



Report of the Deaf Enterprise Train the Trainer workshop, 22-26 November 2017, Siena.

- Participants:
DE partners: Miriam Grottanelli de Santi (IT, host), Pia Rizzi (IT), Liesbeth Pyfers (NL. Report & photos), Lynne Barnes (UK), Luigi Lerosé (UK), Outi Toura-Jensen (DK), Ole Vestergaard (DK), Ana Bariç (NL)
Deaf Trainers: Clark Denmark (UK), Ramon Woolfe (UK), Jakob Gade (DK), Humberto Insolera (IT). Claudio Ferrara (IT)
Hearing Trainers: Ninja Kors (NL), Elten Kiene (NL)
Interpreters: Lissa Zeviar, Eddie Moriarty, Brigitte Francois
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This report has 3 parts:

Part 1: A short report of the workshop: who was there, what did we do.

Part 2: Decisions and a 'to do' list: decisions made on how we go forward, and who does what, when.

Part 3: Short descriptions of presentations / activities, to be used on the website for future trainers.

Part 1: Report of the Workshop Wednesday

Welcome dinner

Thursday

1. Welcome by Miriam
Miriam welcomes all participants to Siena.
2. The Deaf Enterprise Project, Liesbeth
Liesbeth gives a short summary of Erasmus+, the partners, the project, and the challenges for the trainers. See the PowerPoint slides on the website:
<http://www.deafenterprise.eu/index.php/info-for-the-interpreters/item/pp-presentation-the-project-liesbeth>
3. The programme for the workshop, Ninja
Ninja introduces herself and Elten and explains the programme.
4. Introductory Workshop, Elten
 - a. Elten asks the participants to join up in teams of two and to draw or write an impression of your partner. People present their impressions, the partner responds.

b. Elten asks the participants to use post-it notes to describe what they bring to the workshop, and what they expect from the workshop. See page 14 and the website: <http://www.deafenterprise.eu/index.php/tasks/instructions-for-the-trainers/item/icebreakers-warm-up-activities> .

5. Presentation of the Deaf Enterprise curriculum

Lynne describes UCLan's proposal for a joint curriculum (for both jobseekers and entrepreneurs), based on the DE template: Modules, Topics, Activities. See the website: <http://www.deafenterprise.eu/index.php/starting-the-journey>

Outi, Ole present an updated version of CBG's proposal for a curriculum for entrepreneurs and their plans for the national workshop in Denmark, see the website: <http://www.deafenterprise.eu/index.php/tasks/curriculum/cbg>

Liesbeth explains some of the choices that we will have to make because our ambitions are high, but our resources are limited.

We will have to choose:

- High Quality: we can make a very nice, very deaf-attractive, deaf-friendly website in sign language (more decisions: national sign languages of the partners and/or International Sign?). But: because of our limited resources and the high costs (time, energy, money) of producing videos: a website with only the most essential information (more decisions: what is essential information?)

or

- High Quantity: a website with a lot of information, mostly in English text, with the Google translate option to translate texts into many other written languages. Adding information in written English is easy and fast. We can select specific information that is relevant for Deaf entrepreneurs / jobseekers, and explain 'mainstream' texts in easy to read English. But: will this be accessible and attractive to our target groups 'across Europe'?
- Or: a compromise? A 'front' side that is mostly in sign language, that can be used for inspiration, motivation, with the examples of successful Deaf Entrepreneurs and the interviews. Target group: deaf people across Europe, trainers, mainstream trainers, the general public who may not know that Deaf people can be successful entrepreneurs. And: a 'back' side for trainers and participants with the curriculum, learning materials, other resources. In English text and/or the written languages of the partners.

Options are discussed, no decision is made. There are different opinions with respect to the use of International Sign versus the national sign languages.

Liesbeth explains that one of the Erasmus+ rules is that all output that is produced with Erasmus+ funding, must be 'open access', to be used by all.

6. We split up into 2 groups:

Group 1: DE partners discuss management matters and the joint curriculum.

Group 2: The Deaf trainers work on assignment 1: Making yourself heard.

7. Presentation of the results by Group 2

Clark presents the results of assignment 1. Below, Ramon's notes:

Assignment 1:

Discussed strategy/roles.

1. Your Learners

Target group:

Deaf people – unemployed – Maybe change of jobs – People who have faced barriers and do not know how to progress, have difficulties with paperwork and strategies, important to find those who are motivated. Balanced representatives of ethnic groups, gender, deaf-blind. Different characteristics.

Two groups may exist – those who want to have employment and those who seek to start business. Regardless of age. Would we look for specific people to cater for the specific skills or to offer them all the basics. Jakob believes that we should separate them at the first stage to identify the one who want to get into employment and those who want to set up their own businesses. “They’re both different in every aspect of teaching and learning”.

What do they know already? What they can do already?

Sceptical on the over-generalised term ‘they’ – those who in entrepreneurship may know of some elements. Need to identify the target group whether they are aware of things, may conduct an interview, some may have been challenged and faced obstacles, they can be addressed in the interview. We would need to cross check and assess their awareness and to identify their own needs. This will help us to prepare and identify the goals and meet their needs.

Some may have skills they have acquired from other employers and want to go their own. These differences would be discovered from the assessment/interviews. Some schools offer job showcase and inspire young people to set their career paths.

What they need to learn

Same as others – the roots of everything, the basics which will underpin their career paths.

Business plans, what is the genre – as they all differ, tradesmanship, arts, asking for loans. Clark – we can ensemble them for the initial stage to seek for the principles of business before they can decide to take their own paths. Legislation and the rest. Jakob – those who have been employed for a while would have the necessary skills to produce the product and become self-employed but would they know how to take lead on the business leadership.

We can supplement what they need – some may only seek for individual skills such as trading regulations.

People who seek for employment, where to seek for employment, creating their CVs, apprenticeship, internship, support from the government, people who adjust to new job roles. Job fair to showcase the different roles in the industry, this would be carried through two weekends, specifically targeted for those who have worked recently or those who have recently qualified rather than those who have been unemployed for several years due to lack of motivation and apathy. Claudio – we should represent those who have been unemployed for a while as they would need support from us. EU projects would want to see initiatives to encourage the marginalised.

2 – Making yourself heard

How to develop the skills and attributes:

1) Social & communication skills:

Presentation skills – how to sell an item, or yourself. How to develop the presentation skills. Confidence, how to approach bank managers, interview skills. Teach how to be clear with your own communication and make yourself understood clearly. Learn how to exchange ideas and listen to your customers, not to monopolise.

(Jakob being critic – how do you deal with the language differences) – Clark – to bring your own interpreter – how to use interpreter, eye gazes on interpreter – trusting interpreter, developing communication strategies. Humberto – Being concise and showing the data and product, to demonstrate the product, the attire of presenting yourself.

The same would apply for those who seek for employment.

Preparation is a great skill for anyone seeking for employment.

Fail to prepare, prepare to fail.

Developing that perfect CV – how would one create their own CV and not to rely on other people.

2) Cross-Cultural skills – Entrepreneurs:

To learn hearing culture, and to exchange them for deaf culture, explain them the differences, to explain the Deaf Gain ideology. Deaf people need to be aware of culture differences in religion and other ethnic and to be prepared to answer any questions. Learn how to sell yourself and to approach them differently in the business approach. Jakob says Swedish deaf people more aware of boundaries with business approaches.

The same applies, same foundation for those seeking employment.

3) Entrepreneurial attitude (persona):

How to challenge the ‘deaf can’t’ attitude, change their perception (Example from Denmark research), identity as a deaf business people. Not to lose your own identity. Do not let audism get to you and lose your own identity. Stick to your own principles. Be punctual and respectful and humble and find out the company principle and discover what works best. Respect the roles of the staff. Do not let the concept of “Hearing knows best” prevail.

The same applies, same foundation for those seeking employment.

How to achieve these?

- Role play with different scenarios – audience challenge
- Brainstorming
- Presentation from experiences from professionals
- More practical with group works
- Simulations / stimulation

Schedule – Jakob determined to divide into two groups – those who seek employment and those who want to start their own business. Different approaches, those who are seeking their own business would have individual needs.

See page # and the website <http://www.deafenterprise.eu/index.php/tasks/instructions-for-the-trainers/item/methodology-formats-set-up-of-a-workshop-elten-kiene>

3. Methodology: Working Formats, Ninja

See page 16 and the website <http://www.deafenterprise.eu/index.php/tasks/instructions-for-the-trainers/item/methodology-working-formats-ninja-kors>

4. Assignment 2: Deaf Gain

Notetaker: Eddie, Reporter: Claudio

Notes by Eddy (notetaker):

“We already know what Deaf gain is so we felt it important to focus on

1. What do you have to bring?

- I have knowledge and experience of my teaching and managing in a Deaf organisation.
- I have experience of setting up as business, running a business and of investing in other ventures.
- I have experience in setting up a production company and running the company. I have knowledge of legislation and Governmental politics. I have also another strand relevant to social media and running a company that directs it's service on social media. I have political skills and knowledge of working with Government and lobbying for legislation of Sign language recognition.
- I have knowledge in education. knowing how to teach , to whom and looking at dynamics of teaching dependent on the learner.

Implicit knowledge

- I'm good at problem solving and help people solve problems.
- I'm good at teaching people how to have voice. How to be political and be heard.
- I'm good at being able to accommodate different learners and customise to individuals.

Do you need more or different knowledge for this training?

- Training is never ending and the more techniques I have the better.
- being able to have a whole list of problem solving solutions and knowing which is best to choose.
- Using social media and modernising our way of practice.
- Skills we have but professional development is important to update and refresh our skills.

How to get it

- Workshops
- Networking from others
- Evening classes
- Learning from others.
- Conferences

Strategy:

Demonstration, Lecturing, Role Play, Group work, one-to-one.

Definition : Deaf Gain (Peter Hauser)

- Demonstrate examples of deaf gain from historical aspect, technologies such as the wing mirror and Edison
5. Filming the invitations
Jakob, Clark and Claudio sign invitations to the national workshops. Gabriele (ISLA) will edit the invitations and send us a proposal, before Christmas. We will use the invitations on the website, social media, and other networks.
- Early ending of the day.

Saturday

Two groups:

Group 1: UCLan, CBG, ISLA, R&R work on merging their curricula

Group 2: R&R trainers, Deaf trainers

Group 2: The participants have indicated that they are not happy with the programme, so far. Ninja has changed the order of the presentations to make the programme more active.

1. Icebreaker, warm-up: copy me, Elten
See page 18.

2. How to Provide Feedback, Elten

Introduction, explanation, see page 19 and the website:

<http://www.deafenterprise.eu/index.php/tasks/instructions-for-the-trainers/item/how-to-provide-feedback-elten-kiene> .

Fishbowl demonstration (see page 18 for the method): participants demonstrate feedback techniques on each other, the other participants watch and comment.



The feedback activity results in a discussion of the programme, so far. The programme does not meet the expectations of the participants; they suggest a change. Plenary discussion (group 1 and 2), led by Clark. The group agrees: they want less teaching, more sharing. It is decided to change the programme:

Cancelled:

- Group dynamics & Cohesion, Ninja and Elten
- Keeping the group together: techniques and exercises. Elten
- Assignment 3: Entrepreneurship / Employability

New programme:

- Saturday afternoon: led by Outi, Deaf trainers will share their expertise.
- Sunday morning, led by Luigi. Discussion of the national workshops
- Sunday afternoon, led by Miriam. Evaluation, awards, goodbyes.

Saturday afternoon (Outi)

The Deaf trainers are divided into two groups: those who want to know more about training entrepreneurial skills (in the photo on the left) , and those who want to learn more about teaching skills (in the photo, on the right). Each group formulates a number of questions for the other group.

The two groups take seats in front of the room. One group asks a question, the other group answers the question.



Sunday Morning - Luigi

1. Curriculum on the website

Liesbeth shows the website and different formats that we can use to publish the curriculum on the website. At the moment, there are several examples. These will all be deleted and replaced with the final version of the curriculum. The final version of the curriculum will be published on the website, after the national workshops.

Until then, participants will have access to 'work in progress'.

Liesbeth will set up a closed Facebook group to keep the trainers informed of new developments and for exchanging information.

2. The national workshops

The participants split into 3 groups to discuss the plans for the national workshops.

Sunday Afternoon - Miriam

1. Evaluation

All participants complete the evaluation form (results sent to partners, 29 Nov. 2017)

2. Awards

Pia hands out the official Deaf Enterprise Training awards (photos on the website).

3. Thank you's

Miriam thanks everyone for their participation, input, positivity. We all thank Miriam and Pia for being such good hosts, we thank the interpreters for their hard work.

Part 2: Decisions & To Do list (draft)

National workshops:

CBG will organize 1 workshop for entrepreneurs. Possibly in Copenhagen. Probably: 2 weekends, with some weeks in between for participants to do homework.

Trainers: Jakob Gade and Mette Bertelson. Outi and Ole will be there too, to support the trainers.

UCLan will organize 1 workshop for both jobseekers and entrepreneurs. In Preston. Trainers: Clark and Ramon.

ISLA will organize 1 workshop for both jobseekers and entrepreneurs. In Siena. Trainers: Humberto and Claudio.

Liesbeth will set up a closed Facebook group for the participants of this workshop, to keep everyone informed about new developments and to exchange ideas and materials.

Invitations to the national workshops:

ISLA will edit the invitations that were filmed. They will add an intro and some information, and will send this to all partners for comments, before Xmas.

UCLan, CBG and ISLA will send out invitations for the national workshops through their social media, networks, and by means of a press release. They will also use the postcard. Files are on the website, if anyone wants to change the text on the backside: send your wishes to Liesbeth.

Curriculum:

The UCLan team has produced a 'joint' curriculum proposal, with activities for both jobseekers and entrepreneurs. Modules, topics, and learning activities

The CBG team has produced a curriculum proposal (Modules and Topics), handed out at the workshop in Siena.

The UCLan and CBG team will merge the two curricula, so it can be used for all 3 national workshops. ISLA will comment and give feedback.

UCLan and CBG can use Pragma's and R&R's proposals for inspiration.

Liesbeth will develop an online version of the joint curriculum that can be used by the trainers of the national workshops and later, by trainers 'across Europe'.

UCLan, CBG and ISLA will develop the learning materials they need for their national workshops.

If possible, Deaf trainers will record 'podcasts' in the national sign language and/or in Int. Sign, to support both participants of the workshops, as well as future trainers.

If possible, video will be recorded during the national workshops, to be used to support future trainers.

Survey:

Partners will contact their networks and social media and ask Deaf Entrepreneurs to answer the questions of the Survey.

Luigi will send Liesbeth the BSL translation of the questions, before Xmas.

Part 3: Info for Trainers

Problem-based learning, or project-based learning

The trainer presents the participants with a question or problem to solve. The question or problem must be a question / problem from real life, relevant for the participants and of the right size: not too large / complicated, not too small / easy to solve. The 'size' of the problem depends on the amount of time participants get to solve the problem. This can vary from 1 hour, to weeks or even months.

Participants then work together in small groups, to find answers to the problem. They discuss the problem together, do research, maybe they do tests, consult experts, etc. All depending on the 'problem' that they have to solve, and how much time they have.

At the start of the work, roles are assigned:

Manager:

Tasks/responsibilities: to make sure everyone in the group is heard and involved; to keep the objectives in mind; to keep an eye on the time.

Critic:

Tasks/responsibilities: to ask the difficult questions, to deliver (constructive) critique.

Reporter:

Tasks/responsibilities: to write down the answers; to present the results to the group.

At all times during the project, the trainer is available to monitor progress and interactions in the group, to give feedback, to support the participants. In many cases, the trainer will not know the answer(s) to the problem, him-/herself. The trainer is not an 'all-knowing' expert, but a coach who supports the participants to stay motivated, to work together, to do their best.

After the assigned time, the reporters of the groups present the 'answers' that they found or agreed upon, to the others.

If groups have found different answers, the differences are discussed. What is the best solution, when and for whom? Can solutions be merged to find an even better solution?

Advantages of problem-based learning:

- participants are active learners, not passive recipients of information.
- Participants not only learn the 'answer' to the problem, but more importantly: they learn how they can solve future problems, themselves. And: they learn how to work together, in a group.

For more information and examples, see:

Icebreakers, introductory activities (Elten)

- **First impressions**

Organize the participants in teams of 2 persons. Try to form teams of people who do not yet know each other.

Ask each person to draw or write his/her impression of the partner. Partners are not allowed to communicate, ask questions, etc. After 3 minutes, participants present their impressions of their partner, the partner responds or comments.

- **Expectations, contributions**

Hand out post-it notes to the participants, in 2 colours. Ask the participants to write down what they expect from the workshop (yellow notes), and what they themselves can contribute (pink notes).

Post the notes on a wall or flipchart, and discuss with the participants. Who, why, how?



The Hero's Journey (Ninja)

“Flow” is a mental state in which you are very focused, working, performing, playing or in sports. You lose all sense of time, nothing distracts you. Usually, this results in optimal performance, because in ‘flow’ you lose the internal barriers, worries and doubts that often stop you.

The concept of ‘flow’ was first described by Mihaly Csikszentmihalyi in the USA. Many books have been written about it, since then. Here is a TedX presentation by Csikszentmihalyi himself (with subtitles in many languages). In this presentation, Csikszentmihalyi calls ‘flow’ the secret to happiness.

https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow#t-3716

Frank Heckman (NL) tried to find out how artists, but also sportspeople and everyone else, can reach ‘flow’ or happiness in their performances. He calls this ‘the Hero’s Journey’. You are the hero, who at the start of your journey or story, decide where you want to go: your Calling. Your goal or calling: to slay the dragon and to come home with the pot of gold. But you can’t do this alone, you need fellows, people who will help you. This is the basic structure of most fairy tales and many other stories and movies.

Heckman draws the hero’s journey as a circle, with 5 steps. See picture.



Trainers can use the “Hero’s Journey” as a guiding metaphor or introduction for a workshop:

They can ask each participant what his/her calling is, what is your goal, what makes you happy? Then, the trainer can ask who the ‘fellows’ are of the participant. Who can help you reach your goal? What are your dragons, what are the barriers, the problems, the worries that hold the participant back, that are obstacles in the path towards his goal. How can you slay your dragons? Heckman wrote the Hero’s Journey for performing artists and sportspeople, so the next step is ‘Performing’: Being on the stage, or running your race. In a state of ‘flow’: totally focused, not distracted, doing the best you can and enjoying it. For entrepreneurs or jobseekers, the ‘performance’ can be a presentation at a business event, a job interview, or being totally involved in some aspect of your business.

Then, the participant returns home, maybe with a medal, a business, a job. But when you come home again, you are not the same. You are a different person now, because you learned and changed, during your journey. And coming home is not really the end, you will just choose your next goal, challenge or dragon to slay, and start a new journey. So really, the journey is not a circle, but a



spiral, going on and on, from one 'calling', to the next, and the next.

Methodology, Formats & Set-up of a workshop, Elten

Guiding rules for setting up a workshop:

1. Create the right space, environment for learning.
2. Explain the reason / goal / topic of the workshop.
3. Explain how much time you have
4. Set rules or agreements.
5. Make the workshop interactive: involve the participants as much as possible.
6. Remove barriers to participation:
 - a. Restage the classroom: make it a safe, positive environment.
 - b. Discourage competition.
 - c. Value the skills, experiences, background that participants bring to the workshop.
 - d. Value honesty over coolness.
 - e. Respect the language(s) that people bring to the workshop.
 - f. Treat all contributions by participants with respect.

Methodology: working formats, Ninja

There are various 'formats' that trainers can use, for teaching. Some are Teacher Centered, others are (more) Learner centered:

Teacher-centered:

- The teacher decides the teaching objectives. Focused on what the teacher will *teach*.
- Students are seen as 'empty vessels'.
- The teacher deliver the knowledge.
- Students are expected to remember, and to be able to reproduce what the teacher has presented.

Examples are: Lectures, demonstrations.

Learner-centered:

- Focused on learning outcomes: what do the students have to know / be able to do, at the end of a class, workshop, training session. Focused on what the participants will *learn*.
- Students are not 'empty vessels'; teachers value and use prior knowledge, skills, experiences of the students.
- Teachers are not all-knowing experts, but they enable students to learn. Teachers act more like coaches, than like 'professors'.

An examples of a learner-centered approach: Task / project / problem based learning (see page #).

In a workshop, trainers can use different formats for activities:

- **Lecture** – by the trainer, by one of the participants, or by an invited expert. Or: by watching a lecture (or TedX presentation, Vlog) on video.
- **Discussion** – this can be a spontaneous discussion with different people defending their personal viewpoints.
Or a more structured discussion, where participants are assigned specific roles, or: where subgroups have to defend or attacks a specific statement or viewpoint – independent of their personal opinion or viewpoint. Group A defends a statement, Group B attacks it.
- **Demonstration**. The teacher, one of the participants or an invited expert can demonstrate a certain skill or activity. For instance, how to look for information on the internet, how to use a specific website, how to fill in an (online) form.
After a demonstration, the other participants can respond, ask questions, give feedback, etc. An example of an interactive activity that uses 'demonstration', is "Giving Feedback", see below.
- **Break-out groups**. One or several small groups move apart from the larger group to hold a separate discussion. Afterwards, the break-out groups present their conclusions to the larger group.
In 'mixed' groups, friends will often want to be in the same subgroup, whereas for some activities it is better to have 'mixed' subgroups, as well. Two ways of forming 'mixed' groups:
 - Count off the participants: 1, 2, 3 .. if you want to make 3 subgroups. 1, 2, 3, 4 etc. if you want 4 or more subgroups. Then ask all 1's to work together in a subgroup, all 2's, etc.
 - Using playing cards or colored cards and hand these out randomly to the participants. All blues, or all 'hearts' work together in one group, all 'reds' or all 'diamonds' in another group. (If you use playing cards: make sure you have the correct number of cards of each type – or you may end up with groups of very uneven numbers.)
- **Brainstorming**, with all participants together or in subgroups. Brainstorming encourages participants to focus on a topic and to contribute to a free flow of ideas. The trainer can begin a brainstorming session by posing a question or a problem, or by introducing a topic. Students then express possible answers, relevant words and ideas.

There are different strategies for organizing a successful brainstorming session. The most important one: no idea or question is stupid, or dumb. Every contribution has value. A second important rule: there must be a clear question or problem, that the participants have to find a solution for.

Info on strategies for more effective brainstorming:

<https://www.wrike.com/blog/techniques-effective-brainstorming/>

Tools that you can use for brainstorming sessions:

- Post-it notes: participants write their ideas on post-it notes and put these on a flipchart or the wall. Then: discuss.
- Flipchart: one person writes the contributions of all participants on a flipchart.
- Pass-on notes: each person receives a card or post it note, and writes down his/her solution(s). Then he/she passes the card or post it note on to the person sitting on his/her right. This person adds his responses or comments (eg. By attaching a second post-it note). Then: passes the card /notes on to the next person, etc. When all cards have been seen and commented by everyone, the results are presented and discussed.
- Mindmapping tools, e.g. <https://www.mindmup.com/> (online, free)

- **Role-play**

In role play, participants play out a specific character or behavior of someone who is different from themselves, as a training exercise. The trainer describes a certain activity or situation and assigns roles to participants. The participants then play out their role. They do not use 'scripts', but improvise during the roleplay. For instance, in a 'mock' job interview, one participant can play the employer, another participant can play the person who wants a job. Then, they switch roles, or other participants take their place.

"Fishbowl" is a specific strategy for using role-play, or discussions. People who are doing the role-play are in the fishbowl, the other participants are outside the fishbowl, observing. Depending on what you prefer, the observers can

1. Only observe, make notes, and share their comment and feedback afterwards.
2. Comment and advice immediately during the roleplay.
3. Change places with one of the persons in the role-play to demonstrate his/her personal viewpoint.

- **Tutoring:** teaching or helping an individual participant or a very small group of participants.
- **Mentoring:** a more experienced person (the mentor) helps or supports a less experienced person (the mentee). In a workshop, more experienced participants can mentor less experienced participants. Mentoring is usually done on a 1-1 basis.

After a workshop, participants can look for a (deaf) mentor who can advise them with their business plans. Some countries have mainstream programmes where experienced business people mentor start-ups. A mentor can be a volunteer, or he/she can be paid by the mentee. An online example from the USA: <https://www.micromentor.org/>

Where to find a mentor: <https://www.entrepreneur.com/article/271908>

- **Games**

There are many icebreaker games (for people to get to know each other in an informal, playful way), teambuilding games, and just fun games that can add variety to a workshop and that can help participants relax, participate, collaborate. Examples are:

Copy me:

all participants stand in a circle. The first person demonstrates a movement, the other participants copy the movement. Then, the next person demonstrates a new movement, etc.

For more suggestions, see:

<https://www.wrike.com/blog/ultimate-guide-team-building-activities/>



How to provide feedback

The term feedback is often used for all sorts of comments made about someone's behavior or actions, including praise, evaluation, advice, and criticism. Strictly speaking however, feedback means information about how well a person is succeeding in reaching his/her goal.

When you give feedback, you have to take into account what goal a person is trying to reach.

General guidelines for giving helpful feedback:

- Leave the negatives at the door; you want to encourage participants to try harder, to do better. You do not want them to give up or to become afraid of trying.
- Leave your own frustration out of the process.
- Your feedback must be specific, detailed and transparent: 'Good job' or 'You did that wrong' are not helpful.
- Do not criticize the person, but focus on the specific goal that the person is trying to achieve: what is the person doing correctly, what can he/she do to improve his/her performance?
- Ask for a person's motivation, why did he/she do something – in a specific way. Then, explain why this may not be optimal, or problematic.
- Give your feedback at the right moment; don't wait too long, but always take the context into account. Sometimes it is better to give feedback privately, or after the excitement has died down.
- Make your feedback actionable: identify what needs improvement and suggest a plan of action to make this improvement possible.

- Use a sandwich strategy of giving feedback: start with praise, then give your criticism, and end with praise. However, there are risks involved in this strategy: the participant may focus on the positives and ignore the negatives, the participant's feelings are on a roller coaster: up, down, up again; the participant may end up confused: what is your message? Also see: <http://www.rightattitudes.com/2008/02/22/sandwich-feedback-technique-ineffective/>
- Make your feedback ongoing and consistent. Continue to monitor the performance of the participants, be consistent in your comments.
- When you ask other participants to give feedback on their colleagues, you may want to set some rules. For instance: each participant has to say 1 positive thing and 1 thing that can be improved. You may also set a time limit or a limit on the number of comments each participant can make. Do not hesitate to remind the participants of the general rules for feedback: specific, detailed, transparent, actionable.

For more information, <https://www.teachthought.com/pedagogy/how-to-give-students-specific-feedback-that-actually-helps-them-learn/>