

Application of QIPS



EXPERT OR TRAINER

- ≡ Expert or trainer?
- ≡ Quiz
- ≡ QIPS approach
- ≡ QIPS approach - An example
- ≡ Question (Q)
- ≡ Instruct (I)
- ≡ Practice (P)
- ≡ Summarize (S)



Additional information

Expert or trainer?

Click ► to play the video record



Expert or trainer



In the previous lesson, we discussed that a trainer needs to relate to the trainees' needs in terms of knowledge and skills. We discussed principles of Adult learning, learning styles and the diverse reasons why people are attending the training.

CONTINUE



“At the end of this introduction you will be able to:

Develop training that is focused on skills and performance

Apply the approach of QIPS to develop a training on improving skills in outbreak investigation including:

1. Active ENGAGING participants through asking them **questions**;
2. EXPLAINING the steps of each of the processes through **instructions**;
3. Having participants **practice** these steps by providing an EXERCISE;
4. EVALUATING if participants have understood the training by **summarizing** it into key messages

CONTINUE

Structure of a training



“



First, let us discuss the Competency Framework
For making changes, the focus is not on knowledge but on strengthening competencies

For competencies, the four elements are important

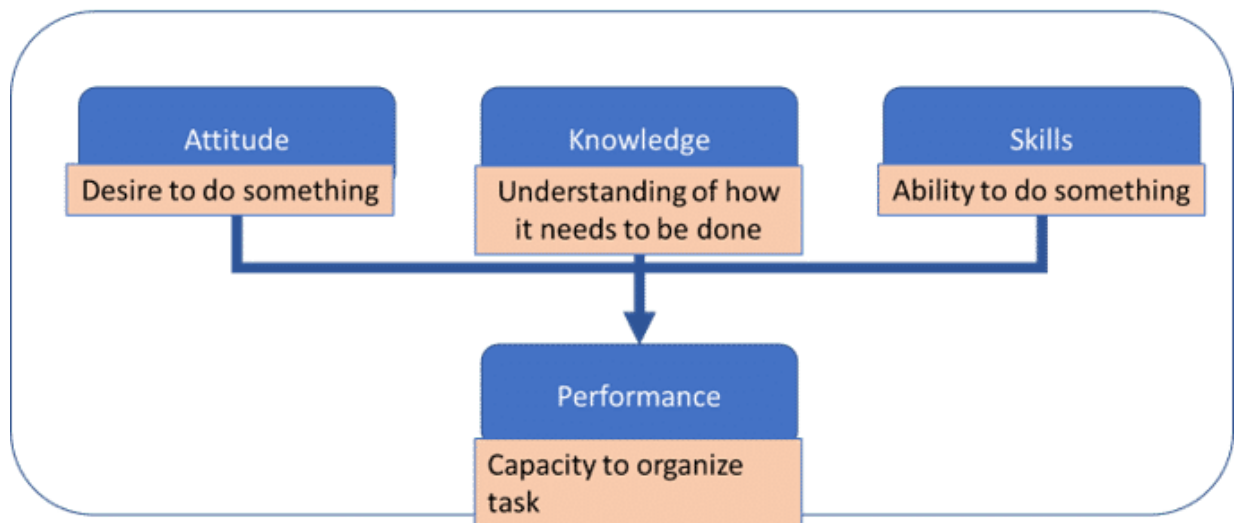
Attitude - Desire to do something

Knowledge - Understanding of how it needs to be done

Skills - Ability to do something

Performance - Capacity to organize a task"

Competency Framework



CONTINUE

Quiz

Match the text balloons with the four elements of the competency framework



Attitude

1. I am a private vet and I want to learn more things and do more work



Skills

2. I can inject vaccine into a cow



Performance

3. I vaccinated 1,000 cattle in villages in the last two months



Knowledge

4. I know how a vaccine works to protect an animal from disease

SUBMIT

CONTINUE

QIPS approach

How does that translate

Approach to Q-I-P-S for Competency-training

Question

- Ask questions to **ENGAGE**
- Understand level of understanding
- Introduce learning objectives

Instruct

- **EXPLAIN** procedures using instructions
- Introduce the procedure using poster, checklist, decision tree

- Use audio/visual/tactical tools

Practise

- Have participants **EXERCISE** themselves
- Use exercises, scenarios, role-plays

Summarize

- Summarize by **EVALUATION**
- List Key Messages (review learning objectives)
- Possibly use quiz to test understanding

Indicative time slots

Total no more than 50 minutes

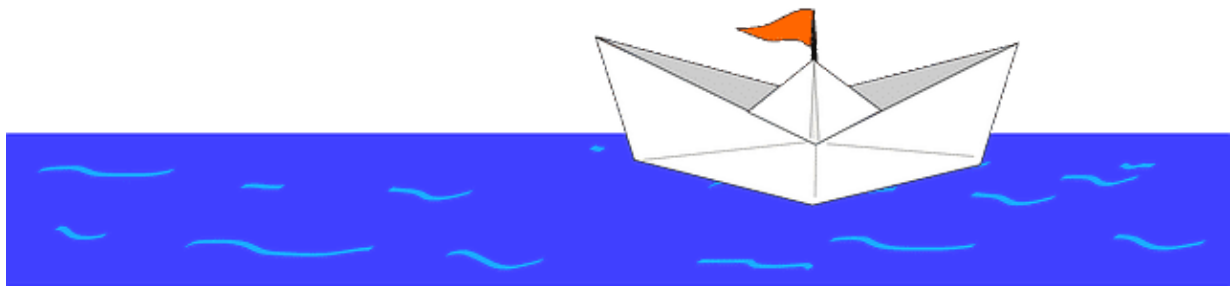


CONTINUE

QIPS approach - An example

After these 10 minutes, you will be able to

- 1 Fold a paper-boat yourself
- 2 Instruct others how to fold a paper boat using a QIPS approach



CONTINUE

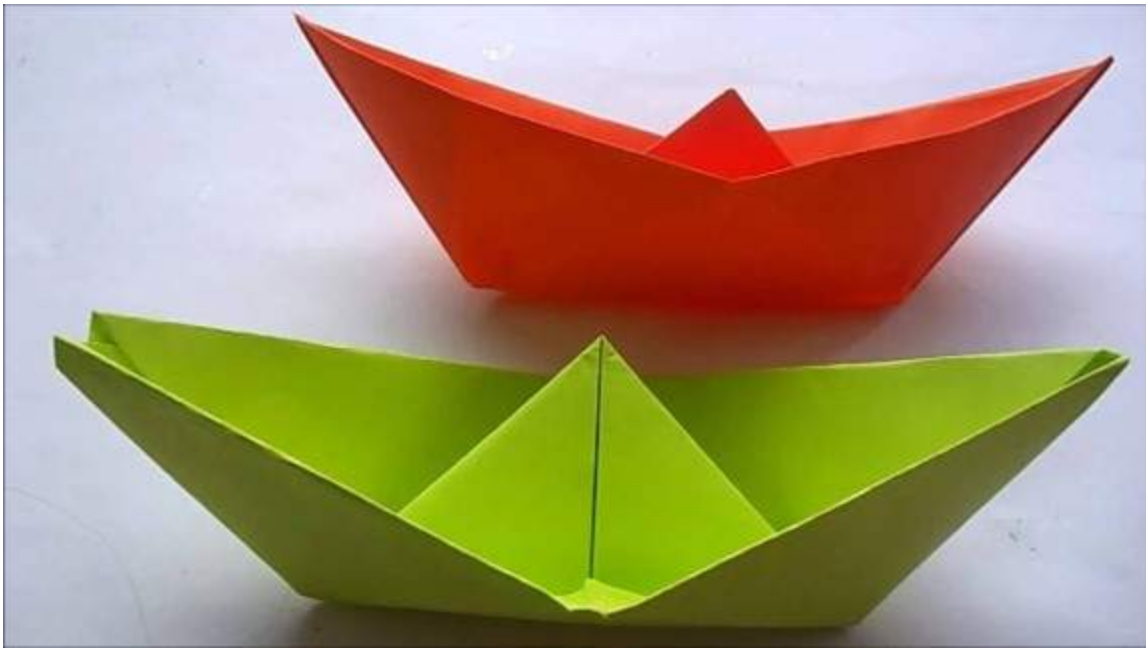
Question (Q)



Question

Step 1: Engage by Questioning

- Has any one of you ever folded a paper-boat?
- What do you think, is it easy to make a paper-boat?
- What are the trickiest parts when folding a paper boat?
- What is the use of a paper boat?



i Through these questions,

1. you directly engage with your participants (they love it!)
2. you get an understanding of the level of knowledge and experience present in this group (they learn from one-another)
3. you assess what they consider as easy and difficult on the subject (you get input on what parts of the training you may go over fast and what parts need extra attention)
4. And you assess what participants understand about the purpose (use) of the subject of training (context and application)

CONTINUE

Instruct (I)



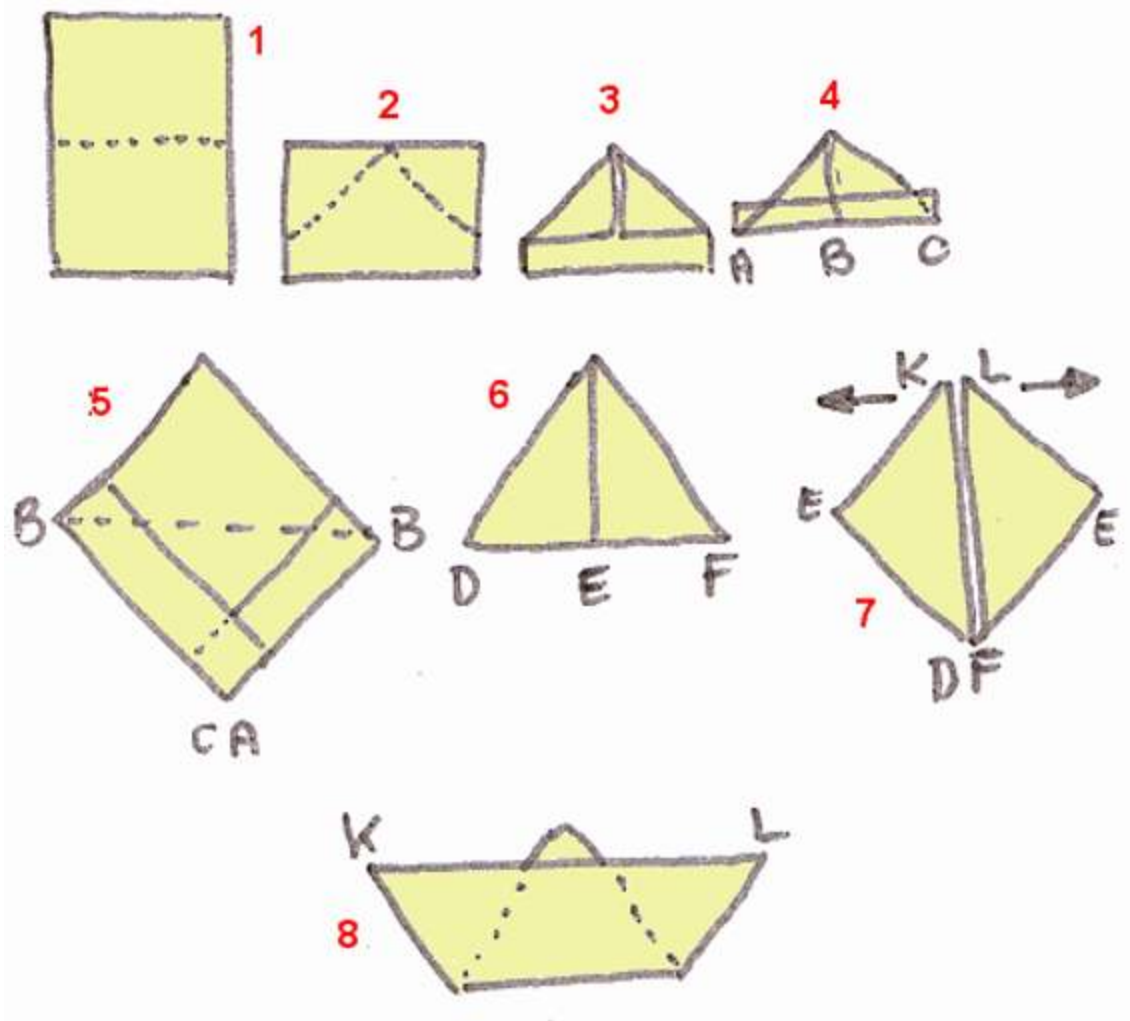
Instruct

Step 2: Explain by providing Instructions

- Start by folding A4 in two (A5 model)
- Fold in two once more but unfold again. It is just to have reference line. Fold corner towards reference line, do this twice, you create two triangles
- Below you have two flaps. Take the upper flap and fold upwards (over the triangles) Turn paper over and do the same for the other flap – you now have Figure 4
- Now, take paper by B (front and back) and draw apart – Figure 5
- Fold A upwards, turn paper and fold C upwards too
- As with point 6, draw apart E at front and back – Figure 7 with two E's and points D and F on top of each other
- Take points K and L and draw apart in direction of arrow

- You managed to fold your boat.

Open up the bottom and your boat can stand on its own



① Through instructions :

1. You provide structure

2. You make it more concrete, tangible
3. In preparation, you had to think very deep to come up with these instructions. You will see that when developing there are always different ways to explain something
4. Based on 3) you can anticipate that there are alternative approaches to do the task. You are now prepared for questions from participants and you can decide to include alternative instructions after finishing this instruction phase

CONTINUE

Practice (P)

Practise

Step 3: Practise yourself - 3 minutes

Take your paper and use the instructions to fold your boat

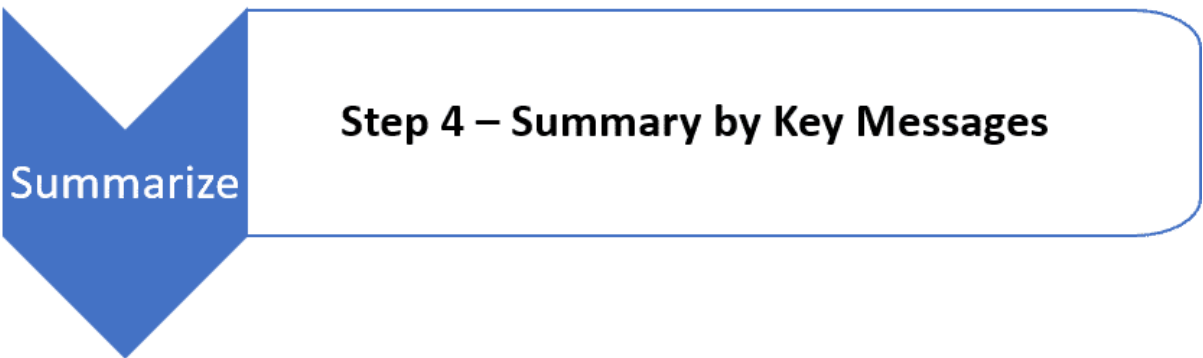


i Through practising :

1. Participants will have to process the instructions provided
2. They now have to convert knowledge (theory) into practice (reality)
3. Allow them to work together as adults learn a lot through peer-learning
4. There is a wide range of 'practising'. This can't always be a practical exercise. More often it will be a Quiz, a set of questions or an assignment.

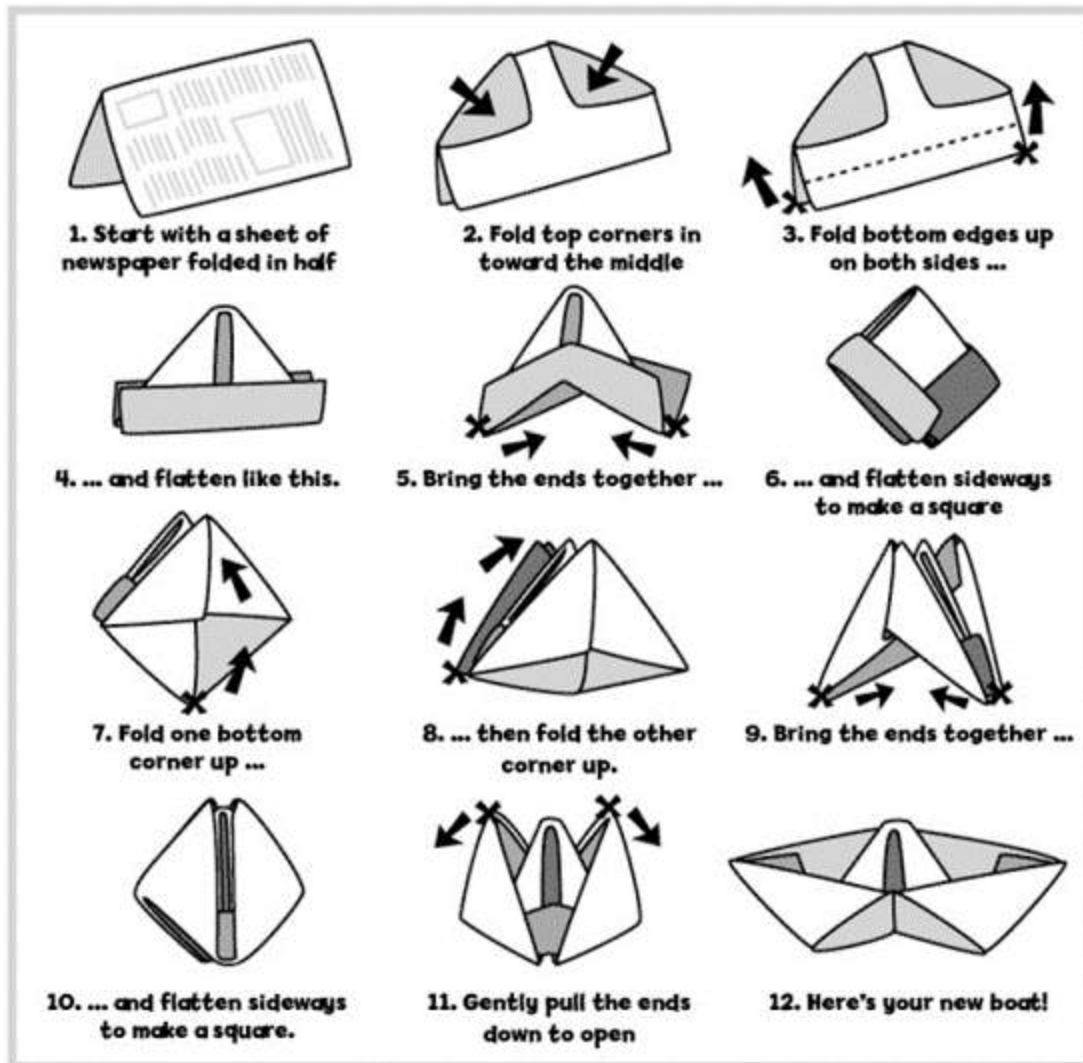
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Summarize (S)



1. Follow instructions in right order
2. Make sharp folds
3. More difficult than anticipated. That is a matter of not getting distracted (checking phone or email, looking out of the window)

Make your own newspaper boat!



"There are 2 options for summarizing:

1. As trainer you summarize training into key messages
2. Have participants summarize what they have learned and how they reflect on the training. Next, provide your set of key messages."

i Through summarizing:

1. You repeat your training in a few sentences – repetition is important
2. You are challenged to filter through your own training to define what is really key in your training – learning to be comprehensive. No need to be complete*

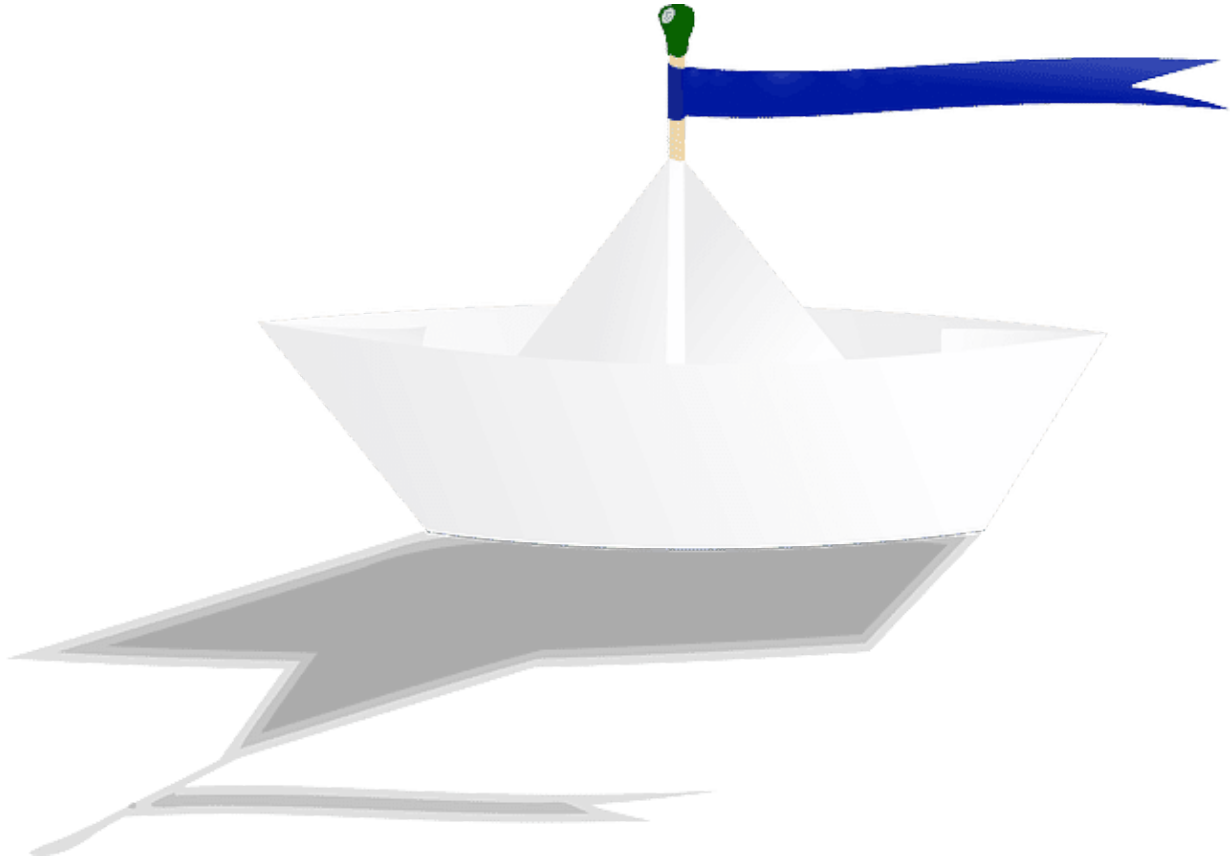
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Additional information

Recommended view:

This TEDtalk explains that more information doesn't automatically mean better understanding. Key is to provide concise, comprehensive information. That is the way for adults to remember what you want them to remember.

https://www.ted.com/talks/niro_sivanathan_the_counterintuitive_way_to_be_more_persuasive



Congratulations - end of lesson reached

