



Enhancement of entrepreneurship skills among women to provide gender equality and employability for citizens of Uzbekistan. (EMPOWER)

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Innovative Teaching and Training Approaches for Active Learning and Engagement

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Today's Outline

Learning styles theories

Active learning

Flipped learning

Examples

Tools

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HELLO, WHO WE ARE?

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What is Learning?

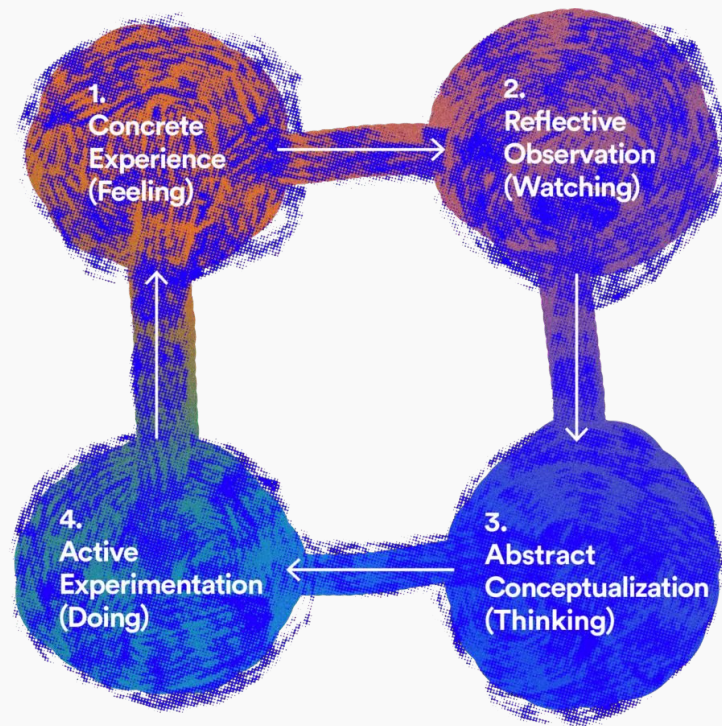


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Learning Styles Theories

David Kolb's model





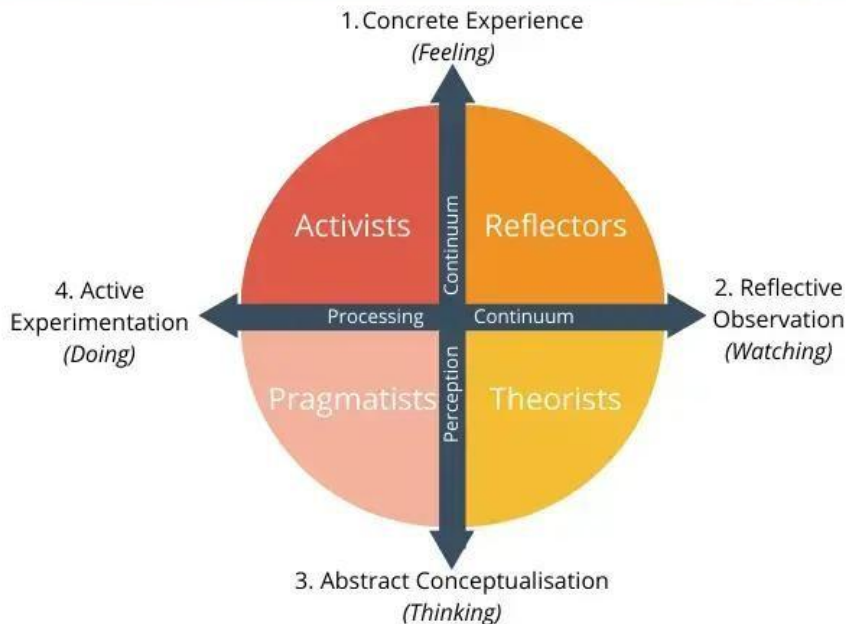
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EMPOWER
WOMEN

Honey & Mumford Learning Styles

Peter Honey and Alan Mumford



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Walter Burke Barb & Neil Fleming



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Felder-Soloman

Felder-Soloman Index of Learning Styles	
ACTIVE Doing something active with it. Discussing, applying, or explaining it to others.	REFLECTIVE Thinking about it quietly first.
SENSING Learning facts.	INTUITIVE Discovering possibilities and relationships.
VISUAL See-- pictures, diagrams, flow charts, time lines, films, and demonstrations.	VERBAL Words-- written and spoken explanations
SEQUENTIAL Gain understanding in linear steps	GLOBAL Learn in large jumps; suddenly "getting it."

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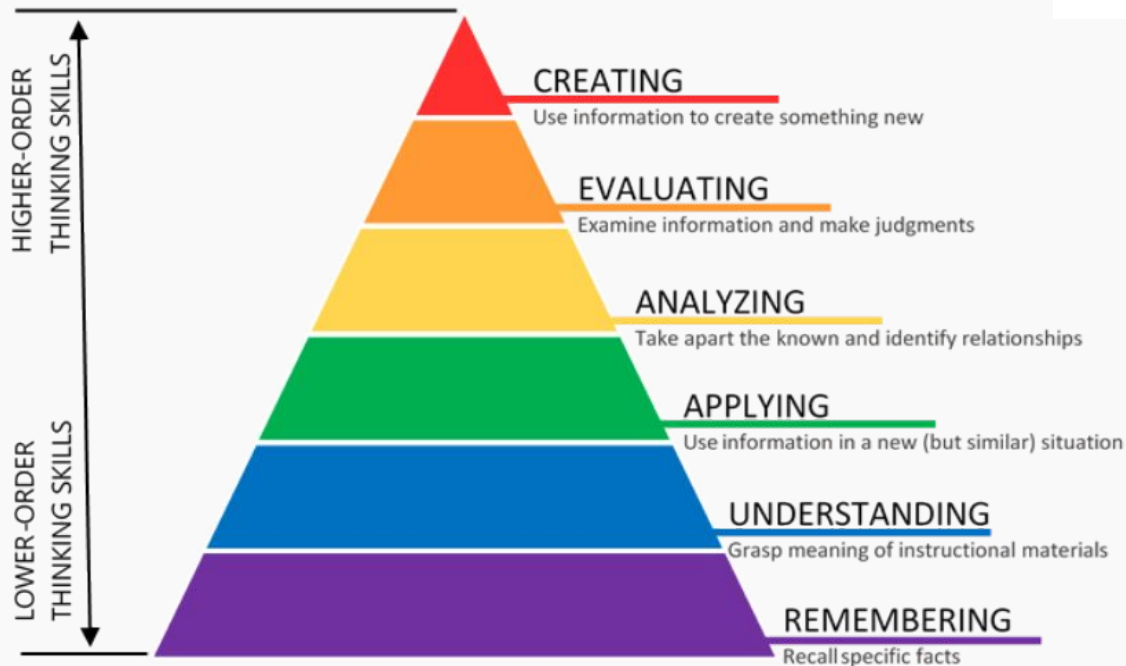


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Bloom Taxonomy

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



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Exercise: Interview



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Interview-learning outcomes

- ✓ Helping learners learn and apply different questioning strategies
- ✓ Strengthening learners' connection with course material in a creative and engaging way
- ✓ Producing a sense of accountability, with learners working together to complete a task and grasp a lesson



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Adult Learning Principles

- Self-directed learning
- Experience-based learning
- Relevance and practicality
- Problem-centered approach
- Immediate application of knowledge
- Motivation through personal and professional growth

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Active Learning

“In the context of the college classroom, active learning involves students in doing things and thinking about the things they are doing.”

(Bonwell and Eison, 1991)



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Why Active Learning?

- **Surface learning** - associated with acceptance, memorisation, and surface retention of information
- **Deep learning** - associated with understanding, connecting concepts and critical analysis

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Benefits of Active Learning

- Opportunities to process course material through thinking, writing, talking, and problem- solving give students' multiple avenues for learning.
- Applying new knowledge helps students encode information, concepts, and skills in their memories by connecting it with prior information.
- Receiving frequent and immediate feedback helps students correct misconceptions and develop a deeper understanding of course material.
- Working on activities helps create personal connections with the material, which increases students' motivation to learn
- Regular interaction with the instructor and peers around shared activities and goals helps create a sense of community in the classroom
- Instructors may gain more insight into student thinking by observing and talking with students as they work
- Knowing how students understand the material helps instructors target their teaching in future lessons.

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Active Learning Examples

- Interactive workshops
- Case studies and real-world examples
- Role-playing and simulations
- Group discussions and brainstorming sessions
- Hands-on projects and exercises
- Guest speakers and mentorship programs
- Problem-based learning
- Flipped classroom
- Peer teaching
- Gammification

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Flipped Learning

- What is it?
- Why is it significant?
- What are the downsides?

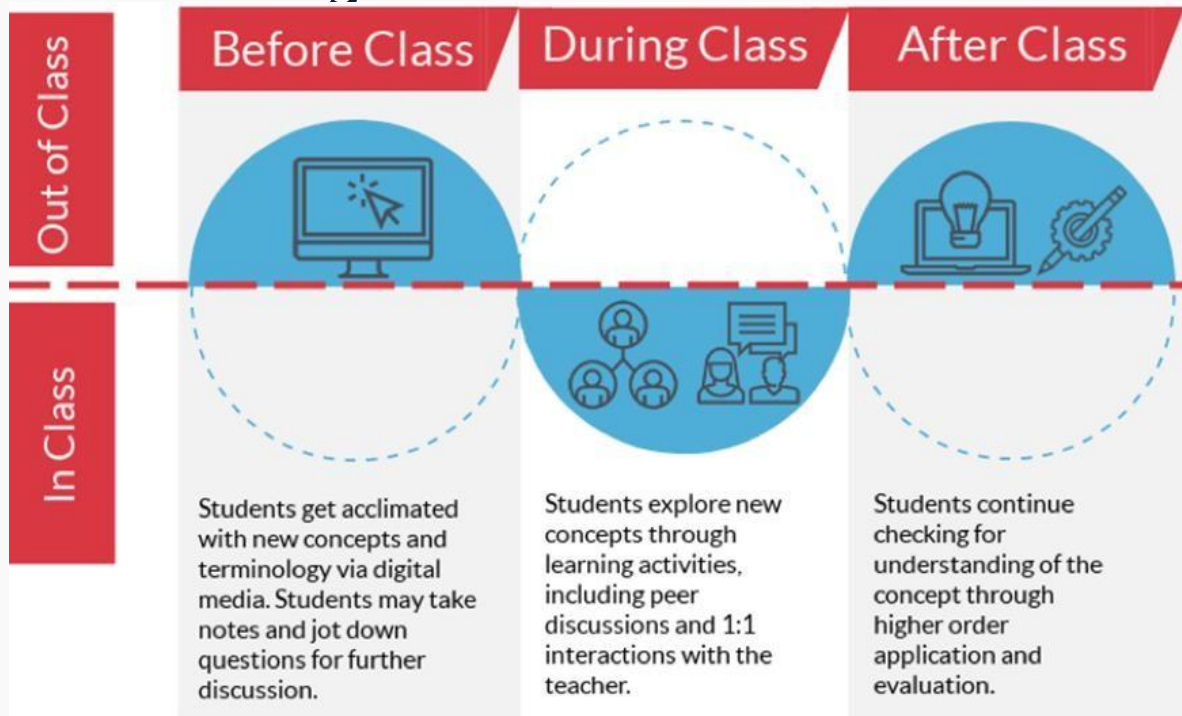
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Flipped Learning



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Exercise: The devil's advocate approach

Take the opposing side
and give more arguments
against Active learning



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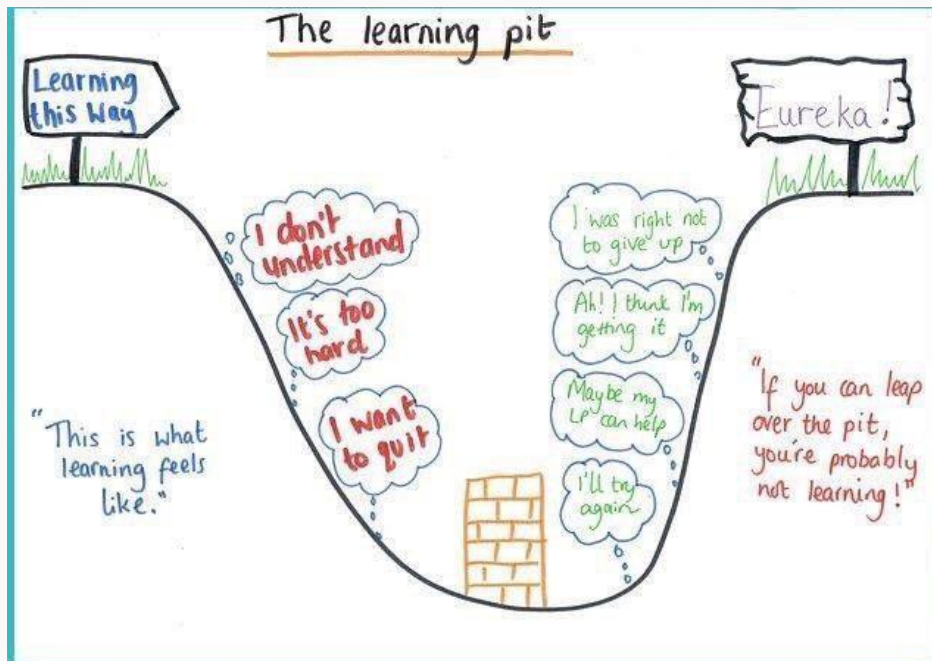
The devil's advocate approach - Learning Outcomes



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Metacognition



- Explain learning objectives, assessment links and / or session outcomes and ask students to reflect on them throughout
- Use smaller groups such as breakout groups
- Refer to these at the end and keep the communication open about which bits are still tricky
- Vary pace, remember 'think-pair-share' and resist temptation to chatter whilst students are doing activities
- Each activity should have a group or individual plenary which consolidates the learning completed
- Have roles in breakout groups, especially for scribing and group leaders for reporting back



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Barriers in learning:

intellectual factor
learning factor
physical factor
emotional and social factor
relationship in the group
social readiness
mental factor
environmental factors
teacher/trainer personality

(Abucay, 2009)

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The
Training
Cycle

Develop/conduct a needs assessment

Identify training objectives
Establish training criteria

Select trainees

**Pretest employees to establish their current knowledge,
skills, or abilities for training**

Choose the proper training methods and techniques

Implement the training program

Conduct a training evaluation



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Training Method Guidelines

To be effective, the training method should:

- Motivate trainees to improve their performance.
- Clearly demonstrate desired skills.
- Provide for active trainee participation.
- Provide an opportunity to practice new skills.
- Provide timely feedback on trainee performance.
- Provide some means for reinforcement while trainees learn.
- Structure tasks from the simple to the complex.
- Be adaptable to specific problems.
- Encourage positive transfer of knowledge and skills from the training to the job.

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Assessing the Training session

- Developing assessment criteria and rubrics
- Using multiple assessment methods (quizzes, projects, presentations)
- Providing constructive feedback and guidance
- Encouraging self-assessment and reflection
- Measuring practical application of skills
- Tracking long-term outcomes and success stories



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Some Tools

- Sli.do (free) - Leave open to allow students to ask questions as you present
- Kahoot! - competitive quizzing
- Padlet/Miro - collecting ideas
- Mentimeter - Quiz questions, word clouds, open answer, scales, ranking, competitive options
- Canva
- Mindmap
- Flashcards

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What have you learned?

60-second challenge. Work with a partner and decide who is going to go first. This person then has to speak for 60 seconds, without pausing, about what they have learned about in-class activities. Then, the second person has to talk for 30 seconds about what they have learned, without repeating anything the first person has said.

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DISCIPLINE

Discipline is a word that has both positive and negative meanings. When an authority figure has disciplined you, how did you handle it? Consider the following kitchen tools and choose the one that best represents how you received discipline.

- Sponge
 - Spatula
 - Paddle
 - Peeler
 - Masher
 - Sieve
- Ringing Timer
 - Silent Timer
 - Teapot
 - Strainer
 - Kitchen Shears

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Most/ Least Useful

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Thank you for your attention!

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