
Evidencing benefits of BFL over traditional method

Posted by Kerry Herbert - 2010/04/02 13:22

Hello everyone, this is my first forum post, so please bear with me...

I attended my first BFLG meeting in Reading on 26 February. It was great to meet with like-minded people who were so passionate and enthusiastic about training - so refreshing! I also really enjoyed being in the company of trainers who are keen to learn from others and improve their own skills and trainer toolkits. So often, I've met trainers who consider themselves the experts and do not consider that the need for CPD also includes them! But, anyway, certainly no evidence of that in Reading!

I'm creating this post as I asked a question in the afternoon 'clinic' session, which other members of the group helped me to work on. My question is 'how do I get my organisation to get on board with BFL methods, when our current training evaluations are already consistently good?' That is, it's quite hard to get the main decision makers to change something that (in their eyes) 'aint broke!

We had quite a lot of discussion in the group about this, and one of the suggestions was to conduct a research project to try to compare and contrast a BF course with one delivered using more traditional methods (talking, powerpoint, yada yada yada, yawn yawn yawn...). Stella and I talked about this afterwards, as she has some interest in doing something similar. So, hopefully, it will be something that we can develop & deliver over the next year. I'm currently talking to my organisation about undertaking this, so watch this space!!

Incidentally, if any other forum members have any other suggestions of how to tackle my question, or indeed, any other suggestions or ideas for conducting a comparative research project, I'd be really keen to hear them.

Cheers & bye for now!:P

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