Assessing Your Workshop Design

PRINCIPLE	Ask yourself…
Safety	How did you provide for the <u>safety</u> in all its dimensions for the learners? *Consider*: learning environment, language, use of themes and issues important for this particular group, etc.
Respect	How did you demonstrate <u>respect</u> for the participants' previous experience & expertise, as well as situation, learning styles, interests?
Immediacy	How did you ensure that the design was <u>immediate</u> – both during the session and afterwards?
Relevance	How did you ensure that the learning was <u>relevant</u> to the needs/ interests/ situations of the learners?
Inclusion	Does the design <u>include</u> everyone? *Consider*: safety issues, level of engagement, gender, age, etc.
Engagement	Are the learners fully <u>engaged</u> in the learning process? How?
Open Questions	Are open questions used to engage learners in their learning and make the learning relevant, authentic and meaningful?
Warm-ups & Closings	Are purposeful <u>warm-ups and closings</u> used every day?
Accountability	Do you post and/or review the Achievement-based objects at the start of the session and review the plan for the course? Do you write and agree on guidelines (for a longer workshop)?
Learning Needs and Resources Assessment	Is there a plan for an in-depth <u>learning needs and resources assessment</u>? Will it collect valuable information about all steps in the designing process?
Learning Styles	Does the design meet the needs of Visual, Auditory, and Kinesthetic <u>Learning Styles</u>?
Learning Domains	Does the design meet the needs of Cognitive (the head: knowledge), Affective (the heart: attitudes), and Psychomotor (the hands: skills) <u>learning domains</u>, to ensure holistic teaching and learning?
Multiple Intelligences	Do you address and teach to all <u>multiple intelligences</u>? How?
Learning Tasks	Is the design made of <u>learning tasks</u> (i.e. not lectures, not pointless activities)? Are the instructions for the learners posted for all to see?
Learning Cycle	Does the design follow a <u>4A approach</u> (Anchor, Add, Apply, Away)? Or if not, does the flow work?
8 Steps of Planning	Did you fully flesh-out the <u>8 steps of planning</u>, so the event, time and place are all understood and work to support the learners' needs? Which step needs more information and how will you get it?
Evaluation	Is there a plan to <u>evaluate learning, transfer, and impact</u> of the learning event? Will evidence of these be collected and evaluated? Does the evaluation plan seem doable and affordable?