



**FAIRshare**  
DIGITAL TOOLS FOR FARM ADVISORS

# Module 1

## **Module 1 aims to introduce future trainers to:**

- the world of digital tools and services
- the FAIRshare DATS inventory
- the successful use of DATS in practice
- common struggles during implementation
- principles of adult training

**Trainers start planning their training activity**

# "Uptake" and use of DATS in agriculture

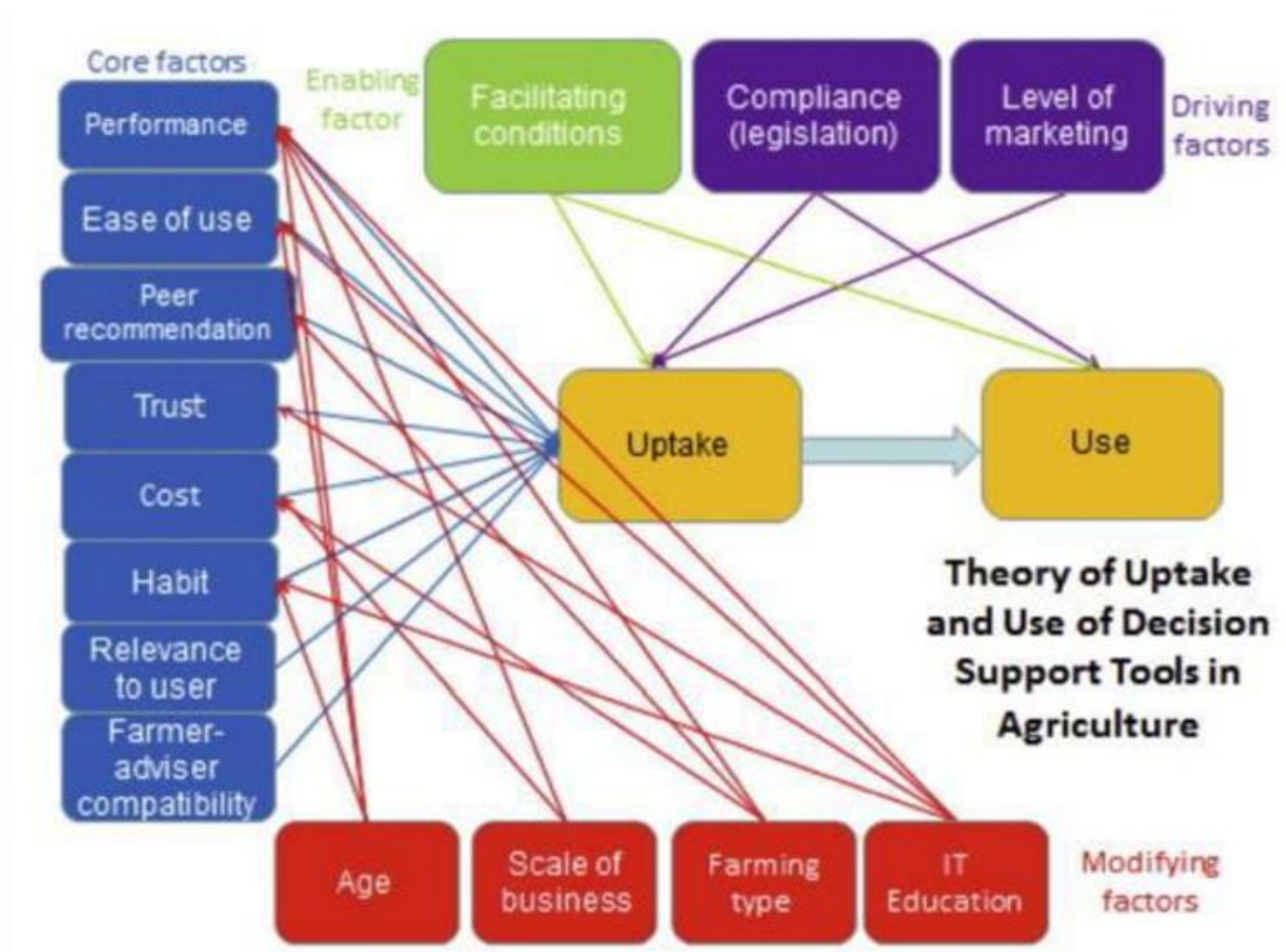
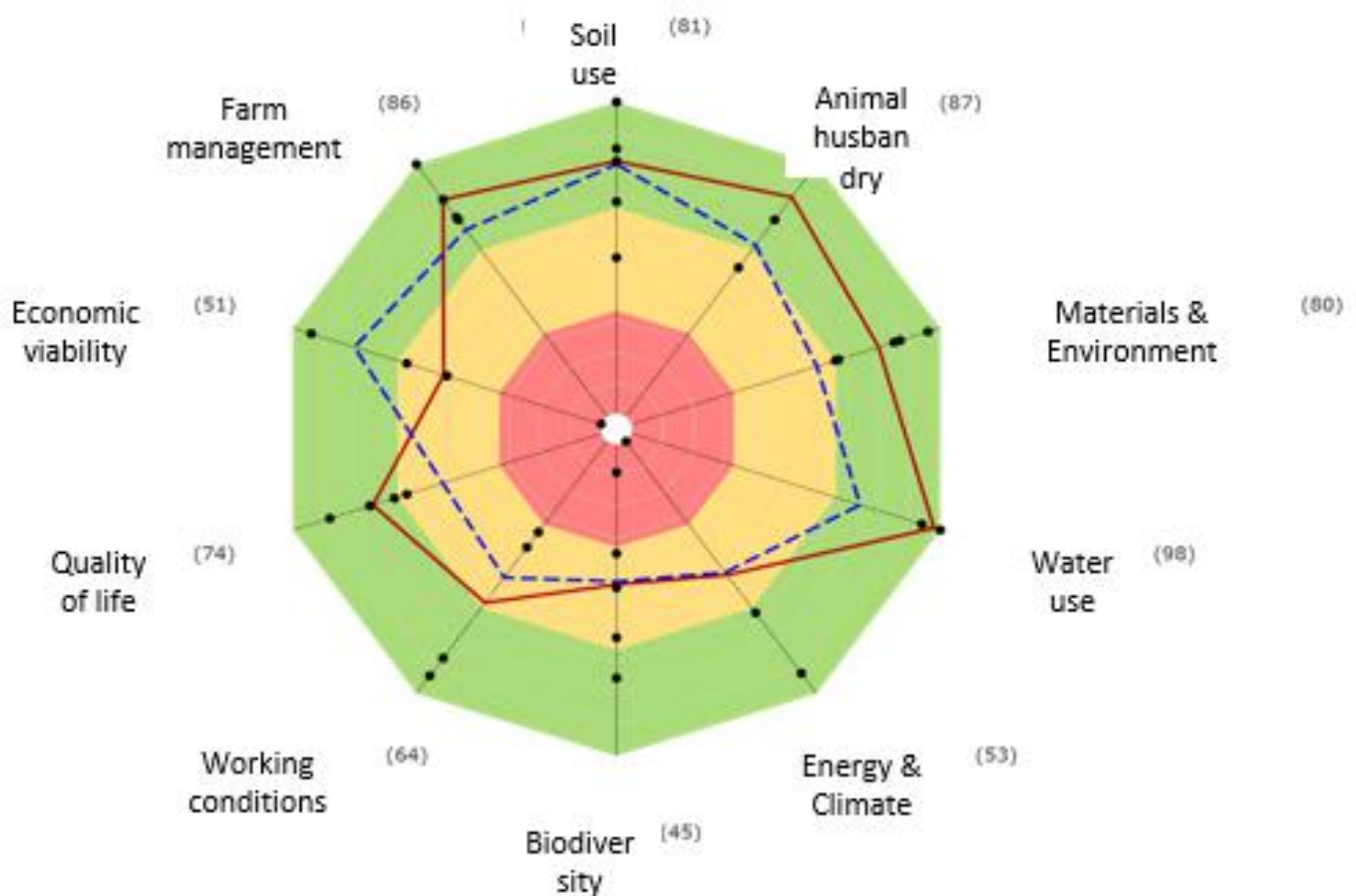


Figure 2 Theory of uptake and use of DTs in agriculture (Rose et al. 2016)

## Experience the successful use of DATS

- Choose DATS with a lot of experiences and good trainings
- Example RISE 3.0
- A visualization aid



## **RISE stands for...**

... «Response-Inducing Sustainability Evaluation»

... a method to facilitate a holistic evaluation and communication of the sustainability of agricultural production at farm level

... making sustainability more comprehensible, tangible and measurable

... focusing on improving sustainability through advisory

... an ensemble of indicator system, science-based algorithms, database and software.

**"RISE is like a mirror of my farm"**, Farmer

**"RISE is my key to the farm"**, Farm Advisor

**"RISE conveys the idea of sustainability to farmers"**,

Official of the Swiss Federal Office of Agriculture

**See following page**  
[www.farmrise.ch](http://www.farmrise.ch)

## Testimonial «View of a farmer» (Film)

- Look at film ([see sharepoint](#))
- Exchange experiences for the three categories of DATS:
  - Benefits for the farmers?
  - What are criteria for successful use of DATS for farmers?
  - Typical struggles?

## Barriers

- **Benefit** not clearly visible



- Different technical **languages**



- Lack of **digital skills**



- Tool **difficult to use**



- Difficulty to find **suitable tools**



- Too much work for **data input**

- Missing trust

## How can trainings overcome these barriers?

- Know the **target group**



- Choose a **tool you know well**

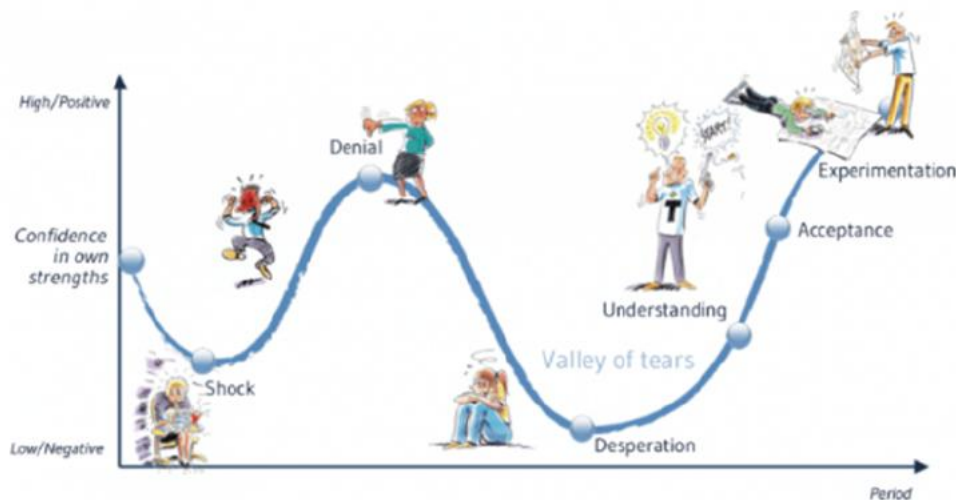
- Communicate the **benefit of using DATS**



- Provide the **logic and experience** working with DATS
- Collect **feedbacks and impacts** (testimonials)

## Build and sustain a good relationship with farmers

- Trigger aha-moments with the demonstration of DATS and use of film testimonials
- Accompany challenges during implementation (valley of tears)
- Shape personal knowledge exchange in informal situations
- Provide safe space (working groups)
- Positive leadership: supportive atmosphere
- Appreciate successful implementation (Insight)



*(Dr Kraus & Partner, change consultants)*

## Safe space

Learning process with several phases



## Learning situations of adults



- Thinking become slower, but **more accurate, because they can be linked to experience and prior knowledge**
- An age-related reduction in performance is sometimes observed with abstract content, while an **increase in performance is possible with concrete application knowledge (experience)**
- Learning styles and personality traits are **more heterogeneous** in a group of adults than in adolescents

## Learning situations of adults



- Adults have **positive and inhibiting school experiences**
- Criticism and failure usually have **a heavier impact**
- If new information deviates too much from established attitudes, this can trigger **defence mechanisms**
- **Time is a limiting factor.** Trainings need to be efficient

# Make the experience and expectations of participants visible

## During training preparation:

- Define target group
- Estimate their previous knowledge and experiences
- Tailor the learning aims to your target group

## During the training:

- Make the experience and previous knowledge visible
- If possible involve participants when defining goals for the course

## Well structured courses increase the learning effect: ARIVA model

<b>A</b>	<b>Arrive</b>	Show aims of course and organisational details
<b>R</b>	<b>Reactivate</b>	Activate existing knowledge, experience.
<b>I</b>	<b>Input /New Information</b>	New information is presented by instructor or gained by participants themselves
<b>V</b>	<b>Process</b>	With practical exercises the new information is processed and applied.
<b>A</b>	<b>Evaluate</b>	The output of the exercises are discussed. Transfer of knowledge.

- ➔ Often the evaluation and the reactivation phase are neglected
- ➔ A large number of inputs does **not** mean the content was understood and can be applied.
- ➔ No effective learning possible without time to process and linking the new insight with existing knowledge
- ➔ Inputs should be concise and based on previously defined learning aims

## Use a variety of methods to create interesting trainings

- Always think about the learning aim you want to achieve when selecting a method
- Accomodate different learning styles (visual, written, etc.)
- Visualize as much as possible

 More is not always better



## **A selection of methods: reactivating previous knowledge and experience**

<b>Opinion corners</b>
<b>Brainstorming</b>
<b>Conversation carousel</b>
<b>Question Answering with Cards</b>
<b>Round table discussion</b>
<b>Discussing hypotheses</b>
<b>Formulating hypotheses</b>
<b>Small case Studie</b>
<b>Testimonials and Storytelling</b>



**See booklet 1 for detailed explanation of each method**



## **A selection of methods: joint development of knowledge and facilitation of transfer**

<b>Brainstorming</b>
<b>Question Answering with Cards</b>
<b>Partner or small group discussion</b>
<b>Small case studies</b>
<b>Mutual consulting</b>
<b>Roleplay</b>
<b>Individual assignments</b>
<b>Discussing hypotheses</b>



**See booklet 1 for detailed explanation of each  
method**

# **Create a welcoming and positive environment to facilitate learning processes**

**Support outside of classroom available**

**Manage group dynamics and intervene when conflicts occur**

**Enable succes**

**Value each question and response. There are no stupid questions.**

**Avoid classroom atmosphere (seating, role of course instructor)**

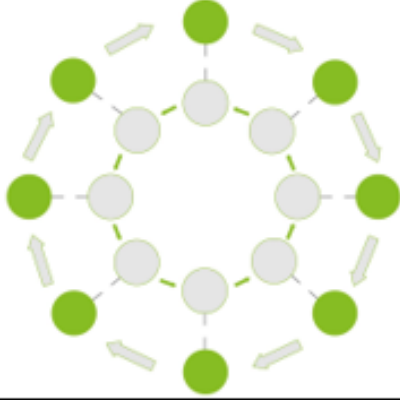
**Avoid working with very provocative statements**

**Create space for informal exchange and social interactions.**



# Methods for Adult Teaching

Method	Implementation / variants / examples
<i>Brainstorming with flipchart</i>	<ul style="list-style-type: none"> <li>- It is important to ask a clear but open question, to which there are several answers,</li> </ul> <p><i>e.g. "How can the fertility of dairy cows be kept high?" or "What can promote the sale of chocolate?"</i></p> <ul style="list-style-type: none"> <li>- first collect as broadly and openly as possible (flipchart, blackboard), on no account immediately make judgmental comments. Possibly needs a few stimulating questions</li> </ul>
<i>Brainstorm with Map query and pin board</i>	<ul style="list-style-type: none"> <li>- ask a clear, open question as above</li> <li>- Pin the answer individually or in small groups on a piece of paper on the pin board and structure it</li> <li>- explain briefly and have unclear formulations explained</li> <li>- Possibly discuss conclusions together or have the most important points highlighted</li> </ul>
<i>Round table discussion</i>	<ul style="list-style-type: none"> <li>- open key question and 1-3 ' individual preparation</li> <li>- each person expresses themselves in a circle on a specific key question</li> <li>- possibly record on the blackboard / flipchart</li> <li>- only for small groups up to approx. 12 people</li> </ul>
<i>Partner discussion</i> <i>Small group discussion</i> <i>Partner interview</i>	<ul style="list-style-type: none"> <li>- start with an open or specific key question</li> <li>- Possibly with subsequent reporting in the plenum or without direct reporting</li> </ul> <p><i>e.g. "How do you do that on your farm?"</i> <i>What would you do in this situation (example)?"</i></p> <p>There is a clear division of roles in the interview. One person asks, the other answers. The questioning person must then briefly report the most important things in the plenary session</p>

<p><i>Formulation of hypotheses</i></p>	<ul style="list-style-type: none"> <li>- in small group</li> <li>- Especially on topics on which you can also provide scientific findings</li> <li>- e.g. "What are decisive factors of soil fertility"</li> </ul>
<p><i>Discussion of hypotheses</i></p>	<ul style="list-style-type: none"> <li>- in small groups or in plenary</li> <li>- Hypotheses should be controversial so that they give rise to discussion</li> <li>- e.g. "Sales of organic products will continue to increase over the next five years"</li> </ul>
<p><i>Conversation carousel</i></p>	<ul style="list-style-type: none"> <li>- Suitable for concrete question/topics all can contribute to</li> <li>- Participants stand in two circles.</li> <li>- The outer circle moves after a defined period of time</li> </ul> 
<p><i>Taking a position in space, opinion corners</i></p>	<p>Participants position themselves in corners which represents a certain trait or opinion</p> <p>e.g.:</p> <ul style="list-style-type: none"> <li>- participants with the same machines go to different corners where they can discuss a question among themselves</li> <li>- Or people with the same opinion on a question</li> <li>- Or people with a lot versus people with little experience, etc.</li> </ul>
<p><i>Small case studies</i></p>	<p>Describe a concrete situation for which solutions are to be sought</p> <ul style="list-style-type: none"> <li>- do not make it too extensive for those with less formal education</li> <li>- rely more on experience than on documents</li> </ul>

<b>Partner Advice</b>	Each participant presents their situation to a colleague. The other participant then advises and supports the colleague during the solution finding process.
<b>Role playing game</b>	<p>Only suitable for learning aims concerning behavior or conversation technique</p> <ul style="list-style-type: none"> <li>- Take on your own role or the role of someone else (change of perspective)</li> <li>- Instructor has to provide roles</li> </ul>
<b>Individual orders</b>	<ul style="list-style-type: none"> <li>- Participants have similar yet individual problem e.g. Reduction of herbicide use on farm</li> <li>- Outline solutions for their own situation / own company</li> <li>- Provide accompanying worksheet with two columns: 1. Topic 2. Importance to me</li> </ul>
<b>Pyramid (or Snowball)</b>	<p>Question: What are the 1 (or 2 or 3) most important aspects?</p> <ol style="list-style-type: none"> <li>1. Participants think alone</li> <li>2. Choose the 2 most important aspects in partner work</li> <li>3. In groups of four choose the 2 most important aspects</li> <li>4. Ev. Evaluate in a group of eight or in the plenum</li> </ol>
<b>General: Show experience in other forms</b>	<ul style="list-style-type: none"> <li>- Let participants draw their opinion or experience</li> <li>- Associations (images, adjectives, objects): e.g. "Which adjectives do you come up with when you hear the keyword earthworm in mind?" "Which animal would you compare yourself to in the current economic environment?"</li> <li>- Let participants create picture stories</li> <li>- Sketch script for film</li> </ul>