PROFESSIONAL DEVELOPMENT WORKSHOP – FACILITATOR INSTRUCTIONS

Professional development workshops aim to provide participants with practical tips and guidelines on selected topics and procedures. Leading specialists in the field will provide a step-by-step guide on how participants can use new skills and knowledge and apply them in a practical setting. The maximum number of participants is 50 per session.

Please keep in mind that the aim of this session is to be interactive and to encourage participants to actively take part in the activities.

The role of the facilitators

- Prepare educational materials for handouts (see below for more information).
- Lead an interactive session incorporating learning activities to engage participants.
- Be responsive to the needs and level of your audience.
- Please remember that most of the participants are not native English speakers.

Preparation of the session and educational materials

In order to prepare for your session please be aware of the following teaching formats:

**Pre-congress work:** Your session may include pre-congress work, readings or a survey you want participants to complete before the session taking place.

**Lightning lecture:** The aim of a lightning lecture is to articulate a topic in a quick, insightful, and clear manner. These concise and efficient talks are intended to grab the attention of the audience, convey key information, and allow for several presenters to share their ideas in a brief period of time.

**Master lecture:** Master lectures are aimed to give comprehensive and profound insights of a certain topic. They provide participants with up to date knowledge, best practices, and should stimulate for the following workshop part.

**Workshop:** Interactive workshops are the core part of this session type. Workshop methods may include small group discussions, work sheets, role plays, hands-on experience, demonstrations with models, videos, case discussions, preparation and evaluation of content, etc.

**Discussion and conclusion:** The aim of this part is to bring together the participants at the end of the workshop, present and discuss results that have been worked on before, summarise main findings and answer open questions.

Considering what type of teaching format you will deliver you may wish to consider some of the following types of educational materials:

- Pre-session materials/survey
- Work sheets
- Case examples
- Quiz
- Self-reflection questions
- Relevant abstracts
- Summary documents
- Information of best practice
- Relevant PowerPoint presentations
- Directed readings
This is a suggested list of educational materials; please feel free to include other materials if you feel they are relevant.

Participants will receive educational materials electronically prior to the session. When creating educational materials we suggest that you co-ordinate within your faculty group.

When developing your educational materials, please include case discussions or links to videos, many resources can be found on the ERS E-Learning website www.ers-education.org. Please select fonts, colours and diagrams which are easy to read. ERS PowerPoint and Word templates can be found here www.erscongress.org/information. Please note that PowerPoint slides need to have 16:9 proportions to be displayed correctly on screen onsite.

Please remember, if you are including information from other sources (which include journals, articles, book chapters, graphs and figures) that, you will need to contact the copyright owner for permissions. ERS will need a copy of the permission, and is not responsible for requesting the permissions on your behalf.

Participant will be asked to fill out a survey in order to evaluate the workshop. The feedback will be taken into consideration when selecting faculty members for future ERS activities.

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