

Leading workshops

The course rests on a series of workshop where the students will acquire and develop the skills and mindset that can enable their research to have an impact on environment and sustainability issues. Under the guidance of the instructor, the students will engage in activities that will allow them to practice their leadership skills in the context of specific workshops. This may include contributing to define the specific objectives for a workshop, preparing relevant material (for instance identifying relevant narratives and how they can be used efficiently, identifying guest speakers, preparing a road map), leading group activities, and providing feedbacks to their peers.

Grading the leading workshop component

Criteria	Superior (5 points)	Adequate (3 - 4 points)	Minimal or unacceptable (0-2 points)
Planning: evidence of well-planned workshop. ___/5	The workshop theme has been thoroughly researched. Relevant documentation is available to students. A calendar of activities and/or checklists are developed and adhered to.	The workshop theme has been adequately prepared. Tasks have been defined and they are mostly followed.	Insufficient preparation; no clear plan for the workshop.
Presenting: clarity of presentation. ___/5	The workshop is very well structured, theme, objectives and expectations are clearly presented to the group; the timing is excellent.	Theme, objectives and expectations are mostly well presented; keeps to time for the most part.	Largely disorganised, presentation; message is unclear; runs over time or too brief.
Criteria	Superior (9 - 10 points)	Adequate (6 – 8 points)	Minimal or unacceptable (0-5 points)

<p>Leading: assumes responsibility ___/10</p>	<p>Maintains consistently the flow and quality of the discussion/workshop activities. Refocuses discussion when it becomes irrelevant or unproductive. Well prepared to answer questions. Interventions are thoughtful and productive and show authority. Provides constructive feedback during and after the workshop.</p>	<p>Maintains, for the most part, the flow and quality of the discussion/workshop activities. Provides some feedback and support.</p>	<p>Interventions limited; does not assume well the responsibility of leading the discussion and activities. Lack of preparedness evident.</p>
<p>Engaging participants: keeps participants engaged, showing respect. ___/10</p>	<p>Clear efforts to engage all participants. Challenges ideas respectfully, encourages others to do the same. Listens well and builds on, clarifies, or provides opportunities to respond to comments.</p>	<p>Makes effort to keep participants mostly engaged.</p>	<p>Often dominates the discussion or disengages from the process. Is dismissive of others' ideas; shows disrespect.</p>
<p>Criteria</p>	<p>Superior (5 points)</p>	<p>Adequate (3 - 4 points)</p>	<p>Minimal or unacceptable (0-2 points)</p>
<p>Using material: Enhances the learning experience ___/5</p>	<p>Relevant workshop material or visual aids add to the quality of the presentation and greatly contribute to enhance the learning experience of students.</p>	<p>Appropriate use of some workshop material or visual aids</p>	<p>Irrelevant or poor use of workshop material or visual aids</p>