

Timings	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 10:30	Workshop Opening and General Context British Council and VISTI opening; Programme Fundamentals, Overview, Design, Scope and Purpose, operations, expectations (during and post workshop)	Training with presence How to lead and hold a class; how to get the most out of a training session; how to cope with mixed ability groups; how to design and deliver interaction and activities Academic research excellence OSR	Transferable researcher skills Project and people management	Transferable researcher skills Knowledge transfer and working with business	You as a trainer Training delivery by each workshop attendee, to class 15 minute activity sessions delivered by participants – verbal and written feedback given; live training; designed and devised by individual trainers during the week
10:30 – 10:50	COFFEE BREAK (20 minutes)				
10:50 – 12:30	5 minute presentations Participants present a 5 minute presentation on pre-supplied topics with feedback from peers and trainers	Academic research excellence Impact	Transferable researcher skills Project and people management	Transferable researcher skills Bidding and winning; costing and pricing	You as a trainer continued
12:30 – 14:00	LUNCH (1.5 hours)				
14:00 – 15:30	Video link with Vitae (14:00) The Researcher Development Framework (1 hour) Training, Trainer Skills and Delivery tools Training programme design essentials: programme components; methods of delivery; setting robust goals; meaningful evaluation; tools for getting to know your participants; pre and post workshop questionnaire design; other evaluation tools; delivery Tools for the Digital Age: real time, on-time and off-line tools	Video Link with Professor Elena Gaura (14:00) Academic research excellence Impact continued	Transferable researcher skills Research communication	Transferable researcher skills Bidding and winning; costing and pricing	Publishing in high quality journals World café
15:30 – 15:50	COFFEE BREAK (20 minutes)				
15:50 – 17:00	Training, Trainer Skills and Delivery tools continued	Impact continued	Transferable researcher skills Intellectual property	Video Link with Mike Gulliver, Bristol University (16:30)	Certificate presentations and closing
17:00 finish			Homework: Preparation for training session on Friday.	Homework: Preparation for training session on Friday.	

Day 1

Opening and general context

Today's content

- About us and about you
- About the project
- An overview of the programme for this week
- Introduction to the Vitae RDF
- Innovation and research in the UK
- Your presentations
- A live video link to Clare Viney, Chief Executive Officer, CRAC (Vitae)
- Training and delivery skills

Online resources for the week

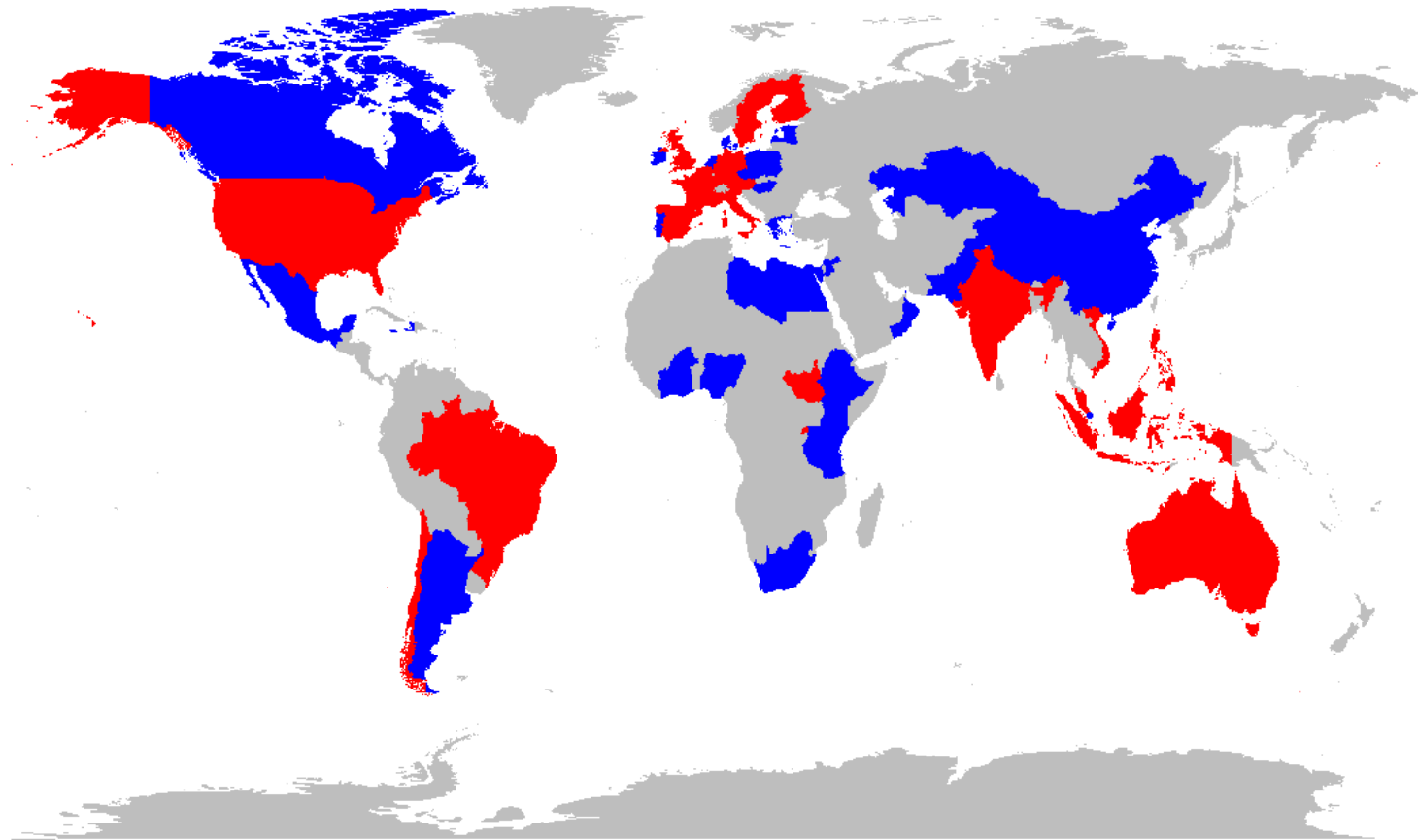
We will be using various online resources throughout the week and all the material can be found at this link

<https://tinyurl.com/yyjdfug7>

The UK consultants

About us ... as a team

Countries with projects



 = Worked

 = Supported

About us ...

Professor Elena Gaura



- Born and bred in Romania
- BSc & MSc in Electronics – Cluj Napoca Romania, 1991
- PhD in Intelligent sensors – Coventry, UK, 2000
- Employed at Coventry University since 1999 on research roles – researcher, research leader, manager, Associate Dean for Research
- Graduated 11 PhD students; acquired over 40 medium size/large grants
- Grant evaluator for RCUK, EC, British Council, other national agencies worldwide
- Keen interest in Researcher Development – core of my work since 2013

About us ...

Professor James Brusey



- Australian / British
- Award winning PhD in Reinforcement learning for robot soccer
- Cambridge U 2002 – 2007 (RFID, Robotics)
- Coventry U 2007 – present (WSNs, etc!)
- Graduated 14 PhD students
- Currently supervising 10 PhDs students
- Have recently run writing workshops for PhD students (and above) in Cov U (2), India, Chile, Australia, and Philippines

About us ...

Dr Vaughan Shilton



- Research Funding Executive at Coventry University
- Successfully secured >£100mn research funding income for Coventry University
- Developed large scale university/business collaborative R&D projects
- Successful delivery of collaborative R&D and consultancy projects to industry
- Delivery of training to academics and business
- Developed significant international research collaborations

About us ...

Ms Susan Maugham



- Research Funding Executive at Coventry University
- Extensive knowledge of Newton Fund and Global Challenge Research Fund applications
- Delivered training to range of academics at various career levels
- Secured over £20mn of Research Funding for Coventry in three years
- Worked in Oxford University Clinical Research Unit in HCMC for 1.5 years
- Delivered Newton Fund training in Malaysia on Full Economic Costing

Collaboration

The project is being delivered in collaboration between:



About you....

We are going to be working together as a team throughout this week so lets all get to know each other



LETS
TALK
ABOUT
YOU

A graphic with the text "LETS TALK ABOUT YOU" in a stacked, colorful font. The words are arranged in four lines: "LETS", "TALK", "ABOUT", and "YOU". The colors transition from yellow for "LETS", to orange for "TALK", to a darker orange for "ABOUT", and finally to red for "YOU". The font is a bold, sans-serif typeface.

**The project- Enhancing Science and
Innovation Capacity of Vietnam
for Sustainable Development**

Project context

World Bank and OECD (Organisation for Economic Cooperation and Development) reviews:

Vietnam has maintained a **resilient economic performance** with a **GDP growth rate of 6.7% in 2017**. However, there are still areas that present an **opportunity for growth**

Vietnamese Science and Technology policy:

Need to **further strengthen science and technology activities** to **accelerate socio and economic development** in Vietnam

Research and innovation play important roles in Vietnam's science and technology future

Project Deliverables

The project consists of six deliverables as follows:

Deliverable 1	Needs Analysis, Training and Competency Framework and Capacity Building plan
Deliverable 2	Design and Delivery of UK study Tour
Deliverable 3	Design and Delivery of three 5-day training workshops in Vietnam
Deliverable 4	Design and Delivery of a train the trainer workshop and study tour
Deliverable 5	Supporting Vietnamese Trainer Workshops
Deliverable 6	Project completion and results dissemination

Project activities so far... D1

Activities in Deliverable 1:



Project activities so far... D1

Scoping Visit undertaken from 18th to 22nd February 2019: Three main activities:

Active Discussions	Interviews	Focus Groups
 - VISTI/British Council/MOST - Science and technology training centre - Enterprise – Vina Games	 - 6 interviews at Vietnam Petrol Institute (Hanoi) - 2 at Institute for Literature (Hanoi) - 2 at University of Engineering and Technology (Hanoi) - 6 interviews at Can Tho University	 - National Institute of Science Technology Policy and Strategy - Vietnam National University (HCMC) - Can Tho University

Project activities so far... D1

Scoping Visit activities undertaken in 3 locations

Hanoi	Ho Chi Minh City	Can Tho
		

The findings of this scoping visit informed the topics delivered in a pilot training held in Hanoi in March 2019

Project activities so far... D1

Pilot training undertaken in Hanoi 18th – 21st March

- 15 researchers from Universities, Government Research Institutes (GRIs) and enterprises
- Topics covered: Undertaking scientific Research; Research Impact; Communicating research and working with others; Knowledge Exchange; Intellectual Property Rights; Proposal writing; Costing and Pricing research; Research Project Management and Career Development
- Purpose of training – test topics to be delivered in 5 day workshops under Deliverable 3

Project activities so far... D2

Deliverable 2: UK study tour 4th-8th March 2019

- **Attended by 13 government ministers and representatives from:** Vietnamese Institute of Science Technology and Innovation (VISTI); Department of Science, Education, Culture and Society; Ministry of Education and Training; Ministry of Science and Technology (MOST) and the British Council Vietnam and Vietnamese consultants

Project activities so far... D2

Deliverable 2: UK study tour 4th-8th March 2019

- British Council in London: British Council, Innovate UK, UCL, BEIS
- Manufacturing Technology Centre, Anglia Ruskin University; Horiba Mira; Technology Systems Catapult
- Coventry University: EEC, HLS; AME
- Speakers from CU: Mike Dickinson, Ray Farmer, Paul Noon; Richard Dashwood

Wrap up meeting in British Council in London to present findings from scoping visit and provide details of UK funding landscape

Project activities so far... D3

Deliverable 3: Workshops in Vietnam

- Three 5-day workshops in Vietnam in Hanoi; Da Nang and Ho Chi Minh City
- Delivered by Elena; James; Vaughan and Susie
- 30 participants at each workshop from various Universities and Government Research Institutes across Vietnam

Project activities so far... D3

Deliverable 3: Workshops in Vietnam

Variety of training techniques used:

- Trainer led presentations
- Group activities
- Reflective sessions
- Role Plays
- Individual activities
- Individual/Group presentations



Project activities so far... D3

Deliverable 3: Topics covered in workshops:



This stage of the project

Deliverable 4: Train the trainer workshops and study tour

This is an extremely important aspect of the project

We will be providing you with the materials, tools, skills and information to deliver this training across Vietnam

This is what makes the project sustainable and a success

Next steps

Deliverable 5: Supporting Vietnamese trainer workshops

You will then deliver the training across Vietnam and members of the UK consultant team will be there to support these workshops

Deliverable 6: Project completion and results dissemination

The project will be completed and the results will be disseminated

The programme this week

Design

The week programme has been designed to provide you with a holistic training package to equip you with the skills, knowledge and expertise to become expert trainers. It consists of 3 key elements:



Context Setting

Training Skills

Specific Skills

Design – Context Setting

These sessions intend to provide you with:

- An overview of the project
- The context in the UK
- Exposure to a range of external speakers

A solid orange square with a thin grey border, centered on the page.

Context Setting

Design – Training skills

These sessions intend to provide you with:

- The essential skills to become expert trainers
- Training programme design skills
- Understanding of and ability to use training delivery tools including evaluation
- Ability to train ‘with presence’
- Opportunity to practice your training skills



Training Skills

Design – Specific skills

These sessions intend to provide you with:

- A thorough understanding of the specific topics covered in the training
- A clarity of meaning and understanding of key concepts
- Associating your personal experience with the topics
- Practice and independent work



Specific Skills

Methods

We are using a range of methods and approaches during the training to ensure that you learn, are engaged and participate, we will use:

- Presentations
- Group Discussions
- Group activities
- Individual activities
- Sharing exercises
- Review and reflection



Objectives, expectations and outcomes

Aim of this week

The aim of this week is to provide you with the skills, knowledge, tools and information to deliver training in Vietnam.



Objectives of this week

The objectives of this week are:

- To ensure you have an understanding of the project purpose
- To ensure you understand the context in the UK
- To provide you with the skills to become an 'excellent trainer' through learning the skills of training programme design
- To provide you with knowledge and understanding of training delivery and evaluation tools
- To provide you with a thorough understanding of the subjects covered in the training
- To give you an opportunity to practice the delivery of training

Expectations of you

You are all a VERY important part of this week and in order for it to be a success we require the following from you:

- Commitment and openness to learning new skills, knowledge skills and techniques
- Interaction and engagement in all of the week's activities
- Working individually and as a team
- Contributing to discussions and respecting others – listening to other peoples opinions, experience and views - we can all learn from each other
- Consider how you can apply your learning in Vietnam
- Be the champions for others in Vietnam
- Share your experience and expertise with the group

Expectations of us

We are committed to making this week a success and for the training to be delivered across Vietnam by you. You can expect the following from us this week:

- Provide you with skills to deliver training in Vietnam
- Keep an open mind
- Make the week fun, interactive and interesting
- Try to ensure everyone has the opportunity to contribute
- Motivate you
- Provide examples from personal and professional experience

Expectations of you following the training

Following the course we have the following expectations of you:

- Be champions for others in Vietnam
- Consolidate the training you have received in order to deliver training across Vietnam
- Engage in and be committed to your self development to ensure you have the skills to deliver effective training in Vietnam

Overview of the Vitae RDF

Researcher Development Framework

The [Vitae Researcher Development Framework \(RDF\)](#) –
developed in 2009

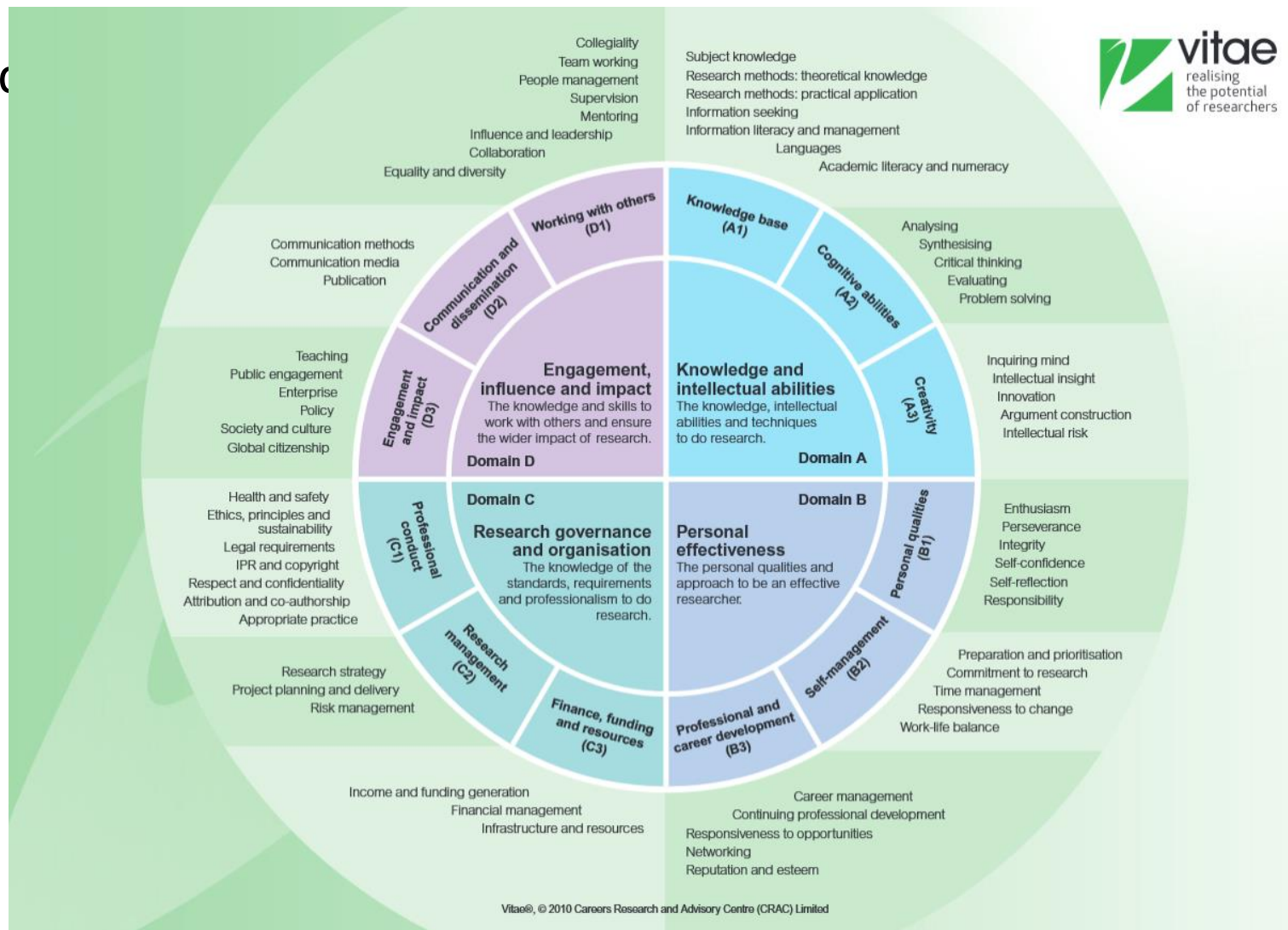
Created from **empirical data** collected through **interviewing researchers** and **consulting with stakeholders** to identify the **characteristics of excellent researchers**

This is a tool for **planning, promoting and supporting personal, professional and career development** of researchers

It covers **knowledge, behaviours and attitudes** – to aspire to excellence through higher levels of development and helps researchers **identify development areas** and **create action plans**

Researcher Development Framework

<Slide



Domains

The Vitae Researcher Development Framework has four domains:

- A. Knowledge and intellectual abilities:** The knowledge, intellectual abilities and techniques to do research
- B. Personal effectiveness:** The personal qualities and approach to be an effective researcher
- C. Research governance and organisation:** Knowledge of the professional standards and requirements to do research
- D. Engagement, Influence and Impact:** The knowledge and skills to work with others to ensure the wider impact of research

Sub domains

Within each domain there are three sub domains:

- A. Knowledge and intellectual abilities:** Knowledge base;
Cognitive abilities; creativity
- B. Personal effectiveness:** Personal qualities; self management;
professional and career development
- C. Research governance and organisation:** Professional conduct;
research management; finance funding and resources
- D. Engagement, Influence and Impact:** Working with others;
communication and dissemination; engagement and impact

Vitae RDF live video

After lunch at 2 pm we will have a live video link to Clare Viney, Chief Executive Officer, Careers Research and Advisory Centre (CRAC) - Vitae.

During this morning and over lunch please consider any questions you may like to ask Clare.

The 5 'P's

The 5 'P's

Underpinning all of this training is the RDF and also the 5 'P's:

- Publications
- PhDs
- Pounds
- Prestige
- Public profile

The 5 'P's

- **Papers** – of good quality in good quality journals, in adequate numbers and at adequate, consistent pace, adequately cited/read



Impact factors and Quartiles

Impact factor: Published/closed journals (traditional) vs On-line journals

“The **impact factor** (IF) of an [academic journal](#) is a measure reflecting the average number of [citations](#) to recent articles published in that journal. It is frequently used as a [proxy](#) for the relative importance of a journal within its field, with journals with higher impact factors deemed to be more important than those with lower ones. The impact factor was devised by [Eugene Garfield](#), the founder of the [Institute for Scientific Information](#). “ from: https://en.wikipedia.org/wiki/Impact_factor

Absolute values are not so relevant; standing of a journal in “specific scientific field” matter; Examples in Medical vs Engineering journals

Quartiles: Journal ranking in main and associated specialisms

<http://www.scimagojr.com/journalsearch.php>

Do you know? Which are the 3 best highest scoring journals for your discipline? Why do you judge them to be so?

The 5 'P's

- **Pounds** – to support the work leading to papers and assert you as a scientific player in the international community.
- Sponsor variety, per grant value, significant grants, QR sponsors, network mechanisms, PI vs Co-I, excellent proven delivery (mix of skills and competencies measured)



**Do you know who the main sponsors are in academic research?
And what their focus and strategies are?**

The 5 'P's

- **PhDs** – first hand training of others to become researchers; completions matter- duration, rate, funding source, student outputs, additionality – research design skills, leadership skills, “delivered” project, further funding on the back of PhD project feasibility studies, asking relevant RQs



The 5 'P's

- **Prestige – Excellence** - who knows you and what for, in the international science specialism you own; what is your best scientific breakthrough that you are known for?
- Your science in the context of the scientific community
- Your ability to be a science citizen as well as a researcher



The 5 'P's

- **Public profile – Impact** – Who uses your work? How is it used?
How can you evidence this?
 - Your reach and standing in the *users of science* community
 - Your ability to conduct useful research and **promote** it



Activity: RDF and 5 'P's

We are going to split you into 4 groups.

Each group will be allocated one of the domains from the RDF

In your groups discuss:

- **Why is it important for Researchers to develop skills within this domain – in one sentence!**
- **How do these skills relate back to the 5 'P's**

We will ask you to feedback to the group as a whole



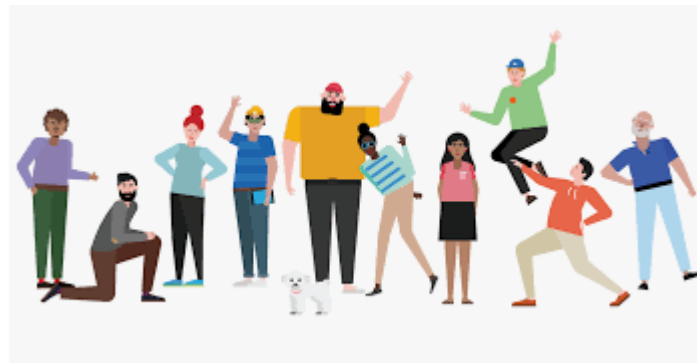
Structures to support innovation in the UK

Structures to support innovation

- **University structures to support innovation**

Specific teams and support structures in place to innovation and enterprise, such as:

- Enterprise and innovation teams
- Knowledge transfer teams
- Funding teams
- Intellectual Property teams



Structures to support innovation

- **Catapult centres** (<https://catapult.org.uk/>)

Network of world-leading centres designed to transform the UK's capability for innovation in specific areas and help drive future economic growth. Working between industry and academia for innovation

Hundreds of thousands of businesses in the UK are hungry for growth and capable of bringing brilliant new products and services to market. However, only a few have all the resources, expertise, equipment or contacts they need to develop their ideas into new products and services. The Catapults bridge the gap between these ambitious businesses and the expertise of the UK's world-class research communities

The logo for Catapult, featuring the word "CATAPULT" in a bold, orange, sans-serif font.

Structures to support innovation

- [REF](#) – The Research Excellence Framework

The Research Excellence Framework (REF) is the UK's system for assessing the excellence of research in higher education institutions

Government measures of University outputs and impact. Informs allocation of funding for research.

Expert panels assess submissions against 34 Subject area Units of Assessment

First carried out in 2014 - next REF 2021



Structures to support innovation

- [HEBCI](#) (The Higher Education Business & Community Interaction)
- [KEF](#) (Knowledge Exchange Framework)



The Higher Education Business & Community Interaction (HE-BCI) survey collects financial and output data related to knowledge exchange each academic year, and has been running since 1999

The Knowledge Exchange Framework (KEF) is intended to increase efficiency and effectiveness in use of public funding for knowledge exchange (KE), to further a culture of continuous improvement in universities by providing a package of support to keep English university knowledge exchange operating at a world class standard. It aims to address the full range of KE activities.

UK funding landscape

UK funding landscape - UKRI

- Within the UK the main source of government funding is from [UK Research and Innovation](#) (UKRI)

UKRI works in partnership with universities, research organisations, businesses, charities, and government to create the best possible environment for research and innovation to flourish.

Operating across the whole of the UK, UKRI brings together the seven Research Councils, Innovate UK and Research England

Dual support system

- Public funding for research in English higher education is administered under a 'dual support' system.
- Under this system, Research England provide annual funding for English institutions in the form of a 'block grant', and the UK Research Councils provide funding for specific research projects and programmes.
- Research England funding supports higher education institutions' (HEIs) research infrastructure and enables ground-breaking research in keeping with their mission

Research England

- **Research England undertake a Higher Education sector analysis:**

Gathering evidence of the interactions between research and innovation policy and English university sector activity, including on effectiveness, efficiency, sustainability and impact.

This includes delivering the [Research Excellence Framework \(REF\)](#) that underpins the UK's performance-based research funding and leading the development and analysis of the [Higher Education – Business and Community Interactions \(HE-BCI\)](#) survey in partnership with the devolved HE funding bodies and the other councils of UK Research and Innovation

UK funding landscape

- **Second level of government funding is at project based level**
- This is administered through the Research Councils and Innovate UK
- The funding they provide is based on the discipline and nature of the work



Technology Readiness Levels (TRLs)

Technology Readiness Levels (TRL)

TRL9 **Operations**

TRL8 **Active Commissioning**

TRL7 **Inactive Commissioning**

TRL6 **Large Scale**

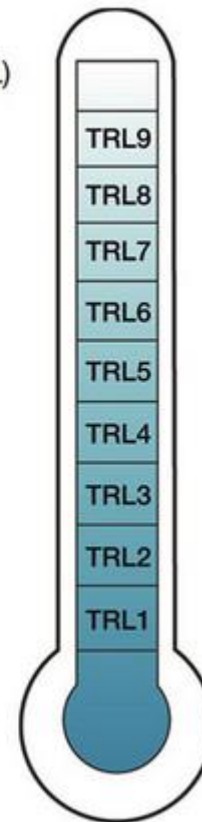
TRL5 **Pilot Scale**

TRL4 **Bench Scale Research**

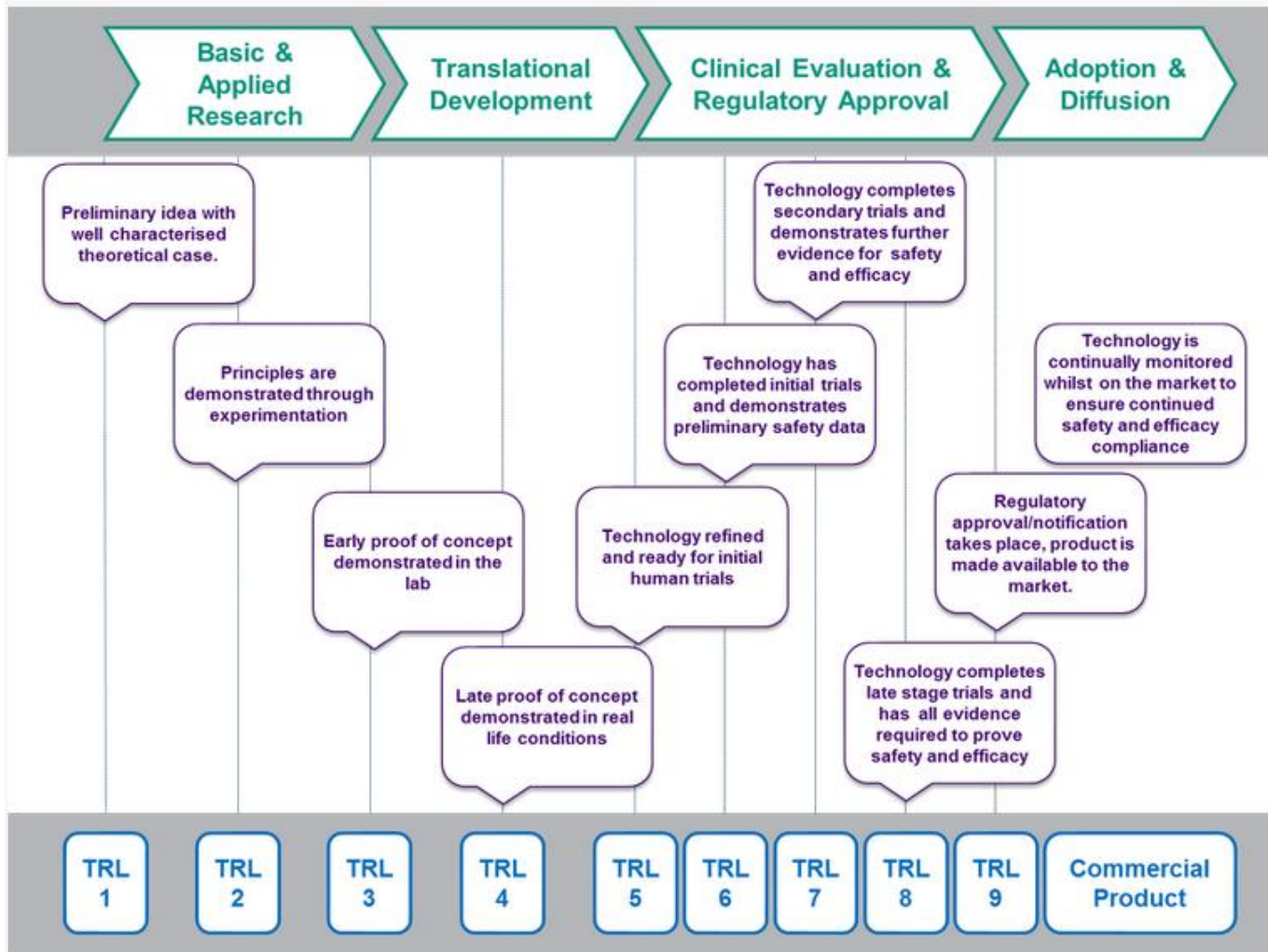
TRL3 **Proof of Concept**

TRL2 **Invention and Research**

TRL1 **Basic principles**



TRLs



Research Councils

- **Research Councils – Funding at project level**
- **There are seven research councils in the UK:**

Arts and Humanities Research Council (AHRC)

Biotechnology and Biological Sciences Research Council (BBSRC)

Engineering and Physical Sciences Research Council (EPSRC)

Economic and Social Research Council (ESRC)

Medical Research Council (MRC)

Natural Environment Research Council (NERC)

Science and Technology Facilities Council (STFC)

They have open calls and specific competitions focussed on specific areas

Funding available to academics at all career levels

Research Councils

- UKRI is an executive non-departmental public body sponsored by BEIS and supported by 7 agencies and public bodies.
- UKRI works across sectors and has a budget of £6 billion with which it invests in science and research in the UK.
- UKRI brings together the seven Research Councils, Innovate UK and Research England.



EPSRC funds research fields from healthcare technologies to structural engineering, manufacturing to mathematics, advanced materials to chemistry.

BBSRC invests in bioscience research and training, underpinning sectors such as farming, food, industrial biotechnology and pharmaceuticals.

AHRC funds research that provides social and cultural benefits and contributes to the economic success of the UK and societies around the globe.

MRC is at the forefront of scientific discovery to improve human health including chronic diseases associated with ageing and rapidly mutating micro-organisms.

NERC is the driving force of investment in environmental science including affordable clean energy, air pollution, and resilience of our infrastructure.

ESRC is the UK's largest funder of research on the social and economic questions facing us today including competitive economies and the 21st century society.

Innovate UK funds companies and partner organisations to de-risk, enable and support science and technology innovations that will grow the UK economy.

Funding landscape in the UK

Project Funding is applied for and awarded on a competitive basis

Researchers have to apply to funding calls and submit applications outlining:

- The background and purpose of the project
- The impact from the project
- The expected outputs and outcomes of the project

Applications undergo peer and panel review

When awarded the funding researchers are required to report back on the project delivery outcomes, outputs and impact

UK Funding landscape

- **All research funding is applied for and awarded on a competitive basis, this includes:**
- Block grants – based on performance on REF and HEBCI
- Individual grants – based on peer and panel review



Driving Excellence

- **This competition drives excellence**



- We train our researchers to be the best possible in order to achieve and perform
- The better the university does – the better our global ranking is
- This attracts students and ultimately income from fees

Thank you and questions



After the coffee break

You will be delivering your 5 minute presentations after the coffee break so be prepared

Your 5 minute presentations

Your 5 minute presentations

Objectives of this session:

- To think about your own experience in the topic subjects to use when you deliver training
- To build confidence in presenting
- To be able to positively respond to feedback
- To see the peer feedback system in operation

Your 5 minute presentations

Go here:

<https://tinyurl.com/yyjdfug7>

Open the **5 minute presentation feedback form** page

Use this to give feedback for each of your colleagues presentations

Training, trainer skills and delivery tools

Why do we need delivery tools?

- They engage the students with “doing” something
- Provide long-lasting value to the student during and after the seminar
- Provide a basic virtual learning environment (VLE) without the need for infrastructural support
- Provide a mechanism for students to teach each other

Google docs

Google Docs

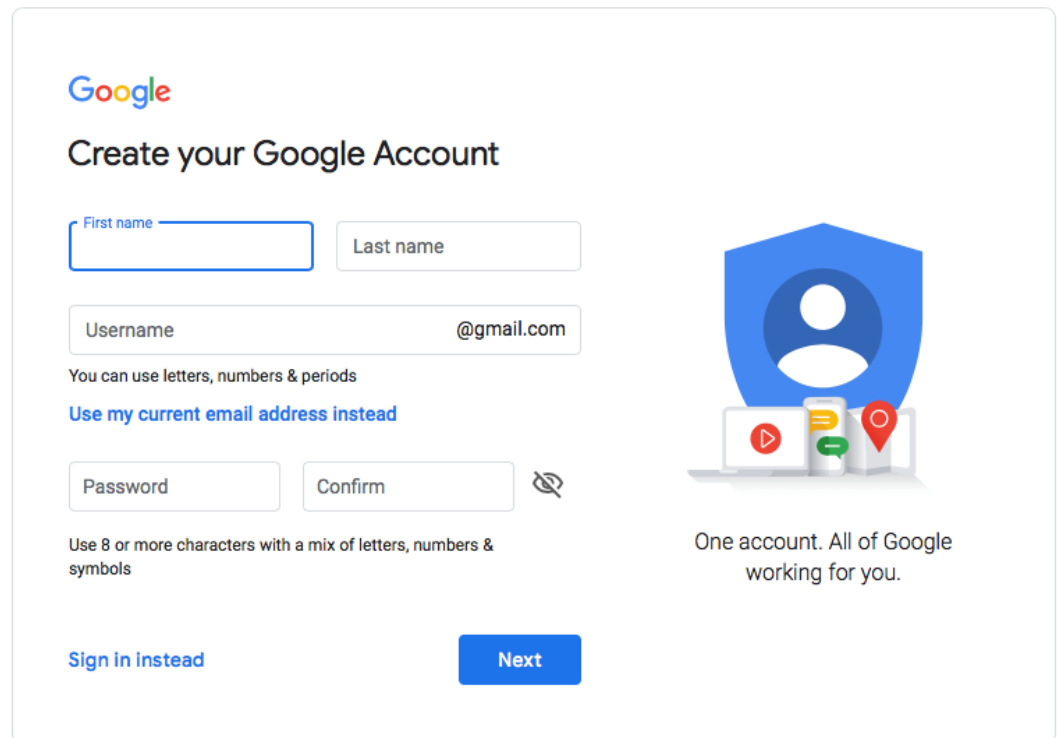
You can use Google Docs in two main ways for your workshop

1. Providing the students with information (Links, text, graphics, instructions and so on) called a web links document
 - Saves on physical handouts
 - Easily circulated to participants before the workshop
2. You can provide the students with a document everyone can edit simultaneously if you design a suitable activity
 - Shared writing for example

Let's create one together now....

Step 1: get started with a google account

- You will need a google account <https://www.google.com>
- You might need to click “sign in”



The screenshot shows the Google Account creation interface. At the top is the Google logo, followed by the heading "Create your Google Account". Below this are input fields for "First name" and "Last name". A "Username" field is followed by a "@gmail.com" domain selector. A note states "You can use letters, numbers & periods" and a link "Use my current email address instead" is provided. Below these are "Password" and "Confirm" fields, with a password strength icon to the right. A note specifies "Use 8 or more characters with a mix of letters, numbers & symbols". At the bottom left is a "Sign in instead" link, and at the bottom right is a blue "Next" button. On the right side of the form, there is a graphic of a blue shield with a white person icon, and below it, icons for YouTube, Gmail, and Maps. Text at the bottom right reads "One account. All of Google working for you."

Google

Create your Google Account

First name

Last name

Username @gmail.com

You can use letters, numbers & periods

[Use my current email address instead](#)

Password Confirm 

Use 8 or more characters with a mix of letters, numbers & symbols

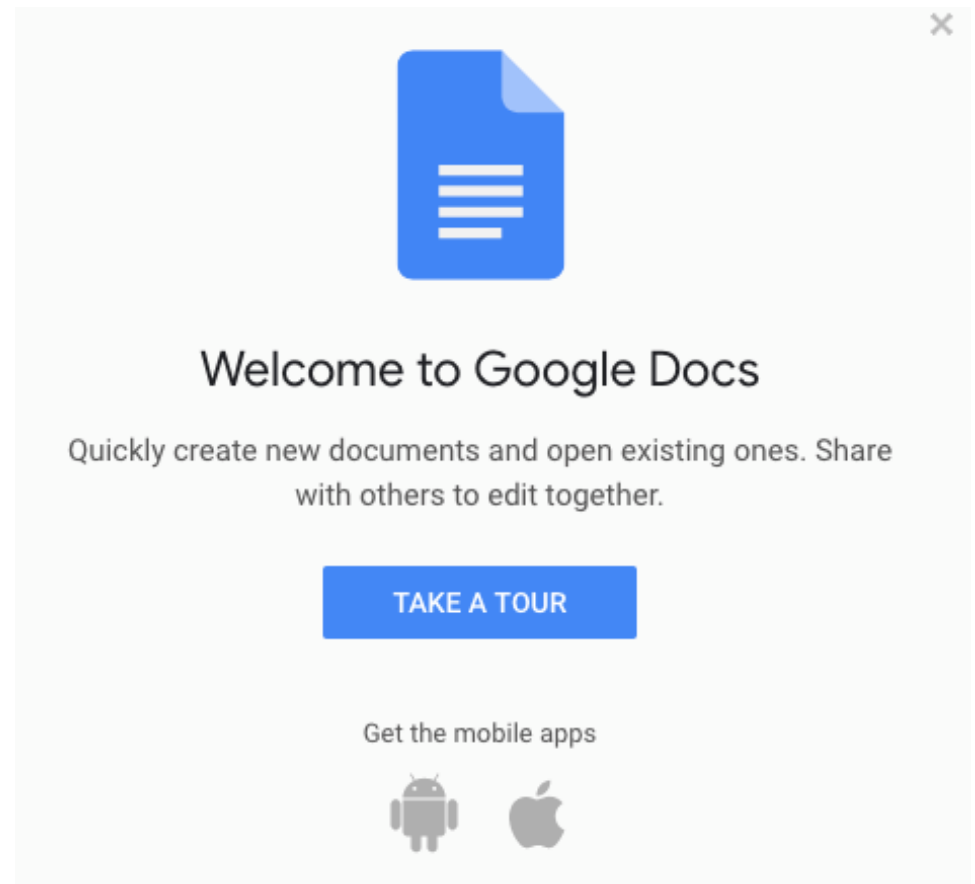
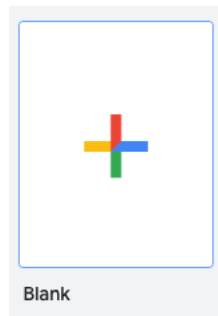
[Sign in instead](#) [Next](#)



One account. All of Google working for you.

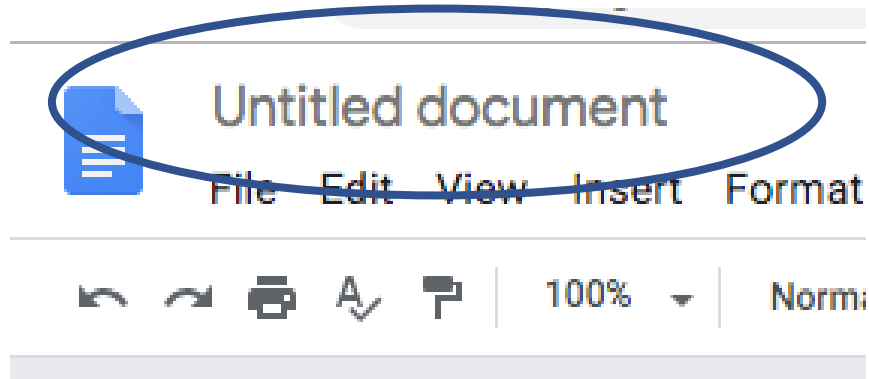
Step 2: create a new google document

- Go to <https://docs.google.com>
- Click the colourful +



Step 3: give it a name

Click here to rename the document



Insert text/links/graphics into the document as required

Step 4: share

Get shareable link



 **Share**

Share with others

Get shareable link 

People

Enter names or email addresses...



Done

Advanced

Step 5a: copy the link for view access

Share with others

Get shareable link 

Link sharing on [Learn more](#)

Anyone with the link can view ▾

Copy link

https://docs.google.com/document/d/1Z6x_lc6cbQ_aDka2J47nTmgtkdAhDzNiR-c8c

People

Enter names or email addresses...

 ▾

Done

Advanced

Step 5b: or for edit access

Share with others

Link sharing updated.

Get shareable link 

Link sharing on [Learn more](#)

Anyone with the link can edit ▼	Copy link
OFF – only specific people can access	
✓ Anyone with the link can edit	
Anyone with the link can comment	
Anyone with the link can view	
More...	

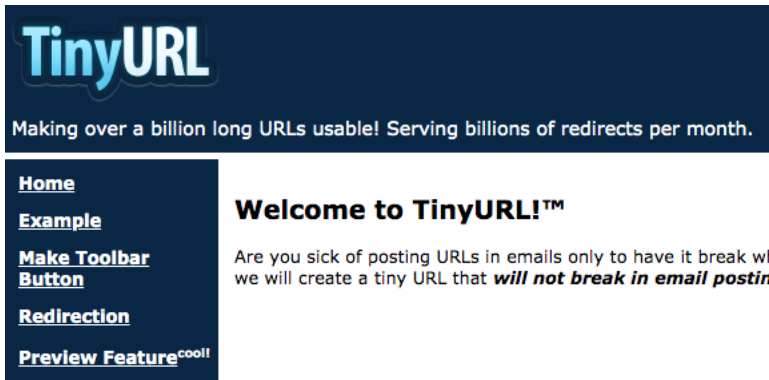
Done

Advanced

What do we do with the link?

- Convert it to a shortened URL (you can use tinyurl.com) to display throughout the workshop and circulate prior to the workshop
- You can convert the link to the web-links document to a shortened URL to make it easier for the participants
- Links to other documents, surveys, etc can be ordinary (long) URLs but you can convert them if you wish

Using tinyurl



Cut and paste the
google doc URL into
here

The image shows the main form of the TinyURL website. It has a light blue background. At the top, it says 'Enter a long URL to make tiny:' in bold. Below this is a text input field and a button labeled 'Make TinyURL!'. A blue oval is drawn around the input field and the button. Below this, it says 'Custom alias (optional):' followed by the text 'https://tinyurl.com' and another text input field. A blue arrow points from the bottom of the page to this second input field. Below the input field, it says 'May contain letters, numbers, and dashes.'

You can also put an easy to remember name here

Potential pitfalls and problems

- **Poor Internet access**

- Without good Wi-Fi in the room you can have problems

- **Blocked sites**

- Check that you can access all web-sites you need to from the Wi-Fi in the seminar room

- **No laptops**

- Tablet / smartphone access works but may slow participants down – be aware of this if everyone doesn't have a laptop

- **Text gets unintentionally deleted or edited in a shared document**

- Encourage students to be careful and give clear instructions
- If needed, make use of google doc's version control feature to bring back an older version

Outcomes: what you can expect

- Workshop participants generally really like it!
- It will save you time by reducing the need for printing and collating handouts and workshop booklets
- You may find that students require more time than you anticipate to do an exercise if using a shared document in a workshop exercise

A few tips

Thoroughly check your weblinks document works properly before you share it – check the link to it and the links within it

Get someone else to check it too if you can

It works best if the weblinks document is no longer than one page

Sharing information activity

A shared Google Doc page is the tool/method **we use to share information** with our workshop participants

Briefly discuss in your groups...

1. The methods and tools you have used or could use in the future?
2. Do you like this method?
3. Do you have any concerns about the shared Google Doc method?
4. Is there another way you would prefer to do this? – if so what is it?

Pre and post workshop surveys

**Why do we do Pre and Post
workshop surveys?**

Any ideas?

Pre and post workshop survey activity

All surveys have disadvantages (limitations) and advantages

On your post-it notes write as many advantages and disadvantages as you can think of and stick them on the corresponding flip chart.

Survey advantages

- Relatively easy to administer
- Can be developed quickly
- Cost-effective
- Can be administered remotely
- Capable of collecting data from a large number of people
- Flexible and partly automated data analysis

Survey disadvantages

- Respondents may not provide accurate and honest answers
- Unanswered questions
- Differences in understanding and interpretation
- Some questions are difficult to analyse
- Unconscientious responses
- Survey fatigue

The problem

- How should you adjust the course to better suit the participants?
- Is your course meeting its objectives?
- Are your participants happy with the course?
- Are they learning something that is of long-term value to them?

Solution: Pre and post surveys

- There are many survey tools including
 - Onlinesurveys.ac.uk (we subscribe to this)
 - Survey Monkey (free)
 - Google Surveys (free)
 - Your organisation may have a subscription to an online survey provider
- You can use paper surveys if you need to but using an online method will save you time for data collection and analysis (paper surveys are the least preferred option!)
- Online surveys have built in analysis tools making it far easier to analyse responses compared to a paper survey

Solution: Pre and post surveys

All online survey providers use a similar format for designing your questions



Edit scale/rank question

Question text *

B *I* $\times_2$ $\times^2$ I_x Size Source

How did you rate presentation Two?

body p

Scale or rank values *

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Row items in first column *

Could be a better presentation

Row items for last column

A really excellent presentation!

► Advanced options

Solution: Pre and post surveys

- Use Likert (Strongly disagree to strongly agree) to gauge attitudes to course
- Include some negatively phrased questions to check for respondents not reading the question
- Include short answer (free text) questions to allow respondent to explain further
- Circulate your pre workshop survey as early as possible.

Solution: Pre and post surveys

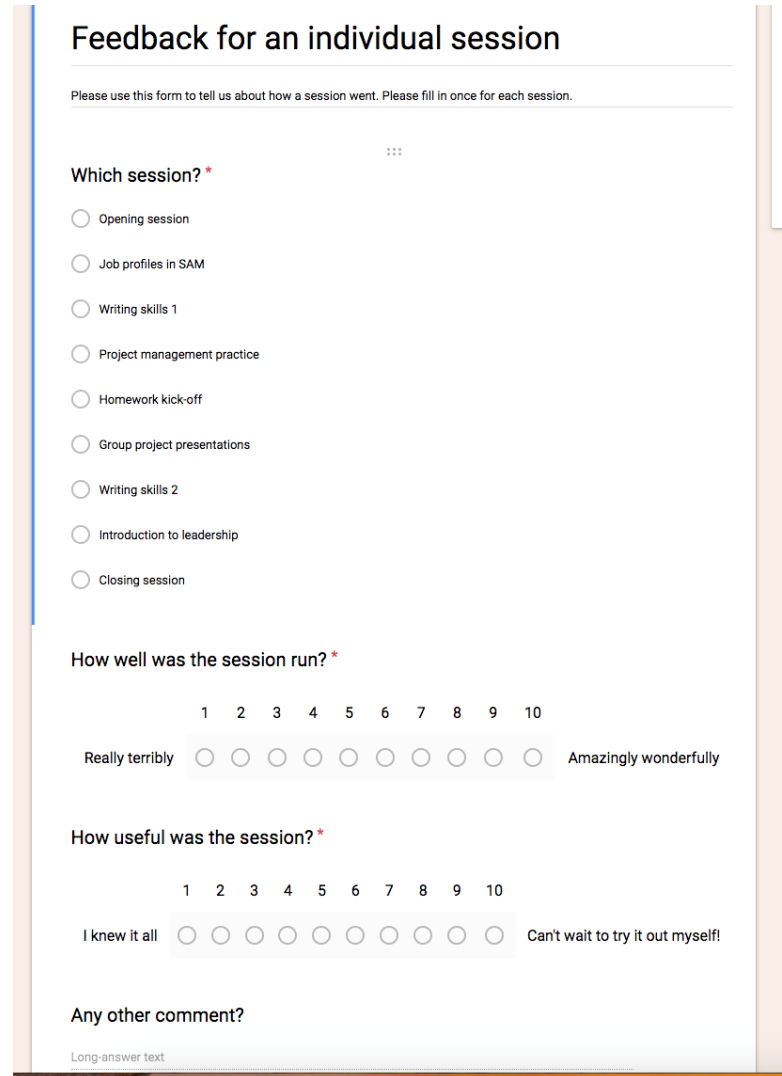
- Close your pre workshop survey on the first day of your workshop (you don't want any responses after the workshop has started)
- Don't open your post workshop survey until the workshop has finished (you don't want any responses until the workshop has finished)
- If using an online survey provider thoroughly check your survey works properly (by doing the survey yourself)
- Ask someone else to read your survey questions to make sure they make sense

Google forms for session feedback

The problem

- A key part of being a good trainer is understanding the needs of your participants and responding to them
- Pre and post surveys may not give you insight of the right type and at the right time. E.g.
 - They can't read the slides
 - They want you to slow down
 - The pace is too slow and they want you to speed up!
 - They are not getting enough opportunities to do exercises and interact
 - The exercises are dragging on for too long!

The solution: use Google Forms



The image shows a Google Form titled "Feedback for an individual session". The form is designed for collecting feedback on individual sessions. It includes a title, a description, and several questions with different response formats: radio buttons for session selection, a 10-point scale for session quality, and a 10-point scale for session usefulness. The form is displayed within a Google Forms editor interface, with a toolbar on the right side.

Feedback for an individual session

Please use this form to tell us about how a session went. Please fill in once for each session.

Which session? *

- ☐ Opening session
- ☐ Job profiles in SAM
- ☐ Writing skills 1
- ☐ Project management practice
- ☐ Homework kick-off
- ☐ Group project presentations
- ☐ Writing skills 2
- ☐ Introduction to leadership
- ☐ Closing session

How well was the session run? *

1 2 3 4 5 6 7 8 9 10

Really terribly ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Amazingly wonderfully

How useful was the session? *

1 2 3 4 5 6 7 8 9 10

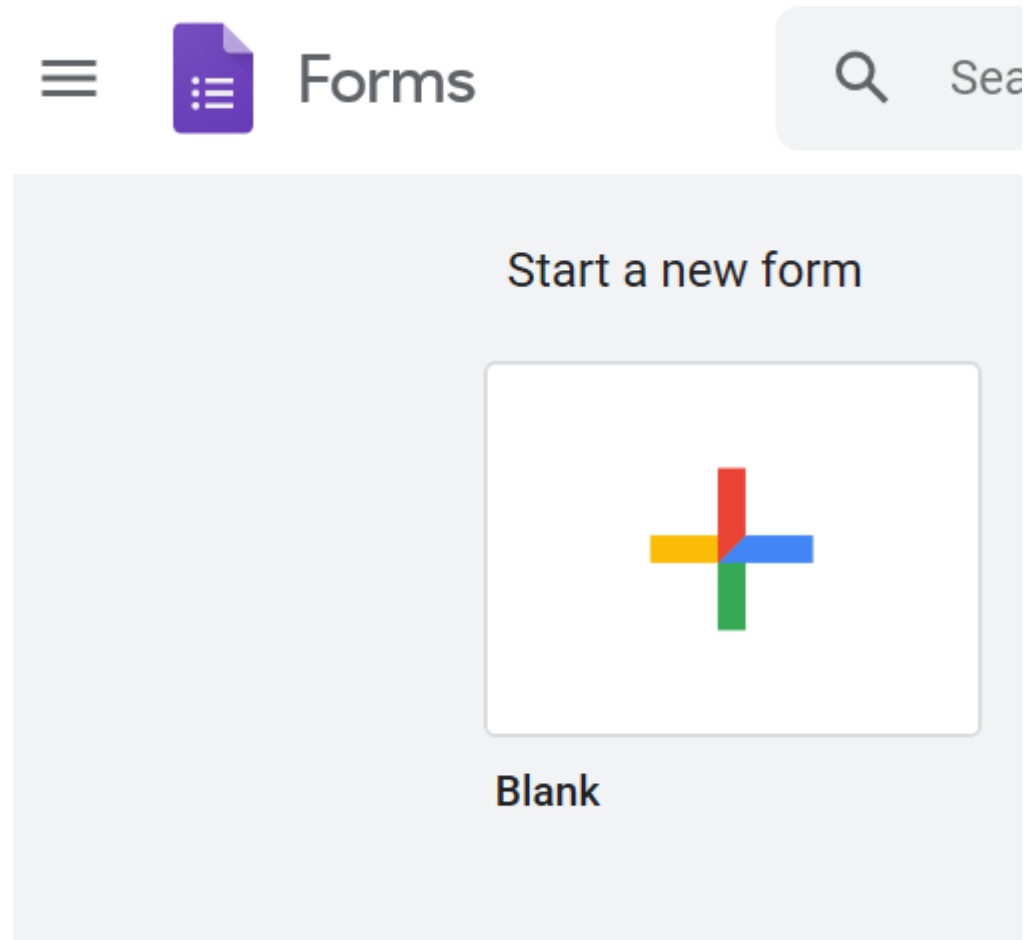
I knew it all ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ Can't wait to try it out myself!

Any other comment?

Long-answer text

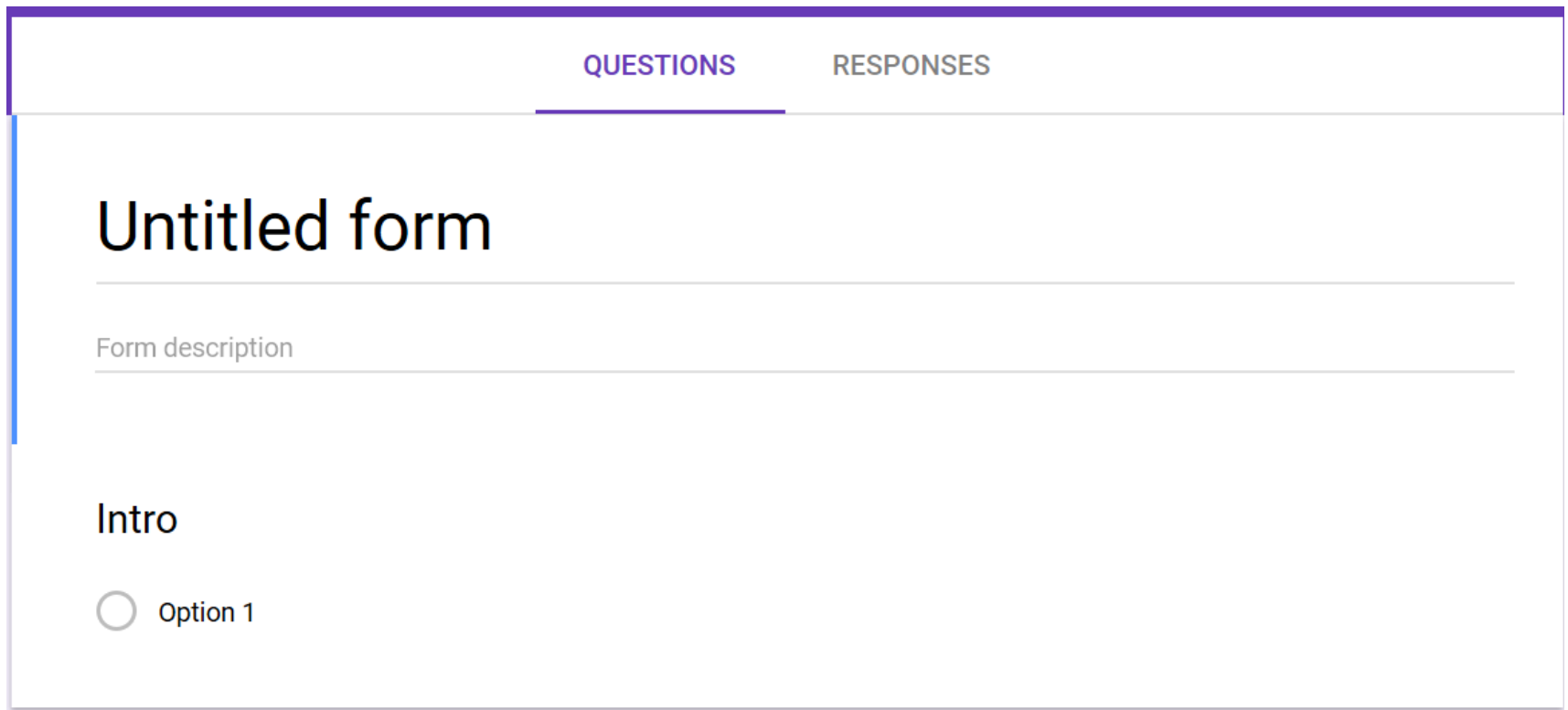
Creating the Google Form

Go to Google Forms
and click start a
new form



Creating the Google Form

You will be presented with this screen



The image shows the Google Forms interface in the 'QUESTIONS' tab. At the top, there are two tabs: 'QUESTIONS' (active) and 'RESPONSES'. Below the tabs, the form is titled 'Untitled form'. Under the title is a field for 'Form description'. Below the description field, there is a section titled 'Intro' which contains a single radio button question labeled 'Option 1'.

QUESTIONS RESPONSES

Untitled form

Form description

Intro

☐ Option 1

Creating the Google Form

Here you type in your form title, description and session titles you want to evaluate (delete the 'other' option it's there by default)

Feedback for an individual session

Please use this form to tell us about how a session went. Please fill in once for each session.

Which session?



Multiple choice



Introduction



Closing



Other...

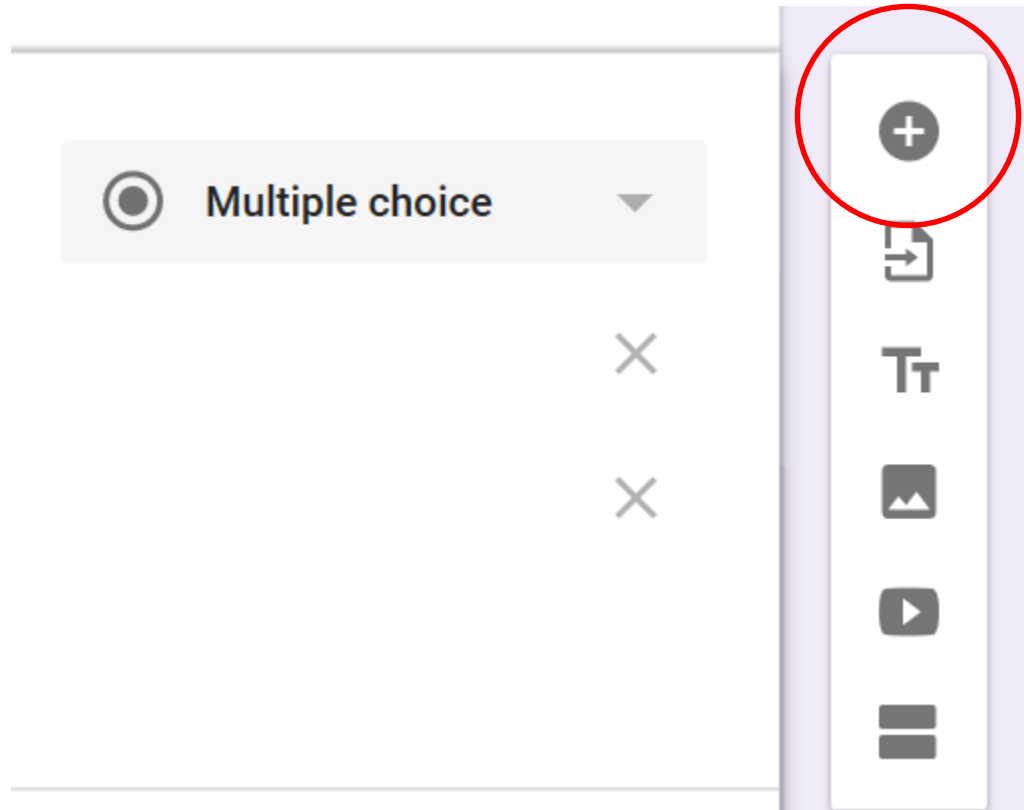


Add option

I've just used two sessions as an example (introduction and closing)

Creating the Google Form

Now choose add a question by clicking the plus sign...



Creating the Google Form

Enter your linear scale and the question you want to ask

How well was the session run

Linear scale

1 to 5

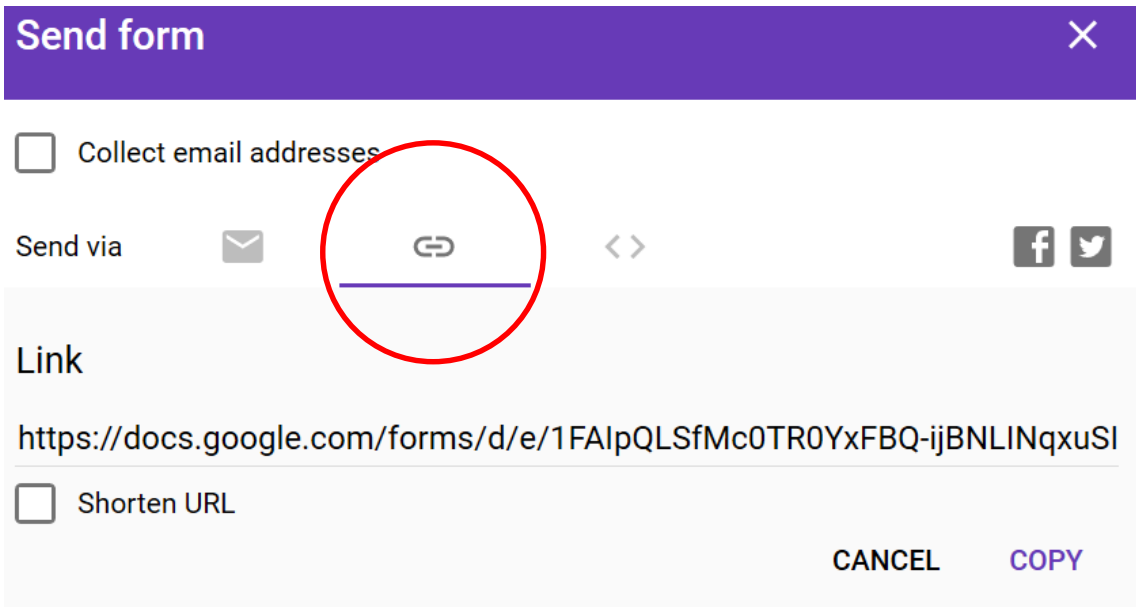
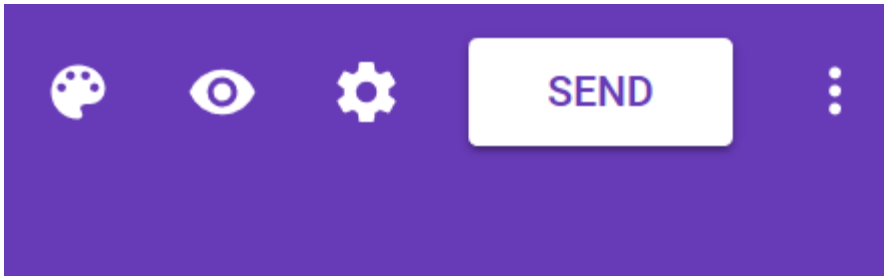
1 Not very well

5 Really well

I've used 1 to 5 and one question as an example – add as many questions as you wish.

Creating the Google Form

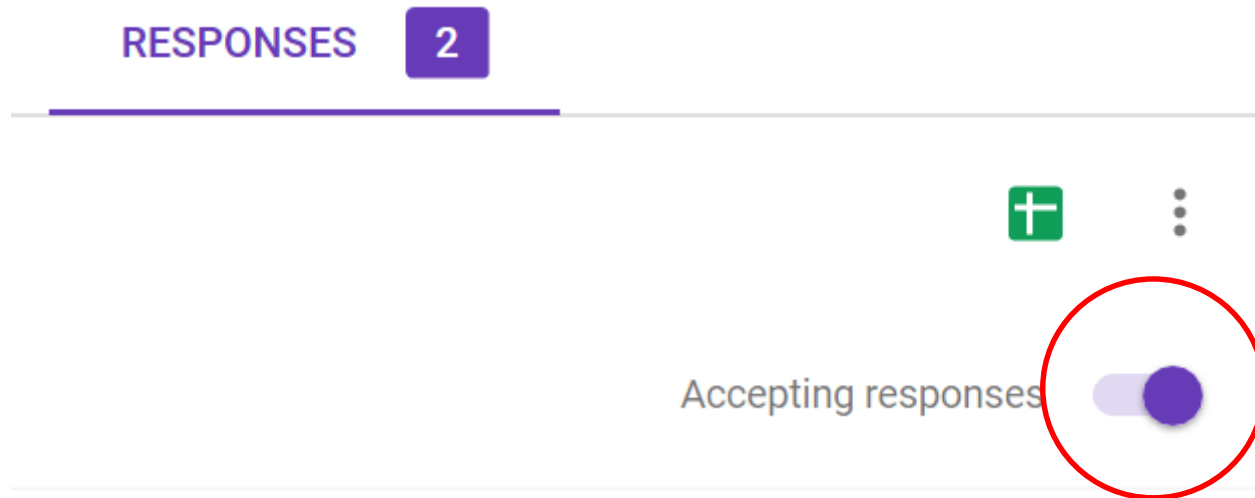
Your form is now finished but you need a link to share it so click send and choose the link option



Creating the Google Form

This is the link to send to everybody and to put on your web links document

When you are ready to start receiving responses make sure to set it to accept responses



Analysing the session feedback

184 responses



SUMMARY

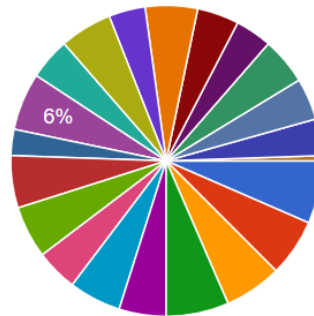
INDIVIDUAL

Accepting responses



Which session?

184 responses



- D1.1 Introduction, Vitae Framework
- D1.2 Research metrics
- D1.3 Research quality
- D1.4 Writing (1)
- D2.1 Writing (2)
- D2.2 Writing (3)
- D2.3 Communication
- D2.4 Working with business

▲ 1/3 ▼

You can see responses appearing in real time as they're submitted so you can adapt your training during the day or day by day

Only you can see this so you need to be logged into Google

Analysing the session feedback

☒ D5.2 Researcher career development and action planning

☐ D5.3 World cafe

☐ D5.4 Certificate presentation

How well was the session run? *

1 2 3 4 5 6 7 8 9 10

Really terribly



Amazingly wonderfully

How useful was the session? *

1 2 3 4 5 6 7 8 9 10

I knew it all



Can't wait to try it out myself!

By clicking on responses and then clicking on individual you can see responses appearing in real time as they're submitted so you can adapt your training during the day or day by day

Analysing the session feedback



You can download the responses as an Excel file for more thorough analysis by clicking the 3 dots and choosing download.

Responding to the feedback activity

You are likely to receive mixed feedback throughout the week and you must respond to both positive feedback and negative feedback to improve the participants training experience

Consider in your groups

- How will you respond to positive feedback?
- How will you respond to negative feedback?
- How will you respond to contradictory feedback? (for example, some people say delivery is too fast and some say it's too slow!)

Remember – the feedback you receive is anonymous.

Google slides for student presentations

The logistical problem

- Imagine you have 50 participants
- They all need a chance to give a short presentation
- They all come along with a memory stick or files on a laptop
- Even if you shorten the presentation slot a long time time is spent changing over laptops, memory sticks, etc
- Some participants can get caught up in preparing lots of slides too – which detracts from their learning experience

The solution: a shared webpage to upload one or two slides

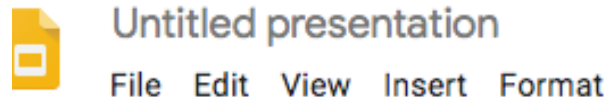
- Instead of giving each student unlimited time, allocate each one a fixed time limit
- Avoid change over time problems by getting all students to edit their slides into a single, online, slide deck
- Strictly limit them to a single slide
- Prepare by assigning each student a number, which will be both their presentation order number and their slide number in the deck

Setting up the google slide deck

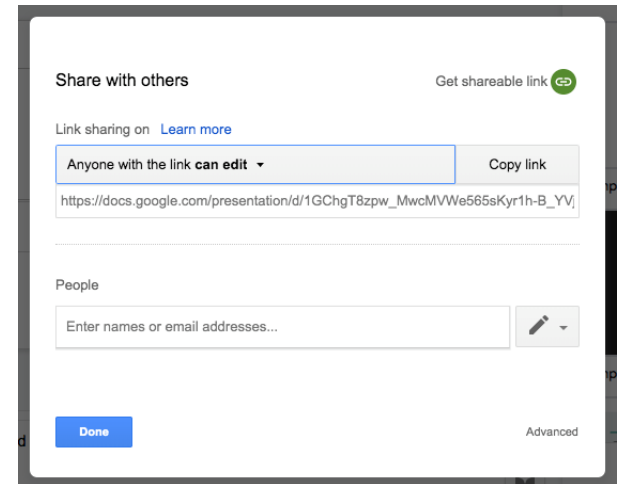
- Go to <https://docs.google.com/presentation/>

- Click the  to create a new presentation

- Rename it



- Get a shareable link for editing



- And put the link to your web-links!

On the day

- Set up a feedback/scoring form
- Use either an online google form or an online survey platform to gather the scoring and feedback
- Use a rubric to help provide generic feedback about the presentation quickly
- It's helpful to also identify common problems and have a checkbox for each – e.g.
 - Umms and ahhs
 - Too slow or fast pace
 - Not speaking loudly or clearly enough to be understood

Example form for online marking

QUESTIONS

RESPONSES

23

Presentation marking

Please use this form to score each presentation. This score will go towards determining the most popular presentation.

Enter the presenter's numeric id *

Short-answer text

Enter presenter's name

Short-answer text

delivery *

	1	2	3	4	
unacceptable	☐	☐	☐	☐	excellent

background / method *

	1	2	3	4	
unacceptable	☐	☐	☐	☐	excellent

impact *

	1	2	3	4	
unacceptable	☐	☐	☐	☐	excellent

comments

Long-answer text

QUESTIONS

RESPONSES

Presentation People's Choice Award

Please use this form to score each presentation. This score will go towards determining the most popular presentation.

Enter your numeric id (for presentation purposes) *

This is just used to check for duplicate responses. All scores will be anonymous.

Short-answer text

Enter the presenter's numeric id *

Short-answer text

Score the presentation *

12345678910

Really terrible presentation

Amazingly brilliant presentation

Really terrible presentation ○○○○○○○○○○ Amazingly brilliant presentation

Potential pitfalls

- Some students may arrive late and not have their slide ready
 - Make the ground rules clear and set a firm deadline for the slide to be there
- Students may be confused about their slide number
 - Ensure that numbers don't change after they are issued – EVER!
 - Include the number on name badges
- Some students may try to insert several slides
 - Be really clear on the ground rules
- Slides might be accidentally deleted or overwritten
 - Inform yourself about how to use google docs version control early!
- People's choice rankings can be divisive
 - Never reveal anything other than 1st, 2nd, and 3rd place rankings
 - Praise everyone for their contribution

Outcomes: what you can expect

- Participants generally like this section (once they are over their fear of presenting)
- It's very active and engaging and many will want more opportunities to present or talk up after this section

And finally...

- Delivery tools can enhance your training and engagement with the participants
- Don't limit yourself to the tools included here – explore and try out new tools!

Training skills

Training Skills

Key skills for trainers

Consider the following:

“For a professional trainer, the greatest measure of success is the success of the participants”

Lets discuss.....



Activity: Key skills for trainers

Consider the following:

“What are the key skills any trainer should have?”

Lets discuss...



Key skills for trainers

How did other trainers answer this question?...

- 1. Learning Outcomes**
- 2. Indicators**
- 3. Focus on learners**
- 4. Being a guide and facilitator**
- 5. Generating self motivation**
- 6. Self reflection**

See this for further reading:

<https://www.trainingzone.co.uk/develop/cpd/trainers-tip-key-skills-for-a-trainer>

Key skills for trainers

Learning Outcomes:

They know what the learning outcomes are that they want the learners to achieve for every sentence, phrase, exercise, session and period of learning.



Key skills for trainers

Indicators:

They are able to set sensory-based indicators which tell them when the learners are achieving the planned learning outcomes, or not.



Key skills for trainers

Focus on learners:

They constantly focus on the learners, not needing to think about the content which they could deliver in their sleep and so they are flexible with the programme in order to achieve consistent outcomes for the learners.



Key skills for trainers

Guide and facilitator:

They adopt a position with their learners of guide and facilitator of learning and not the fountain of all knowledge and request the learners to accept an equal responsibility for their own learning



Key skills for trainers

Generate self-motivation:

They enable the learners to generate self-motivation for the learning and provide clear input explaining the subject being covered and how to apply it



Key skills for trainers

Self awareness:

They have the ability to deliver training and be aware of their own performance, tracking the responses from the learners and then assessing these responses in order to generate improvements to future sessions



Think back to the evaluation tools and methods

What makes a good trainer?

- **Treating everyone as an individual:** Adapt style to suit their needs
- **Lead by example:** Trainers need to have a strong sense of purpose and high standards in everything that you do, if you cut corners, then your learners will too
- **Know your subject:** You should know your subject and always be looking to learn more, if you lack knowledge it will be detected
- **Get to know your learners:** Developing a strong working relationship between you and your learners – learning process should be a co-operative effort. Be curious about what motivates your learners (without being intrusive)
- **Have fun:** If you set out to enjoy your work and use a little humour – it creates conditions for good learning to take place

What makes a good trainer?

- **Be patient:** Don't act superior and patronise people. Be respectful of your learners efforts and maintain a good level of cooperation
- **Be Enthusiastic:** Enthusiasm is infectious and sets a good tone for the learning event – it does need to be balanced with composure (an over-enthusiastic approach may undermine your credibility)
- **Communicate with others:** The relationship with the learner is just one of a number of important communication channels. In order to do your job well, foster good relationships with key players throughout the business, who can support you and on provide recognition for the importance of training and the work that you do.

Be a facilitator

Don't just present! "Ask, Don't tell!"

Ask participants to give their input

Balance between giving information and getting the audience to participate

Where possible turn your subject into a list of clear probing questions that draw out the experience of the group

You will learn, your training skills will improve, it will be a beneficial process for everyone

Some other things to consider

- Knowing how to negotiate conflict& conflict avoidance strategies
- Having confident presenter skills
- Avoid ummms and ahhhs
- Understanding the importance of timing
- Reading the class
- Understanding the importance of digital skills
- Important to show your appreciation
- Believing in your students
- Receive as well as give – be a good listener not just a good talker
- Get people involved – activities and exercise
- Right pace – adjust to the audience

Things to avoid

Try to avoid being:

- Blunt
- Defensive
- Dogmatic
- Harsh



Exercise for final day

Final day exercise - preparation

We will put you in pairs, with your partner you need to prepare an activity for the final day of this training - choose one of the topics we are covering this week.

You will be required to prepare an activity for the whole class to undertake.

You will have 20 minutes per pair for your activity

You have two slides to explain your activity (create your slides in the shared online file)

You need to think about and prepare this activity over the course of the week and be ready to deliver on Friday

**Please do the session by session feedback
form if you haven't already done so**

Thank you 😊