

Learning Design Plan: Train the Trainer Narrative CV

Aim: To support you in delivering an effectively-designed workshop for researchers writing Narrative CVs.

This document will help you:

- To implement '**Backward Learning Design**' in your workshop design.
- Ensure your workshop meets the following aims:
 - Engage participants with core themes and concepts
 - Provide opportunities for participants to reflect on their existing knowledge and experience of a topic
 - Create opportunities for participants to engage in activities that challenge pre-conceptions, apply their knowledge and practice their skills in a safe space
 - Empower participants to recognise resources and support to continue to develop their knowledge and skills in relation to the topic

Instructions:

Use the first section and table to support you in designing your workshop.

Writing Purpose & Learning Outcomes: You may wish to revisit your purpose and learning outcomes as you design, to ensure alignment with 'what' you are trying to achieve, 'why' you are trying to achieve it and 'how' what you have designed is in enabling the learner to learn.

Session delivery: Use this section to outline how the session will run to support colleagues to pick up and run the session for other participants

Revision: After delivery/feedback from participants/peers, you may wish to revise your plan following the questions in the third section.

Session Guidelines:

- Ensure all sessions include the following slides: 'a warm welcome and intro', learning outcomes, an 'action planning' slide prompting participants to commit to actions after the workshop, and an 'any questions?' slide.
- Aim for the number of slides to be approximately 25% of the length of the session (i.e. for a one hour session, you would aim for approx. 15 slides)
- Try to minimise the volume of information or key points contained on slides – it is recommended to use the 7 x 7 rule – no more than 7 words per line and no more than 7 lines per slide. Text should be at least 20 pt for readability.
- Where you would like clients to participate or complete an activity, use icons to indicate this in the right corner of the slide.
- Use quotes from people that have created or reviewed NCVs where possible
- Use a confidence level assessment at the start and end of each session. For in person, this might be a post-it note that is handed in at the end. We will use this as part of our evaluation.
- Please run all slides and session materials through the accessibility checker once the content has been finalised

Section 1: Session Design Planning

Session Title	Train the Trainer: Narrative CV
Session Purpose:	Help potential trainers deliver an NCV workshop to researchers in their institution
Core Themes & Concepts: Topic specific: <i>What are the core themes and concepts related to the topic that we want clients to engage with in this workshop?</i> Broad themes and concepts: <i>Are there other broad themes in researcher development or policy that could be integrated into this workshop?</i>	Topic specific: <i>Rationale for NCVs, discussion of their pros and cons, enable participants to select evidence for NCV modules, think about how to structure content.</i> Broad themes: <i>Social justice – the barriers that some researchers face in accessing funding PPD – thinking about how to build this into researchers’ prof dev Research culture generally</i>
Inclusivity & Social Justice <i>What inclusivity topics could arise in this session? E.g.</i>	Identifying and navigating conscious or unconscious discrimination in research funding Access to ongoing support in writing NCVs Access to ongoing career support
Learning Outcomes: <i>What do you want participants to be able to know, feel or do by participating?</i> List your learning outcomes in this column starting with an active verb. <i>Indicate which stage of Kolb’s experiential learning cycle your learning outcomes attend to – they may not be in this order:</i> Concrete experience (doing and feeling): <i>engage, perform, participate...</i> Reflective observation (watching and reflecting): <i>identify, describe, state, list, recognise, reflect</i> Abstract conceptualisation (thinking and learning from experience): <i>analyse, evaluate, compare, judge, draw conclusion</i> Active experimentation (putting learning into action): <i>design, apply, construct, test out, explore, develop, practice</i>	<ul style="list-style-type: none"> • Feel comfortable delivering a workshop on Narrative CVs • Understand more about some learning theory and facilitation techniques • Undertake and evaluate some exercises that will help researchers understand NCVs • Gain insights into current resources • Develop answers to some of the discussion points around NCVs <p>This workshop will aim to cover most of the Kolb cycle</p>
Learning Activities & Checking Learning <i>What will you do/deliver to support the learner in achieving the learning outcomes?</i> <i>How will inclusivity and social justice topics be incorporated within the activities?</i>	<ul style="list-style-type: none"> • Provide information about NCVs • Create as safe an environment as possible within which to try out the activities • Use a SWOT analysis to elicit the potential pros and cons of NCV • Address directly, or point to NCV FAQs, issues relating to discrimination in researcher funding

<p><i>What will you do to check that learning (meeting the LOs) has taken place, and support the learner in checking their learning?</i> <i>What evidence might you look for?</i> <i>How do you elicit this evidence? What questions or activities do you provide them with to self-evaluate?</i></p>	<ul style="list-style-type: none"> • We will use a confidence poll at the start and end to look at any learning gain • An action planning slide will ask for evidence of what participants are going to do as a result of this session; we will be able to see if learning has taken place if people are confident enough to post some of this in the chat.
<p>Inclusivity in learning design What barriers might individuals experience in the learning activities, how can these be mitigated against? N.B. All slides and session materials must be run through the accessibility checker once the content has been finalised</p> <p>e.g. -Access to or familiarity with technology used -Confidence in speaking out or sharing ideas -Preferences in accessing/processing information and instructions -Accessibility of formatting documents/slides/resources</p>	<ul style="list-style-type: none"> • Not being familiar with the Miro or Padlet technologies – ensure clear instructions on the screen • Not having access to two screens to be able to take part in the activities: mitigate through suggesting they use paper • Confidence in contributing in the chat: mitigate through set up at the start and modelling desired behaviours

Section 2: Session Delivery

Time	Activity Outline	Resource(s) Needed
One week before the session	Mail slides to signed-up participants. Invite them to reflect on their achievements, under the four Module headings, prior to the workshop	Email addresses, slides
15	Introduction, welcome, 'ground rules', if you have time and it's a small enough group, ask people to introduce themselves	Slides 1-5;
5	Remind people of the Kolb learning cycle so that they understand why they are doing the particular activities in this workshop	Slides 6,7
2-5	Rate your knowledge of NCVs: poll plus very brief discussion, if several people have written them before	Slide 8 – you could use a Poll feature or just pop in the chat
10	What is an NCV and rationale: information giving	9-14
20 Total = 55	NCV Swot: ask participants to complete the SWOT. Ask: what do you notice about the comments in these sections? How can you use these comments to help you generate your own responses to people's critiques?	Slide 15 plus a Padlet/Miro board/postits in the room? Provide FAQs document afterwards
10	BREAK	Drinks!
10	Over to you! Provide your own examples of what you would put in each NCV Module	Slide 17 plus Miro Board/Padlet/postits in the room
5	Reflection on this activity	Slide 18 plus chat discussion

15	Tackling a narrative style: information and then brief exercise	Slides 19-21; quiet time
5	Reflection on this activity	Slide 23
5	Team NCVs: info giving	Slides 24-5
10	Resources: info giving	Slides 26
5	Rate your knowledge: chat/discussion	Slide 27 and chat
5	General Facilitation: recognition of facilitation/teaching methods	Slide 28 and chat
5	Action Planning	Slide 29 and chat
5	Wrap up, close, thanks and any feedback	Slide 30
Total = 1hr 10 (excluding break)		
Total = 2hr 15 minutes inc break		

Section 3: Session Reflection

As this is a new session for you, it's important that you gather feedback and reflect on what's working, alongside any challenges to help you refine the workshops going forward. Use the table below to explore how your session met its intended outcomes, and whether any changes could be made for the future. It would be extremely helpful if you were able to let the ARRC team know of any changes – mail arrcproject@cam.ac.uk.

<p>Activities/Delivery Review: With the LOs and principles that underpinned them in mind, how well did your activities/delivery support the learning in achieving the outcome? And/or meet the intended principle.</p>	
<p>Activities/Delivery Revision: What could you do differently to enable to the learner to meet the learning outcome?</p>	
<p>Checking Learning Review: What evidence did you find that learning took place?</p> <p>What was the effectiveness of this method of checking learning?</p>	
<p>Checking Learning Revision: What could you do differently to check that learning has taken place?</p>	
<p>Inclusivity & Social Justice Review: How well did your activities meet the needs of diverse learning preferences, and how inclusive were they?</p>	

How well did your activities facilitate engagement with inclusivity and social justice topics?	
Inclusivity and Social Justice Revisions: Could you do anything differently in the future in your LOs, delivery method, activities, checking learning to be more inclusive or better engage participants with inclusivity and social justice topics?	

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