

# Transnational Crimes Training-of-Trainers (ToT) II: Faculty Development II

Kerala State Judicial Academy  
March 18-20, 2024

## Monday, March 18, 2024

### 9:00 a.m. Welcome & Overview

*Maria Ladrón de Guevara, Program Manager, CEELI Institute*  
*Mira Gur-Arie, Director, International Office, Federal Judicial Center*

### 9:10 a.m. Team Presentations: Content Outlines

Each team will have **ten minutes** to present a summary of their content outlines.

This report should address:

- Topics to be covered in each session of the module
- How the content be reinforced by the proposed learning activities

We will have **five minutes** after each presentation for questions and comments.

*Maria Ladrón de Guevara*

### 10:15 a.m. Discussion Questions: Another Look

As we discussed during ToT I, class discussion is an effective tool for exploring the complexities of a legal or procedural issue. Discussion questions can be used to amplify the session learning objectives by reinforcing content or inviting analysis. During this session we will look at four questions pulled from the Team Content Outlines and discuss how they might be revised.

*Hon. Judge David Sanders, U.S. District Court for the Northern District of Mississippi*

### 10:30 a.m.

#### Break

### 10:45 a.m.

#### The Fact Pattern: A Review

We will review the revised workshop fact pattern:

- Does it raise all of the issues to be covered in the workshop?
- Does it meet the criteria for a strong fact pattern (clear, concise, engaging)?
- Is an addendum (additional topic-specific facts) needed?

*Mira Gur-Arie*

11:45 a.m.

**Discussion Questions**

**Activity: Writing Exercise**

Each team will draft three discussion questions based upon their content. At least one of the questions will use the workshop fact pattern.

*Hon. Judge David Sanders*

12:15 p.m.

**Lunch**

1:15 p.m.

**Facilitation Skills**

Teaching professionals is more a process of facilitation than instruction. What is the difference? How can a robust discussion guide the learning process? What are strategies for managing unexpected situations in the classroom?

*Mira Gur-Arie*

*Hon. Judge David Sanders*

1:45 p.m.

**Facilitation Skills**

**Activity: Practice**

Each participant will have **five minutes** to facilitate a discussion of their session content. Colleagues will play the role of ‘students’ and will be assigned a ‘profile’ for the discussion. There will be **five minutes** of feedback after each facilitation exercise.

Participant One, Two, and Three will facilitate a discussion of their session content.

*Maria Ladrón de Guevara*

2:30 p.m.

**Day Concludes**

Tuesday, March 19, 2024

9:30 p.m.

**Activity: Facilitation Skills (continued)**

Participants Four-Eight will facilitate a discussion of their session content.

10:30 a.m.

**Presentation Skills**

What are the elements of an effective presentation? We will discuss how to use learning objectives to structure a presentation, the elements of an effective presentation, and strategies for engaging with workshop participants.

*Hon. Judge David Sanders*

10:50 a.m. Working Break

11:05 a.m. **Activity: Presentation Skills**

Each participant will have **ten minutes** to present a portion of their session content, followed by **five minutes** of feedback.

*All Faculty*

1:15 p.m. Lunch

2:15 p.m. **The Learning Activity Plan**

At the last workshop, we introduced 8 different types of learning activities and discussed how to select an activity suited to the session content and instructor goals. During this session, each group will choose one type of activity (quiz, think/pair/share, discussion using fact pattern, fishbowl, etc.) to use for their session (with no overlap among groups). Groups will have **20 minutes** to complete a Learning Activity Plan for this planned activity.

After 20 minutes we will reassemble and each team will have **five minutes** to present its activity, explain how it will support the objectives of their session, and describe how it will be implemented.

*Mira Gur-Arie*

3:00 p.m. **Activity: Practicing with Learning Activities**

Each team will have **20 minutes** to facilitate a segment of its learning activity, followed by **five minutes** of feedback. The activity can be based upon the workshop fact pattern, but it does not have to be.

Participants will have **45 minutes** to prepare before the practice session begins.

*All Faculty*

3:45 p.m. **Practicing with Learning Activities (continued)**

Group One will facilitate its learning activity.

4:10 p.m. Break

4:20 p.m. **Practicing with Learning Activities (continued)**

Group Two, Three and Four will facilitate their learning activities.

5:35 p.m. **Wrap-Up**

Questions and a preview of tomorrow.

*Maria Ladrón de Guevara*

Wednesday, March 20, 2024

9:30 a.m.

### **PowerPoint Primer: What Judges Need to Know**

There are a wide variety of visual aids that can be used to facilitate learning and reinforce content. PowerPoint slides are one such tool, if well-designed and used effectively.

*Hon. Judge Patricia Barksdale, U.S. District Court for the Middle District of Florida  
Celine Calpo, Program Specialist, Federal Judicial Center*

10:15 a.m.

### **PowerPoint Clinic**

Participants will have the next **50 minutes** to work on their PPT presentations and consult with faculty and colleagues.

After 50 minutes, each group will have **five minutes** to present two of its slides (not the title slide) for feedback.

*María Ladrón de Guevara*

11:30 a.m.

### **Break**

11:45 a.m.

### **Building the Agenda: Session Descriptions**

Teams will draft a short agenda description for each of their workshop sessions. Faculty will review the drafts over lunch and offer feedback.

12:15 p.m.

### **Activity: Brainstorm: Building the Agenda**

We will discuss the two-day workshop agenda, choose a sequence for the workshop sessions, and plan for an opening session that sets the stage for the program and offers a narrative connecting the workshop content.

*Mira Gur-Arie  
María Ladrón de Guevara*

1:00 p.m.

### **Lunch**

2:00 p.m.

### **Feedback: Overview and Quiz**

Educational programs that incorporate active learning include an opportunity to apply new information and practice new skills. “Feedback” is the process of providing learners a constructive review of their performance. Feedback should be objective, specific, balanced, and respectful, offering a supportive critique that will enable improvement. In order to offer effective feedback, faculty must have a clear sense of lesson objectives and listen carefully during discussions and practice sessions.

*Hon. Judge David Sanders*

2:15 p.m.

### **Workshop Materials**

Written materials — including case summaries, lists of relevant case law, and practical checklists — are important components of a workshop session. They provide support for what was covered and also offer resources addressing related topics that were not covered. The process of selecting and preparing

workshop materials requires as much intention and preparation as every other aspect of workshop planning.

*Mira Gur-Arie*

**2:30 p.m.**

**Preparation for TOT Three: Pulling it All Together**

We will discuss the points raised in the handout “Pulling it All Together” and review deadlines for submitting materials.

*Mira Gur-Arie*

*Maria Ladrón de Guevara*

**3:00 p.m.**

**Team Meetings with Faculty**

**4:00 p.m.**

**Program Concludes**