide examples of behaviour that constitutes a breach of this standard of conduct, provide examples of sanctions that may be imposed, and set out the disciplinary procedures that the University will follow. For the complete Code of Student Conduct: http://www.uwo.ca/univsec/pdf/board/code.pdf.

Plagiarism:
All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (http://www.turnitin.com).

Day 1:

- Welcome, Introductions and Course Overview
- The Importance of Opening Activities (Silberman, Chapter 3)
- Technique – Carousel
- Exploring 'active training'
- Technique – Demonstration (Silberman, Chapter 5)
- Technique – Instructional Games (Silberman, Chapter 6)
- ERGA Review
- Workshop Preparations
- Wrap-up ~ Review of homework, check-out

Day 2:

- Check-in
- Workshop 1 (60 minutes + 15 minutes for de-brief)
- Workshop 2 (60 minutes + 15 minutes for de-brief)
- Workshop 3 (60 minutes + 15 minutes for de-brief)
- Workshop 4 (60 minutes + 15 minutes for de-brief)
- You choose the topic!
  - Participants will have the opportunity to choose an active training technique to explore further. Potential topics include mental imagery, discussion techniques, brainstorm, question spectrum, buzz session
- Wrap-up ~ Assignment review, check-out
- See you online!