

Handout 15: 'Tool box': Teaching Community Media

'Tool box' of some strategies for teaching community media

Icebreakers: help to get students to feel part of the group and participate in learning process. Often used at first session or early session of course. For example Introductions ice breaker used in first session of META Europe course.

Brainstorming: asking whole group a question and writing up all group suggestions on paper or board. Important to value all suggestions and not to write your own interpretation. Good for defining or problem solving. Example of question: What is community radio?

Buzz Groups: Dividing class into small groups- of 2-4 participants and asking them to consider a question or problem. Has the advantage that people feel more comfortable talking in small groups. One member of group can then **feed back** to rest of the group.

Trainer exposition: trainer describes or explains a particular topic or concept. Useful for communicating specific parts of the curriculum efficiently but remember it is often more effective to enable learners to find out things for themselves!

Demonstration: showing the stages of learning a particular skill (e.g. an editing technique). Demonstration should be followed up by the learner practising the skill. Research has shown that someone has to practice a new skill **7 times** before it becomes automatic!

Question and Answer: trainer asks questions and trainees answer. Useful for establishing if people understand a particular aspect of the curriculum. Needs to be done with care so as not to...

Role play: setting up a particular situation with trainees playing different roles (perhaps written on a card). Useful for trying out new skills or working through a problem re attitudes.

Simulation: setting up a simulation of a real life situation. Example could be simulating the first 15 minutes of a live radio programme without actually broadcasting.

Games/Quiz: useful to see what existing knowledge trainees have about a particular topic or find out how much they have learnt. Need to be careful that this is kept fairly light hearted as some trainees might have had negative experience of exam/test situations. Example might be quiz about different types of radio programmes people are aware of or drawing out aspects of personal radio listening histories.

Case Study: looking at a fairly detailed an example of a real life situation or problem. Trainees may look at case study materials and follow up with discussion and answering prepared questions.

Tutorial: small group or one- to- one session to look at/listen to a particular piece of work and discuss any issues or problems that trainees might have in relation to it.

This is just a starter. Think about training techniques that you have used or experienced. Which ones work best in different situations?