CREATING YOUR OWN LEARNING MATERIAL

Module 9
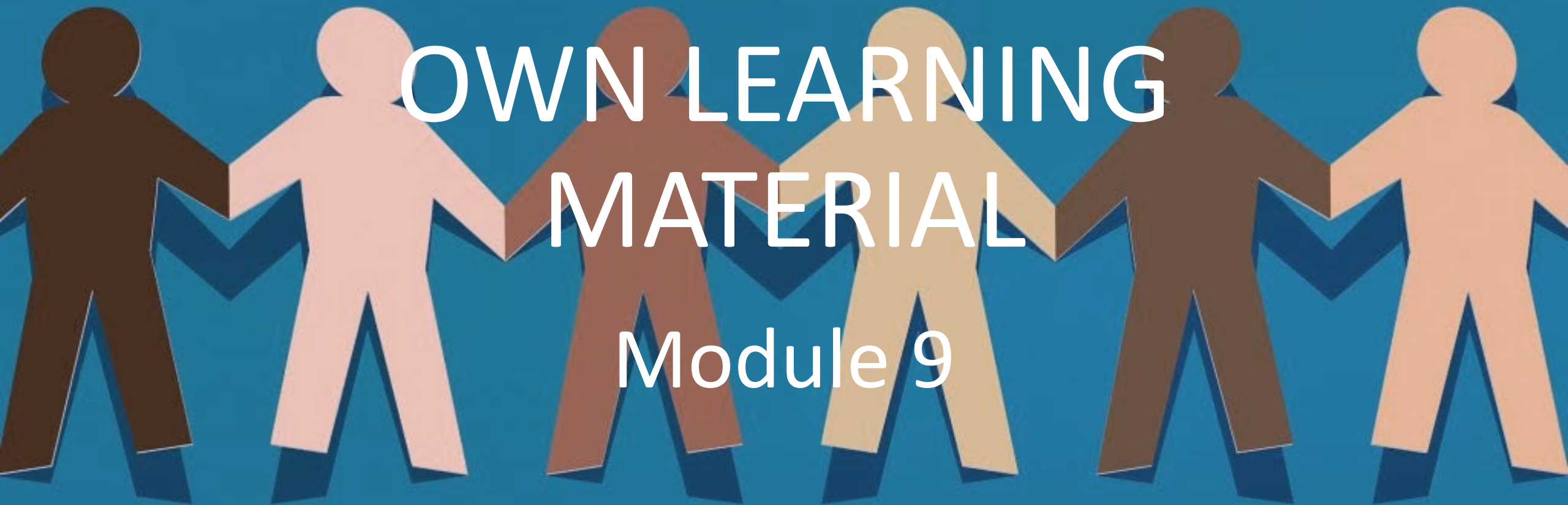
Learning objectives:

By the end of this session you will:

- Know which steps to apply for a needs assessment
- Understand the "Critical Incident Technique"
- Develop your own role plays
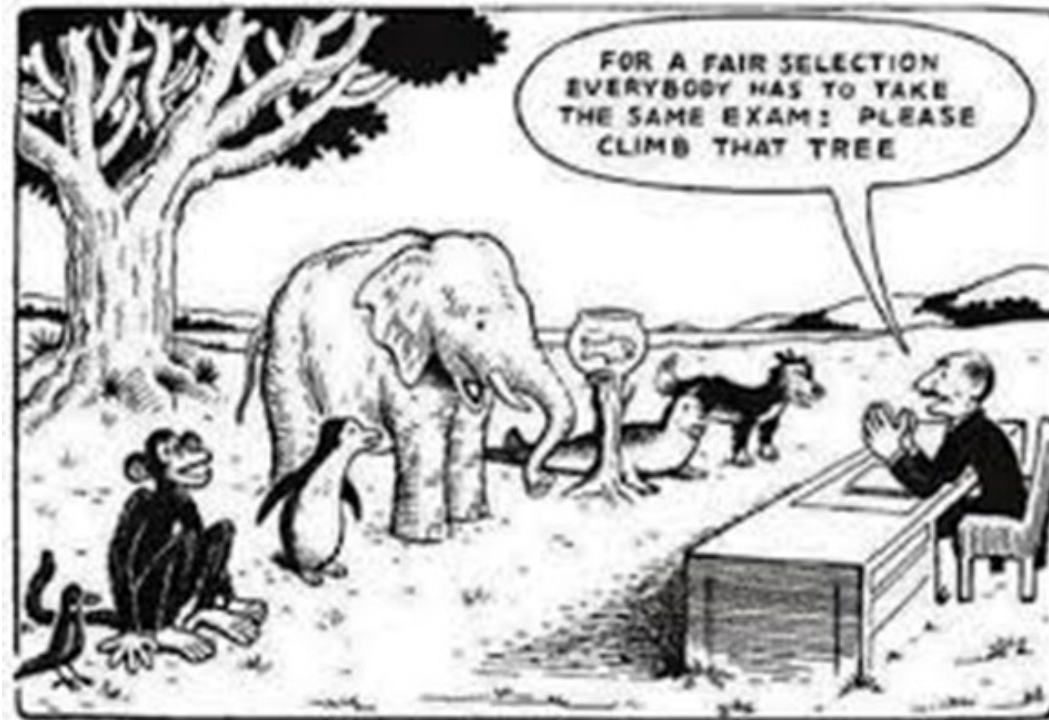- Work with video and film in your training

DESIGNING NEEDS-DRIVEN TRAINING INTERVENTIONS

Designing Needs-driven Training Interventions:
## Take into account the diversity of your learners!

Source: Hans Traxler, Chancengleichheit, in: Michael Klant , [Hrsg.] , Schul-Spott : Karikaturen aus 2500 Jahren Pädagogik ,Fackelträger, Hannover 1983, S. 25

How to do a Needs Assessment

1. Meet with management in order to clarify the training objectives and ensure their commitment to organisational change.

2. Conduct a needs assessment to determine the organization's culture, needs of diverse consumers and level of support for diversity training using one or a combination of the following tools.

- *Interviews with individual employees and/or consumers*

- *Employee and/or client focus groups*

- *Organisation-wide questionnaires*

3. Compile the needs assessments findings, analyse the outcomes and write a report.

4. Use the needs assessment process as an opportunity to generate support for the training and to gather information on specific issues of concern to managers, employees and consumers. This information can be used to customise the workshop by designing and including relevant case studies, role plays and exercises.

5. Meet with management to discuss the outcome of the needs assessment and a possible training design.

6. Design the training based on information obtained from the needs assessment.

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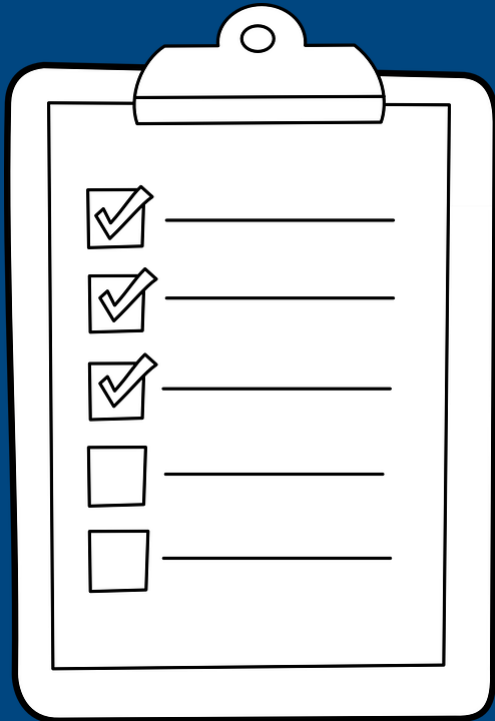
Plan a needs assessment for your next training following the steps on the previous slide.

THE CRITICAL INCIDENT TECHNIQUE

Critical Incidents

- Critical incidents can be used in intercultural education to create learning materials

- The term "critical incidents" is used in this context to describe situations in which a misunderstanding, problem or conflict arises due to cultural differences between the interaction partners

- Example:

  Within the European project INTEGRATION a German kindergarten team used the "Critical Incident Questionnaire" to have their staff report on conflict situations that had recently arisen in their everyday work, with regard to parents from different cultures. One of the conflict situations reported was then chosen to inform and develop a training programme for kindergarten staff in similar organisations. A scenario was created and the situation transferred to a short film episode to be integrated into e-learning training.

A Critical incident episode from a German Kindergarten
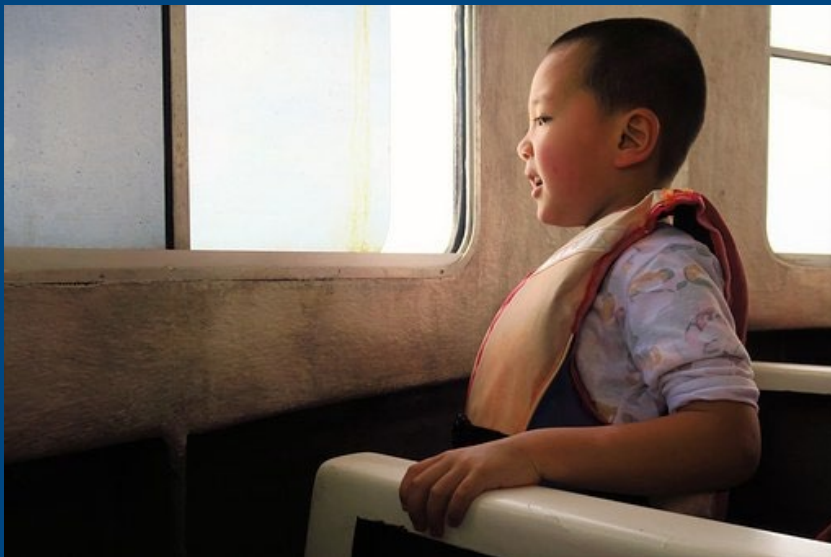
A father of Chinese origin asked to speak with his son's nursery teacher because he was concerned. He made accusations that his son was being scolded and had to eat food from the floor. This had apparently been reported to him by his son. Although he talked very seriously about the issue, he reacted with a smile to pedagogical explanations concerning the different developmental phases of a child and to the hint that the educators at the day care centre have many years of experience and would never mistreat a child in that way. The nursery teacher was confused about this reaction and was unsure what it would mean.

Use of critical incidents

- Critical incidents as a training material with the purpose to use them within training and learn from them

- Critical incidents as an instrument for assessing cross-cultural situations specific to the profession and relevant areas of conflict in intercultural communication in everyday working life,

- Critical incidents as an evaluation instrument for evaluating the effects and learning successes of participants in intercultural training

- Critical incidents as an assessment and diagnosis tool to record, classify or select applicant's previous intercultural knowledge, experience and competences

Generating citical incidents…

- By asking learners in a training session to report on their critical incidents

- Through observation

- Through surveys, (group) interviews or questionnaires

Conducting Interviews on Critical Incidents – Suggested topics:

- Description of the event

- How did the event occur?

- When did the event occur?

- Description of relevant details

- List of those involved

- Own role in the situation

- Analysis of the incident

The Critical Incident Questionnaire

Describe a situation when a person from another cultural background was critical of you and/or involved a conflict.

1. Give the situation a title

2. What happened? Where and when did it happen? Who was involved?

3. What happened before the situation happened that could have influenced them?

4. Were there any problems that contributed to a conflict?

5. What happened afterwards?

6. What do you think was the reason for the criticism/conflict?

7. What did you learn from the situation?

8. What were your feelings about it?

9. Could you have done something different? What would you do differently if it happened again?

Selecting Critical Incidents for Creating Learning material

■ Identify the range of tasks the learner has and the intercultural situations to be anticipated in this context

■ Basis for the selection of critical incidents:

– *relevance*

– *broadest possible coverage of crucial situations*

– *possibility of providing an insight into fundamental cultural differences and the problems and misunderstandings that may result from them*

Quality criteria for critical incident episodes

The episode should:

- *be short and concise and contain only the information that is needed for the exercise,*

- *not be too complex and focused on one particular aspect,*

- *contain enough background information to be able to classify the situation, but not anticipate the reasons for the events,*

- *not contain clues as to the reasons for certain behaviours*

- *be proofread by people from the respective cultural groups involved*

Using Critical incidents in a Training Session: Discussion of learner-generated Critical Incidents

- Learners are asked whilst taking part in the training, to report on cases they have experienced themselves. If possible, the incidents should be written down with the help of given categories in questionnaires, forms or checklists. It is important that the learners avoid interpretative and evaluative statements in their descriptions.

- The cases are then presented in plenary. This can be done, for example, by collecting the cases in a "wall newspaper" and selecting and discussing individual cases. Possible alternative explanations and courses of action should be addressed in the discussion of the cases

Using Critical Incidents in a Training Session: Critical Incident Exercises

Learners first work through an episode individually. Then they can be guided to reflect individually or in small groups on possible explanations with regard to the perception, interests and intentions of the persons involved as well as possible consequences and further developments of the case described. The results are then discussed in plenary.

The episodes can be prepared and used in different ways:

1. The episodes are described in the "first person" from the point of view of the different persons involved. In doing so, different intercultural orientations of the persons concerned should become clear.

2. The episodes are described from the point of view of an expert or a neutral observer. The learners should then retell the case from the perspective of the persons involved in the first person, expressing their respective self-images. Then they have to work out the external images that the people involved have of the others as well as the reciprocal external images (i.e. the external images in relation to myself that I think the others supposedly have).

3. The episodes are written as open cases from the perspective of an outside observer. The learners can work out different perspectives and form their own hypotheses that relate to differences in cultural orientations. In addition to the pure case description, interpretation aids can be used. Interpretive aids can contain clues that can contribute to the interpretation of the case at hand, such as information about values, behaviour or forms of communication of the respective cultural communities.

# Using Critical Incidents in a Training Session: Cultural Sensitizer

- The cultural sensitizer is an individual learning activity

- In the cultural sensitizer each critical incident episode is followed by three, four or five interpretations.

- Alternative explanations can be developed by experts based on research or questioning members of different cultures about possible interpretations.

- The learner chooses one of the interpretations, then checks to see whether it is the preferred interpretation.

- Subsequent feedback is given to the learner on their choice. Having chosen the most appropriate explanation the learner receives a positive feedback, some additional information about the role of cultural aspects in the situation and then continues with the next episode. After a less appropriate choice there is a discussion about why the interpretation is not the preferred one. The learner will be asked to read the episode again carefully and choose an alternative. The training material can be presented in the form of a book or via internet/e-learning. Both can be worked on without any help or under guidance of a coach.

Using Critical Incidents in a Training Session: Critical Incident Role Plays

■ It is also possible to combine critical incident episodes with role-playing. When using role-play small groups of learners choose a critical incident episode, assign different people to play each part, decide upon the basic elements of the dialogue and then play out the episode for the whole group. A good question for trainers to use following the role play is:

  – *What did you learn above and beyond what would you have learned by simply reading the episode?*

  – *You might also assign a group of observers who can give feedback to the role-players after the role-play.*

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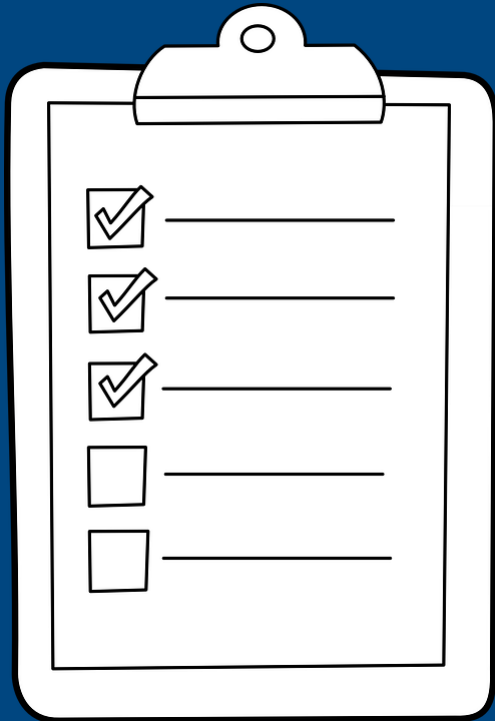
Think about how you can make use of the Critical Incident Technique for your training and make yourself a plan.

CREATING ROLE PLAYS

Benefits of role plays

- Participants get a clear sense of identifiable skills in interpersonal situations, mechanisms and the impact of things done effectively and ineffectively

- Participants have an opportunity to feel what it is like to try out new or enhanced skills

- Participants get a chance to feel what it is like to be in another role

- By recording the role play on video, participants have the possibility to analyse and watch out for subtleties of their behaviour repeatedly

Elements of a Role Play

1. Scenario
- Description of the situation
- Description of the conflict / background of the conflict

2. Scripts / Roles
- Dealing with space
- Dealing with time
- Handling of social relations (hierarchy, individualism or collectivism)
- Use of verbal and non-verbal communication (formal or informal, direct or indirect, tolerance for conflicts, way of addressing each other, courtesy)

3. Tasks
- Planning (e.g. a celebration, the construction of something)
- Negotiating (e.g. a contract)
- Discussing (e.g. a controversial topic)
- Giving feedback (e.g. with regard to motivation)

4. Instructions
- Actors (e.g. clothing, amount of time)
- Observers (e.g. paying attention to communication, problem-solving)
- Conductor (introduction, procedure, debriefing)

Conducting a Role Play

1. Introduce the role play approach: Share goals and ensure understanding

2. Share the background of the situation and hand out the scripts

3. Recruit volunteers to play the roles and outline what the observers must do

4. Give participants time to prepare for the task

5. Set the scene and start the role play

6. Stop the role play

7. De-role actors

8. Facilitate a debriefing

9. Discuss different approaches and help participants to draw conclusions

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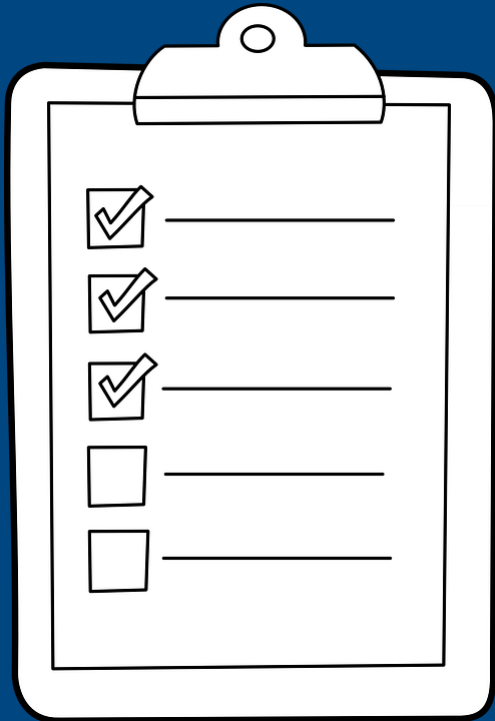
Think about how role-playing could meet the needs of your learners and how you can integrate this methodology in your training activities. Make notes on your ideas.

USING VIDEO AND FILM IN INTERCULTURAL TRAINING

Benefits of Using Video and Film in Intercultural Training

Video and film can be used for both awareness and behavioural skill training

It stimulates cognitive as well as affective learning

The medium of film comes the closest to reflecting real-life situations familiar to the trainees. It can show positive or negative consequences of a behaviour

In contrast to other methods film shows non-verbal patterns of communication very effectively

It provides entry into topics that seem too controversial or too uncomfortable for many educators to address in other ways

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Forms of Films or Videos to use

- Professional training videos

- Feature movies made within other cultures or films made by members of your own culture that deal with intercultural issues can be analysed in a training session, as well as YouTube video, series, commercials, news or talk shows

- Documentaries can highlight the specific problems faced by people from other cultural, social and economic backgrounds

- **Or record your own material!**

Record your own material: Possible uses

- You might develop your own case studies (for example from critical incident episodes) and use them as training material.

- If you train people from your own culture you might show a self-produced documentary on values and traditions from people of the culture your trainees deal with. Alternatively, you might use a self-produced film about your own cultural traditions and values when training someone from another culture or country. Analysing and discussing these kinds of films can help to raise cultural awareness by reflecting on attitudes and emotions towards other cultures.

- Video can be used to record learners practicing skills and then played back for evaluation. This allows the participants to improve their individual abilities in specific areas.

- A video produced with the learners during the training can be used to document the learning process. You may tape group discussions, simulation games or other exercises in order to repeat things and reinforce what has been learned.

- Additionally the learners may be given the task to produce their own video in form of a play, a commercial, an interview, an instructional film or a video collage on a certain cultural or intercultural issue. By planning their own production the learners have to be very creative and reflect on the subject of their film very intensively. Actively participating in the learning process can be highly motivating and raise the trainees awareness of intercultural issues.

Record your own material: Questions to answer before you start.

What is the content of the film?

Who do you want to reach?

What do you want to achieve?

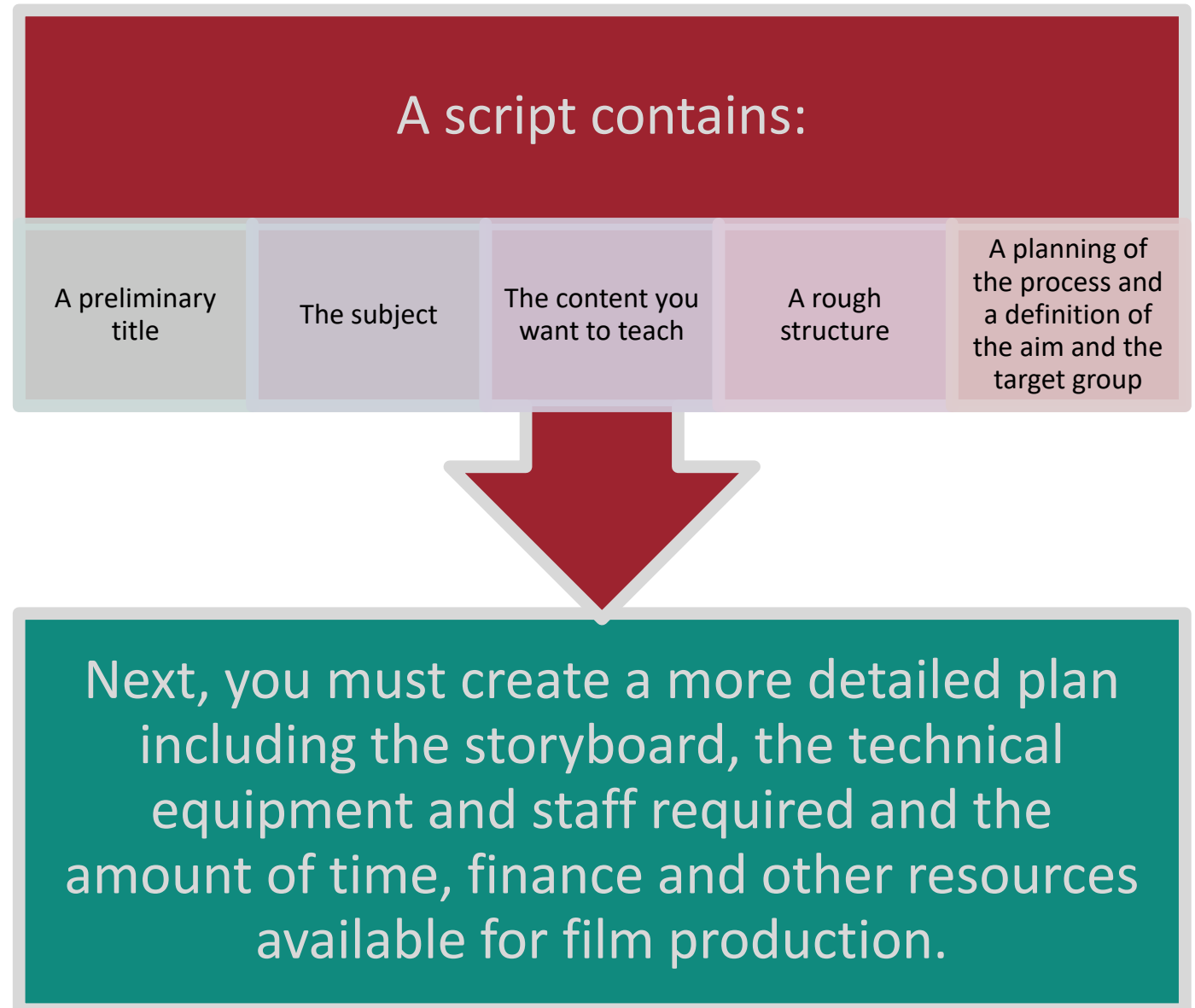What kind of approach will support the aim of the film?

What resources can you use for the production?

Is film the appropriate media for the content and aims of the training?

Record your own material: Create a script and a storyboard.

A script contains:

A preliminary title	The subject	The content you want to teach	A rough structure	A planning of the process and a definition of the aim and the target group

Next, you must create a more detailed plan including the storyboard, the technical equipment and staff required and the amount of time, finance and other resources available for film production.

Showing films in a training session

- Take care to note the major targets for the session and the specific objectives for the use of video

- Tell the viewers what to expect, giving special attention to elements that are emotionally sensitive

- Give viewers instructions on what they should especially attend to. Some viewers might be asked to pay attention to the dialogue between two actors while others watch their actions. You can also give groups of viewers one or two questions to think about as they watch the video. Specific tasks produce more focused observations and richer follow-up discussion.

- After having watched the video start by asking for general reactions in order to give the viewers a chance to voice their strongest responses and feelings before moving into the planned debriefing. In the discussion ensure that the tasks assigned to the viewers are highlighted and given special attention.

Using video as feedback tool

- If you decide to use video as a feedback tool it is very important to prepare the participants carefully.

- Do not start with the video feedback right at the beginning but rather later on in the course.

- Begin with simple role-plays without taping them. It can help if you as a trainer take part yourself and if you include the learners in setting up the technical equipment.

- Give clear statements on the procedure, on the criteria of observation and the evaluation. For the evaluation you might show the whole video or just parts of it, for example only the positive aspects. Finally the participants can compare their own videos of a situation under different circumstances or compare the videos of different participants. However it is very important to make clear which aspects the participants should focus on when reflecting on their behaviour.

Producing videos with your learners in the training

- If you would like to produce a video with your learners during the training to focus on a certain subject, avoid frustrations by managing expectations early on with regard to the aesthetic quality of the participants work (since they are not professional filmmakers!)

- Additionally do not overtax the learners by giving them too many tasks at the same time. Give clear directions concerning the time frame, the content of the video, the procedure and the use of the technical equipment and other properties.

- The learners` video productions should be evaluated immediately in the training session being run. For the evaluation it could be interesting to look at why a certain form was chosen, what important aspects should be noted, or what difficulties arose. These kind of productions might prove to be very useful for educational purposes. If you would like to use the material produced again, in different contexts, you must have the participant's permission.

General tips for filming videos

- Try to place the camera at eye height so you can look straight into it and don't have to look up or down when filming yourself or somebody else speaking to the camera

- When filming with a phone: Turn it sideways and film in horizontal mode (exceptions are videos that are produced for social media outlets like Instagram only) and carefully clean the camera lens to remove smudges and fingerprints with a soft cloth before filming

- If you can, use a tripod or try to find something else to prop up the camera like a stack of books or a shelf for example. Having stable footage will improve the video quality massively.

- Usually, the microphone on a camera or phone is just fine for simple videos. However, if you want to improve your footage or are in a busier place, try using an external microphone. This could just be a phone with an audio recording app running that can be placed closer to the speaker. If you are using an external microphone you will have to combine the separate audio and video files in a video editing software. TIP: When audio and video recording are started clap loudly once before you start talking so you have a visual and audible mark to synchronise the audio to the video.

- When filming outside on sunny days it's usually best to not film with backlight. This means that the sun (or any light source for that matter) should not be behind the subject your filming and therefore shining directly into the camera and only lighting the subject from the back, but instead behind the camera person and therefore lighting the scene from the same side you are filming from

Video editing tools

iMovie	Video editing software on **iOS** devices	Free to use on Mac (software), iPad (app) and iPhone (app) If the app can't be found on mobile iOS devices it can be downloaded (and also updated) from the app store.
HitFilm Express	**MAC, Windows** https://fxhome.com/product/hitfilm-express	Named one of the best free editing tools next to iMovie Free to download and use, add ons can be bought from an included store but are not at all necessary for basic video editing Offer free video tutorials on their website covering all kinds of topics regarding the video editing with the software
DaVinci Resolve	**MAC, Windows, Linux** https://www.blackmagicdesign.com/products/davinciresolve/	More advanced video editing software with more options and functions. Easy to use interface, according to their page "The cut page has a streamlined interface that's fast to learn for new users and designed for speed". Completly free to download and use
VSDC	**Windows** https://www.videosoftdev.com/	Rather old-fashioned and interface is not super intuitive Good enough for simple edits

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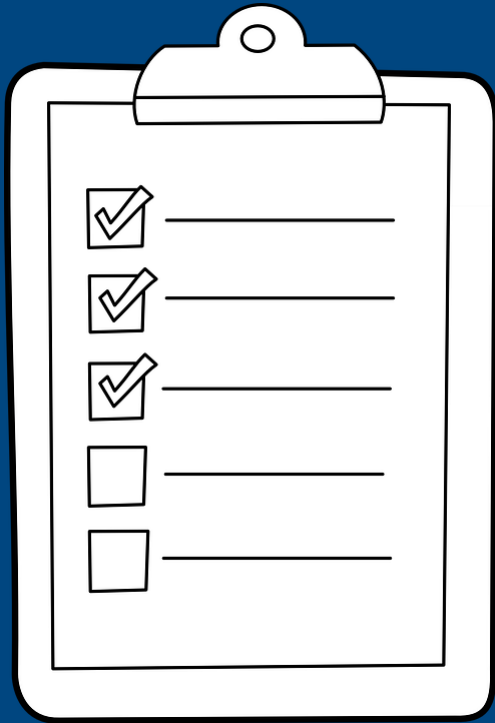
Think about how video can enrich your next training session. Make notes of your ideas.