Your commitment to these principles will help you create training opportunities that promote change or growth, reach clear outcomes, and help people develop new relationships.

1. **Establish and share clear outcomes**
   - State goals and objectives of workshop up front
   - Give everyone an agenda that provides a sense of structure and rhythm for the experience
   - Provide opportunities for participants to know where they are within the process—recap activities, overview of next steps

2. **Design activities to engage all participants**
   - Teach/use collaboration tools (like Norms of Collaboration)
   - Importance of shared interest—allow opportunities to highlight shared values, and to share their motivation for being in the training
   - Provide a catalyst for participants to get to know one another (otherwise it may not happen on its own). This also encourages free exchanges of ideas during the training process.
   - Create a balance between structured and unstructured time
   - Provide an opportunity for a little fun—silliness with a purpose (awards, icebreakers, etc)
   - Provide ample opportunities for informal, unstructured interactions between participants and between participants and speakers
   - Provide for varied learning styles (lecture, facilitated interaction, group work, one on one conversations, “share-a-thon,” dedicated individual work time, were all used in *Earth to Sky*)

3. **Model effective learning processes and environments:** Make sure participants are learning by being engaged in the process (model good interpretive technique if you are teaching interpretation)
   - Try to build some consistency in structure of each day (research supports this concept)
   - Allow choice (do not always assign group memberships, allow learners to choose topics of greatest interest if at all possible)
   - Give breaks!
   - Move from the most familiar to the least familiar throughout course of workshop
• Have groups build some cohesiveness and achieve some success (perhaps with somewhat familiar content) before attempting a big task or before learning and applying weighty content
• Pay attention to the physical space
  o Setting is important! (familiar locations or new, cramped room vs. spaciousness, urban or rural, lighting, layout of space…)
  o Orient people to physical space and let them know their physical needs will be met: breaks; lunch; where is the bathroom, pencil sharpener, socket for laptop, coffee, etc.

4. Establish clear roles
• Describe who is involved in the workshop/task (in Earth to Sky: education and outreach specialist, scientist, facilitator, evaluator, participants)
• Clarify the task (in Earth to Sky it was to learn and create a plan for an interpretation product using new knowledge)
• Remind participants of their responsibility for achieving the task as appropriate/needed

5. Have participants take responsibility for reaching the stated outcomes
• Earth to Sky facilitator/coaching structure (facilitators also were participants, and their coaching helped participants to stay focused and on task)
• Part of the requirement for acceptance to the course was a commitment to use materials and content presented during the workshop
• Set realistic and honest expectations (ex., do not surprise people at the end by suddenly collecting or reporting their work!)

6. Connect with participant’s own work and thinking
• Provide a context for the content to be delivered (for Earth to Sky, it was science context and interpretation context—provide participants with a contextual understanding of where the content fits)
• Ask yourself, how will the content apply to participants’ jobs?
• In Earth to Sky we taught the Interpretive Process Model before the science, so people could begin to relate how the science would fit into the process of creating interpretive products
• In Earth to Sky facilitated discussions for each science presentation provided opportunity for participants to make the connection between the content and their own work (creating interpretive products)
7. **Provide opportunities for continued learning and maintaining relationships after the event**
   - Through use of technology maintain contacts (follow up e-mails, calls, updates; web site creation)
   - Availability of leaders and scientists after event was emphasized in *Earth to Sky*
   - Make use of the mentors/coaching /“auditing” processes at home park or site

8. **Encourage participants to share what they have learned with others outside the event**
   - Participants asked to do so as part of initial screening process
   - Participants created and conducted training for peers at their parks/regions
   - Posting of action plans and follow-ups on workshop website

9. **Ensure adequate time for authentic work activity** (as close as possible to the participants’ “real world” task)
   - Stick with the 40/60 rule (40% content, 60% to reflect upon and use the content to accomplish the task—challenging to do!)
   - Dedicated, structured time to work together on identified task
   - Provide resource-rich environment (experts, in-print resources, electronic resources, example interpretive techniques, etc.)

10. **Provide ample time for reflecting on the information and experiences**
    - Include reflection time for participants throughout the workshop (use journals, and pauses to write/think in sessions)
    - End of day assessment/reflection time for participants (a chance to breathe! journal time)

11. **Meaningful Evaluation!** (providing reflection time increases likelihood of worthwhile responses during evaluation)
    - Use application process as tool for pre-assessment; use e-mail or online access to administer pre-assessment tool
    - Pre- post- assessment chart (akin to the handout in this session)
    - Use focus groups to provide feedback at points the workshop (formative evaluation, catch items one might not otherwise)
    - End of day debrief for workshop organizer team (this provided insights we would not have otherwise received)


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