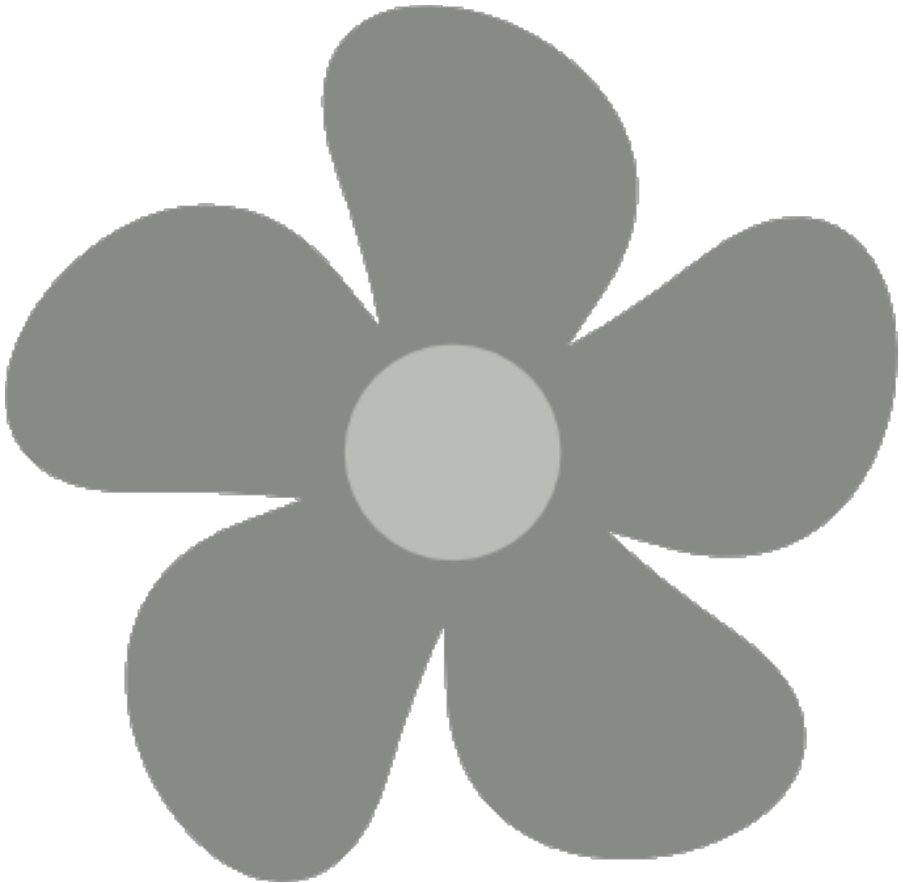


Bloom Trainer Manual



English

Bloom Trainer Manual

English



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Bloom Trainer Manual

The purpose of this "book" is to gather up all the other books in the collection into one volume. Just publish this book and you'll get everything in one PDF.

Introduction

Welcome!

Welcome to the Bloom Trainer Manual! We are glad that you want to train others to use Bloom. To do that, you need to know how to use the program well, and you also need some other information and skills to be a trainer. This guide will introduce you to your role as a Bloom Trainer.

IT issues

Some of the issues in this manual are very technical (especially in the first two training modules). If you are not comfortable with installing software and setting thing up on a computer, you may want to find an IT person who can help you with that. The steps are important for having a successful training even if you are not personally able to take those steps.

General training guidance

In the rest of this part you will learn some general guidance for training people to use Bloom.

Giving people an overview

It is good to begin your training with an overview of what Bloom is, why it was created, and what its strengths and weaknesses are. A good way to give that overview is to show the training video, Why Bloom?

You can find it in two places:

<https://vimeo.com/141561934>

<https://youtu.be/CJaxdaWBT8c>

It is also good to explain to people Bloom's strengths as well as Bloom's weaknesses. They need to have a realistic idea of what they can do with Bloom, and what they should not expect Bloom to do for them.

When using Bloom is a good choice

Bloom is the right program for people to use under the following circumstances:

1. The people writing books have limited computer skills.
2. The books people want to create are relatively simple in design.
3. People want to adapt existing books to new languages and cultures.
4. People want to create decodable and leveled books.
- 5.

You want to provide writers with reader templates that will help them write books that meet certain specifications.

When Bloom may not be a good choice

Bloom is not good for every purpose. Here are a number of needs that Bloom does not accommodate:

- **Text does not flow from one page to the next.** Rather, Bloom is page-oriented. If authors have more text than will fit on one page, they have to stop typing, insert a new page with a text box, and start typing again.
- **There are limitations to Bloom's page layout capability.** For example, you cannot create a page where text wraps around a picture. You cannot easily create tables with rows and columns. If authors need complex page layouts, Bloom may not be the right program.
- **There are limitations to Bloom's text formatting capabilities.** For example, it is not possible to specify the color of text. And the only way to highlight certain words is by making them bold, italic, or underlined.
- **Bloom does not have image editing tools.** Inside Bloom, you can crop an image but cannot make any other changes to it.
- **Bloom only knows two types of content—text and pictures.** It insert videos, or any other sort of content besides text and images.

Peparing the Computers

Preparing the Computers

Participants will use their own or a provided computer to do the training. If those computers are not adequate in any way, it will cause many difficulties during the training.

The host of the training needs to take responsibility for securing the computers for the participants. But you need to make sure and communicate clearly what is needed. The things to check include the following:

- The hardware is adequate
- The operating system is licensed and up to date
- There is an adequate anti-virus program that is up to date and a full scan has been performed
- Any other needed software is licensed

First of all is the hardware. The Bloom website states the following minimum hardware requirements:

- 1.5 Ghz processor
- 4 GB RAM
- 2 GB available hard disk space

The Windows System Control Panel will tell what the processor is and how much memory (RAM) there is. Looking at "This PC" in the File Explorer will tell how much available disk space there is.

Operating System

Bloom is primarily a Windows program. (There is also a Linux version.) Bloom can be run under Windows XP SP3, but that is not recommended. Microsoft no longer supports that version of Windows. Because of that, it no longer receives security updates. That can leave computers more vulnerable to viruses. Also the Windows XP version of Bloom does not contain all of the features of the "Release" version.

The Bloom "Release" and "Beta" versions require Windows Vista SP1, 7 SP1, 8, 8.1 or 10. ("SP" stands for "Service Pack".) Those versions of Windows are preferable. The Windows System Control Panel will tell you what version of Windows the computer has.

It is also important that the computers be up to date. Internet access may be limited, but it is best if each computer has done a **Windows Update** so that the operating system is up to date.

Anti-Virus

Computer viruses are a very common problem and are especially prevalent in many of the contexts where training takes place. You will be putting flash drives into these computers in order to install software, and you will be copying people's books off of the computers later to back up their work or print their books. If viruses get onto the flash drives, other computers will become infected.

If a computer lacks an adequate anti-virus program, you can install the free Microsoft Security Essentials. It can be downloaded from microsoft.com.

So, one of the very first tasks to perform as you prepare to install Bloom is to verify that the computer has a reputable anti-virus program on it and that the program is up to date. Once you know that the anti-virus software is up to date, do a complete system scan. Do not install anything else until you are confident that the computer is virus-free.

Other Software

Computers often have other programs that are useful in the Bloom training and writing process. This might include Microsoft Word, for example. If such software is on the computers and being used, check to see that the software is legal, that is, that it has a proper license.

If it does not have a proper license, there will often be a message when the program is started saying that it needs to be "activated" or the like. If you find this to be true on any computers to be used in the training, bring this to the attention of the owner of the computer. It is best not to use unlicensed software.

It can be helpful to have a flash drive to use with each computer. That way, any viruses that may get onto the flash drive will not be transferred to the other participants' computers.

Bloom assumes that you have a way to type your language on your computer. That will often involve using a certain font or a way to type the characters in your language. If that is not true, as an IT person to help setting this up.

Installing the Software

Update your resources

Before you begin any training, make sure that you have the current version of Bloom and the Art of Reading illustration collection. The Bloom installers can be found here:

<http://bloomlibrary.org/installers>

And the Art of Reading Installer can be found here:

<http://bloomlibrary.org/artofreading>

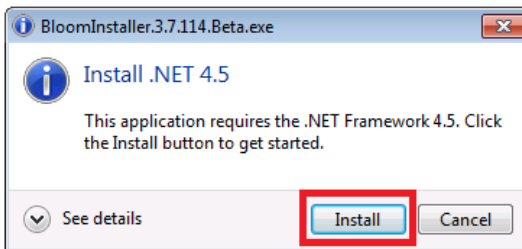
You may be using either the "Release Version" or the "Beta Version" of Bloom. The Beta version is usually suitable for use, but sometimes it may have bugs that have not yet been resolved. The Release Version should not be subject to that problem but will often lack improvements that have been incorporated into the Beta. You may also be using a special version of Bloom, such as the REACH Version.

Create a flash drive with the installers and other resources for the training. (That may include Bloom Packs or practice materials.) Once the flash drive is ready you may want to "write protect" it. Some flash drives have a physical write protect switch. If yours does not, you can still protect it by setting the drive's properties to "Read Only". When you do this, you protect the drive from getting viruses from other computers.

Getting ready to install Bloom

Before you even install Bloom on the computers to be used in the training, you need to make sure that the computers are ready. Be sure to read and carry out the instructions in the training module **Computer Setup Part 1**.

Bloom requires ".NET 4.5" or higher in order to run. .NET (pronounced "dot net") is Windows system software that is already installed on computers with Windows 8, 8.1 or 10, but not all Windows 7 computers have it installed. You do not necessarily have to check for this beforehand, but if the computer doesn't already have .NET 4.5 you will see this error message:



If you get that error message while installing Bloom, install .NET 4.5 then try installing Bloom again. It should be successful this time.

Install Bloom and the Art of Reading

Once you are ready to install the software, install it in this order:

1. Bloom
2. The Art of Reading

To install Bloom, see the training module **Installing Bloom**.

When Bloom installs, it usually creates a Start Menu item and puts a program **Shortcut** on the Windows Desktop. You may want to put a shortcut on the "Task Bar" at the bottom of the screen. Then the user can find it easily without having to open the Start Menu or display the Desktop.

The Art of Reading does not create an item on the Start menu like other programs. But you access it from within Bloom.

Run Bloom. It will require you to create a collection. Go ahead and do that. You can delete the collection after you have tested the program if you wish. If the program runs, access the Image Toolbox and search the Art of Reading Gallery.

A note on updating Bloom

The people who developed Bloom are constantly fixing problems and adding new features. That is great! But you want to make sure that everyone is using the same version of the program and that people do not update to a new version during the workshop. That will likely create confusion.

You can always tell what version of Bloom you or others are using: The version number appears in the title bar of the Bloom window at the top of your screen. As I write this, I am using Bloom REACH version 3.7.2006:

- Bloom 3.7.2006 REACH



If I update my software, a new version number will show up in the title bar. An update that leaves the first two numbers as they are is usually good, as that probably fixes a problem. In this example, that might be version 3.7.2008. But an update that would change the first number, for example 4.0 or 3.8, would be a big change and you should avoid making that change during the workshop.

Copy over other training resources

In addition to the software, everyone will need the training resources. Put these resources into a folder named **Training Resources** then copy that folder from your flash drive to each computer. You can put it on the Windows Desktop, in the Documents Folder, or in the Bloom folder that the program creates.

Put the **Training Resources** folder in the same place on your own computer and all the participants' computers. That way when you demonstrate navigating on your computer to find one of the training resources, the participants will follow the same steps that you do.

Once you have copied over the **Training Resources** folder, browse it to verify that everything is there that should be.

Now the computer is ready for the user!

Downloading Bloom and Related Software



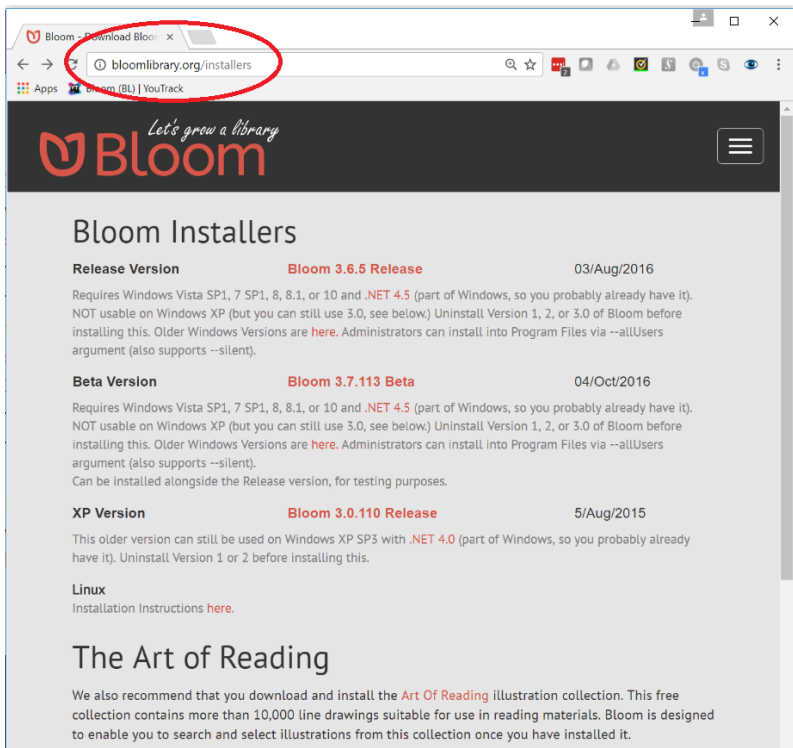
Let's Grow a Library

Bloom makes it easy to create simple books
and translate them into multiple languages.

Installing Bloom and related software

In order to use Bloom, you will need to install the software. You will also want to install the Art of Reading free illustration collection. It may be necessary to install some other system software as well. In this module we will go through the steps required to do all of this.

Bloom is available on the website page bloomlibrary.org/installers:



Bloom *Let's grow a library*

Bloom Installers

Release Version	Bloom 3.6.5 Release	03/Aug/2016
Requires Windows Vista SP1, 7 SP1, 8, 8.1, or 10 and .NET 4.5 (part of Windows, so you probably already have it). NOT usable on Windows XP (but you can still use 3.0, see below). Uninstall Version 1, 2, or 3.0 of Bloom before installing this. Older Windows Versions are here . Administrators can install into Program Files via --allUsers argument (also supports --silent).		
Beta Version	Bloom 3.7.113 Beta	04/Oct/2016
Requires Windows Vista SP1, 7 SP1, 8, 8.1, or 10 and .NET 4.5 (part of Windows, so you probably already have it). NOT usable on Windows XP (but you can still use 3.0, see below). Uninstall Version 1, 2, or 3.0 of Bloom before installing this. Older Windows Versions are here . Administrators can install into Program Files via --allUsers argument (also supports --silent). Can be installed alongside the Release version, for testing purposes.		
XP Version	Bloom 3.0.110 Release	5/Aug/2015
This older version can still be used on Windows XP SP3 with .NET 4.0 (part of Windows, so you probably already have it). Uninstall Version 1 or 2 before installing this.		

Linux
Installation Instructions [here](#).

The Art of Reading

We also recommend that you download and install the [Art Of Reading](#) illustration collection. This free collection contains more than 10,000 line drawings suitable for use in reading materials. Bloom is designed to enable you to search and select illustrations from this collection once you have installed it.

Downloading Bloom

If you do not yet have the Bloom installer on your computer, look for the "Release Version" on the website and click on the link next to it outlined in red. (The actual version number may be different than what you see here. The website will always have the most recent version available to you.)



Let's grow a library
Bloom

Bloom Installers

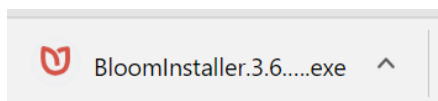
Release Version **Bloom 3.6.5 Release**

Requires Windows Vista SP1, 7 SP1, 8, 8.1, or 10 and .NET 4.5 (part of Windows NOT usable on Windows XP (but you can still use 3.0, see below.) Uninstall before installing this. Older Windows Versions are [here](#). Administrators can install with /quiet argument (also supports --silent).

Beta Version **Bloom 3.7.113 Beta**

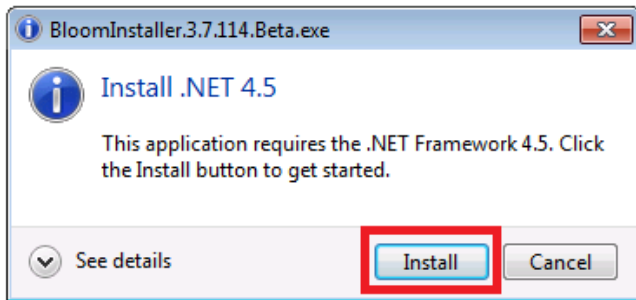
Requires Windows Vista SP1, 7 SP1, 8, 8.1, or 10 and .NET 4.5 (part of Windows NOT usable on Windows XP (but you can still use 3.0, see below.) Uninstall before installing this. Older Windows Versions are [here](#). Administrators can install with /quiet argument (also supports --silent).

The Bloom installer will download onto your computer. How that works depends on your web browser. Once it is done downloading, run the installer.



What to do if the installation requires .NET 4.5

Sometimes a computer with Windows 7 may not have an important system program that Bloom requires. If that is the case, when you try to install Bloom, it will tell you that you need to install ".NET 4.5" →



If that happens, go back to the Bloom installers page and click on the link that says, .NET 4.5.

That link will take you to the Microsoft website where you can download the additional software and install it on your computer. Then you can install Bloom.

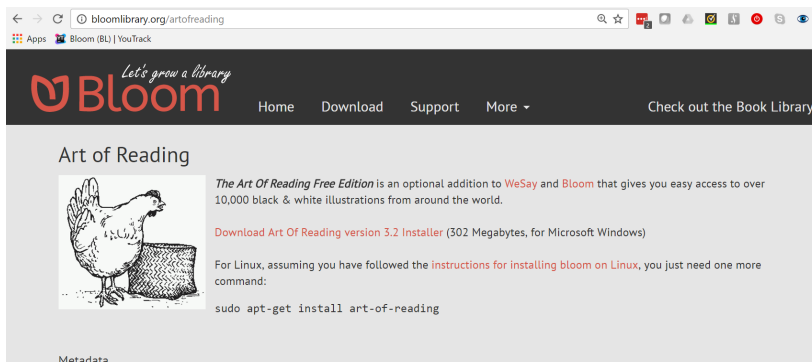
Downloading the Art of Reading

To download the Art of Reading illustration collection, click on the link on the Bloom installers page:

The Art of Reading

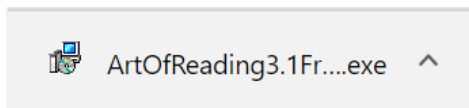
We also recommend that you download and install the **Art Of Reading** illustration collection. This free collection contains more than 10,000 line drawings suitable for use in reading materials. Bloom is designed to enable you to search and select illustrations from this collection once you have installed it.

That link will take you to the Art of Reading web page. On that page, click on the link that says, "Download Art of Reading version 3.1 installer":



The screenshot shows a web browser window with the URL `bloomlibrary.org/artofreading`. The page features the Bloom logo with the tagline "Let's grow a library" and a navigation menu with links for Home, Download, Support, and More. The main content area is titled "Art of Reading" and includes a black and white illustration of a chicken. Text on the page describes the "Art Of Reading Free Edition" as an optional addition to WeSay and Bloom, providing access to over 10,000 black and white illustrations. A link is provided to "Download Art Of Reading version 3.2 Installer (302 Megabytes, for Microsoft Windows)". Below this, instructions for Linux users are given, including a terminal command: `sudo apt-get install art-of-reading`. A "Metadata" section is visible at the bottom of the page content.

The installer will download to your computer. Then you can run it.

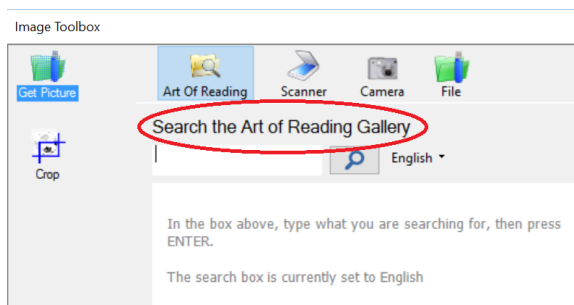


Installing the Art of Reading

When you run the Art of Reading installer, it will take you through a series of screens where you will accept the license agreement, find out more information about the collection, and, finally, click the "Install" button.

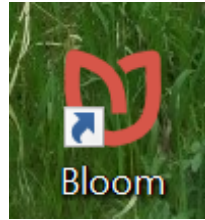


There is no icon or Desktop shortcut for the Art of Reading. You know it has been installed when you open the Bloom Image Toolbox and see the place to search the collection:



Ready to get started!

Once you have installed Bloom and the Art of Reading, you are ready to get started! Find the Bloom icon on your Windows Desktop and double-click on it. Bloom will then start.



Setting Up Languages

Setting Bloom up for the workshop languages: What is expected?

One task in preparing for a workshop is to find out what is expected with regard to setting Bloom up for specific languages. If you need to create decodable or leveled books in their workshop, it will be necessary to set up the languages in Bloom.

You will need to have the necessary language information prior to the workshop. You may need to give others guidance about additional information that may be needed.

Here are steps that may need to be done:

- Set up the Decodable Stages
- Set up the Levels
- Create a set of Reader Templates

Information for setting up decodable stages

In order to set up decodable stages, the following will be needed:

- The full list of **graphemes**
- How many **decodable stages** are desired and what letters (and sight words) should be in each stage
- One or more sample text files

You will need the list of **graphemes**. This will contain all the individual letters and also **digraphs** and **multigraphs**. **Diagraphs** are two letters taught together. **Multigraphs** are three or more letters taught together.

Sights words are words that may contain letters the learner has not yet been taught. Those learning to read learn to recognize such words as a whole. If the teaching method uses sight words, you will need to know which sight words are taught at each decodable stage.

You will also need a collection of texts that contain words that will be familiar to the learner.

With this information in hand, you can set up the letters in Bloom.

Creating the decodable stages

The client should have a curriculum for teaching reading in the language that specifies the order in which the letters will be taught. If they do not, the idea of creating decodable books makes no sense! So ask for the sequence in which all the graphemes in the list will be introduced, and how they want to group them.

They might group the graphemes by lesson (the letters taught in a given lesson), by part of the school year (the letters taught in the first semester), or some other grouping. But whatever the basis for the grouping, they will need to tell you what the groups are and what letters are introduced in each group. You will use that to create the decodable stages for that language.

People frequently use sight words, especially in the early part of teaching children how to read. Such words will be recognized as a whole even if they contain letters not yet taught. You will need to ask for the list of sight words, if any, for each decodable stage.

With this information, you can set up the stages.

Sample Texts

The final part of setting up the decodable tool in Bloom is providing sample text. There are several things to keep in mind:

- The client will need to give you computer files with texts in them. They should contain text that a student should be able to understand.
- Those files need to be **plain text** in **Unicode UTF-8** encoding. (If you need a refresher on this topic there is a training video specifically about doing this.)
- It is easiest for you if they can send you the files already in plain text, UTF-8. But even if they do, you should check to make sure that the files they send are what Bloom needs. In the end, you may need to edit and save the files in the proper format yourself.
- Such text files frequently have unhelpful items in them such as page numbers, headings, tables of contents, etc. They may also contain misspelled words. You will need to ask them to remove everything from the file except the text that a child should be able to read and understand. Also ask them to have someone proofread the text to make sure that the words are all spelled correctly.

Now you will be able to provide Bloom the Sample Texts.

Information for setting up levels

If you need to set up levels for a language, you will need the following information:

- How many levels of leveled books do they want to use?
- What is the maximum number of words allowed for an entire book?
- What is the maximum number of unique words allowed for an entire book?

For each level they will need to provide:

- The maximum number of words in each sentence
- The maximum number of words for each page
- Any short "things to remember" for each level

If they are uncertain about these issues, have them consult the **Enabling Writers Guide** for ideas about how to set up levels.

Training Approach:
"I do," "We do," "You do"

The Bloom Training Approach

The only real way to become proficient in using Bloom is to actually use it. So the approach we take to Bloom training is to model use of the program and coach people through practicing the use of the program.

Telling people about Bloom will not be sufficient. Even *showing* people how to use the program is not enough. What is needed is a combination of modeling, practicing together, and trainees practicing on their own.

This approach is known in pedagogy as the **gradual release method**. Informally, this is also called "**I do**," "**We do**," "**You do**."

1. Learners first see the instructor perform a task alone.
2. Next, learners perform the task together with the instructor.
3. Finally, learners do the task alone.

This method supports learning as it builds learners' confidence in carrying out new tasks.

I Do

In the **I Do** portion of this method you, as the instructor, model the task or skill that you are going to teach. This will usually require the use of a video projector or large monitor that allows the participants to see exactly what you are doing. Or you can show a training video that models the task or skill. Here are some important considerations:

- It is important to perform the task **exactly** as you expect the participants to perform it. Don't stop and show alternate ways to do it; just do the task. It is also important that you **do not go too fast**. The participants need to be able to follow you, and if you move quickly, they may lose track of what you are doing.

Describe in words what you are doing as you do it. That way the participants can better understand what you are doing and why you are doing it.

If people are looking at their computer screens while you are demonstrating they may not see everything you are doing. If they are distracted, have them actually turn their screen away so that they can pay attention to your demonstration. **Then** they can move on to "We Do."

Three ways to do "I Do"

There are three ways to that you can accomplish the **I Do** portion of this approach:

- **Live demonstration:** You can perform the task yourself as people watch you and listen to your explanation.
- **Training videos:** You can show one of the training videos relevant to the topic (or a portion of a videos in some circumstances).
- **Learning to Use Bloom:** You can show the relevant pages of **Learning to Use Bloom** that teach how to do the task. That might be with a printout of that resources as a big book, on a large monitor, or using a video projector.

If you use the training videos or Learning to Use Bloom, it would be good to do live demonstration for the **We Do** portion of the teaching.

We Do

In the **We Do** portion of this approach you and the participants perform the task at the same time: As you do it, they do what they see you doing.

You will do the same procedure that you did in the **I Do** section. But this time ask the participants to actually **do** what you are doing. You will need to proceed even more slowly than you did in the **I Do** section. People will take longer to do each step than it will take you.

Look at each person's computer to see that they are actually following the steps. If people need to see something again, repeat that step. It is very helpful if someone can assist you in looking at the trainees' computers.

Some people will catch on more quickly than others. Be sure not to leave anyone behind. Sometimes those who have caught on quickly can be help those who are catching on more slowly.

Once the participants have completed the **We Do** part, they are ready for **You Do**.

You Do

In the **You Do** portion of this approach the participants perform the task on their own. This where the real learning takes place.

This time, have the participants do what you modeled for them (**I Do**) and they did together with you (**We Do**). But this time, have them do it on their own. Walk around and observe them as they work. Give guidance or correction as needed, but leave them "in charge." They need to do it themselves.

If you find that many people are having difficulty with the same step, you may want to repeat that step on the screen for everyone. Make sure that they understand what you are showing them. Then they can return to work. You can also show one person individually how to do something they are having trouble with.

Once the participants have successfully completed **You Do**, they are ready to apply this skill in creating their own books or learn the next skill.

Training Objectives

Participants' goals and your goals

As a Bloom trainer, you will have certain expectations about what to include in the training. The use Bloom effectively, there are a number of topics that must be included. Those could include, for example, how to create a book, how to work with pages and images, how to publish your book, etc.

At the same time, you need to find out what the participants' goals are for the training. Are they writing easy reading literature? community literature? books intended to be used in schools? decodable books? leveled books? What they intend to write and how they intend those books to be used makes a difference in the additional topics you include beyond the basic ones.

For example, if the books are not going to be used in schools and are not aligned with the curriculum, decodable or leveled books may not be relevant. In that case, you wouldn't teach those training modules. Instead, you might focus on more practice and time spent writing books.

Who the participants are

You will need to find out who you will be training. Do they know how to use computers already? Or are they beginners at using computers? Do they already write books for children or are new to that? Are they teachers who will know what kids need in their classrooms? All of these factors will make a difference in how to design the training.

One of the ways this makes a difference has to do with the pace of training. If the participants are not very skilled at using computers, it will probably take them more time learning how to use Bloom than people who are already familiar with computers. You would need to design the training so that you all plenty of time for people to grasp and learn the concepts and skills rather than moving on quickly to more advanced topics.

If the participants are experienced writers or teachers, there will be some aspects of using Bloom to create books that will be easier for them. It would probably make more sense in that case to cover topics such as decodable books or leveled books.

Specific objectives

Whoever asked you to do the training may have some very specific objectives in mind. For example, they may specifically want people to learn how to create decodable or leveled books. Or they may have specific goals such as each participants producing 5 books or the like. Be sure to ask the organizer what their specific objectives are.

Once you know those specific objectives, you can make decisions about what training modules to include and how much time is given to practice and to writing books. Don't include topics that are not relevant to the desired goals and objectives for the training. If they are not going to be reading books on phones or tablets, it probably isn't worthwhile teaching people how to create Talking Books or EPUBs. You might show them these features without expecting them to learn how to use them.

Once you know your participants' and the organizer's goals and objectives, you can draft a training agenda that you think will meet the goals. Share that with the organizer to be sure that they agree with how you have set up the training.

General Training Advice

Things to be sure and do

When you do Bloom training, here are some things that you should be sure to always do:

- Go at the pace of the trainees.
- If some people learn more quickly than others, ask them to help those who are learning more slowly.
- Teach basic Bloom skills before moving on to more advanced skills.

The very first time that you train a group, try to teach them basic Bloom skills up through publishing as a PDF the first day. That will be satisfying and

- encouraging to them. You may be able to do that in half of a day of training.

Give plenty of time for practice. People will not

- learn how to use Bloom as a result of you talking to them or even showing them things. Ultimately, they will only truly learn to use Bloom by using Bloom.

Use helpful terminology. If you need to use a technical terms (such as decodable), explain it.

Use simple grammar and keep sentences short.

People are likely to lose track of what you are trying to communicate if you use long and complex sentences, especially if the training is not in their mother tongue.

Things to be sure and NOT do

When you do Bloom training, here are some things that you should *not* do:

- Do not move on until people are ready. If they are not ready, do not move on to the next topic.
- Even if most people are ready to move on, but some are not, do not move on yet. Do not leave some people behind.

Do not teach more *advanced* skills until people master the basic skills. Everything else they might

- do with Bloom depends on them knowing the basic skills.

Do not show people how to do things you do not want them to do yet. For example, if you do not

- want them to create EPUBs or Talking Books, do not show them EPUBs or Talking Books. If you do not want them to upload their books to the Bloom Library, do not teach them how to do that.

If you want people to use *your* Reader Templates, do not show them how to *create* Reader Templates themselves. If you want them to use *your* language settings, do not show them how to Set up Stages or Set up Levels themselves.

Bloom Technical Tips

- If you want to back up Bloom files, the best way to do that is to zip the collection folder. That one file can then be put on an external disk, etc.

The Windows "compressed folder" tool does not work if any of your folder or file names in a collection contain letters in a non-Latin script or accented characters, etc. However, the 7zip

- program does not have this problem. You can find that program at www.7-zip.org

If you want to move a book to another collection,

- copy and paste the book's folder from the original collection folder to the new collection folder. Open Bloom and verify that it copied OK. If so, you can delete the book's folder from the first collection.

- Sometimes Bloom may not act the way you think it should. Try closing Bloom and restarting it.

Sometimes a page does not seem to show a change you made. It is often helpful to click on another page then click back on the page you were working on. The page may now look correct.

Bloom only works with Unicode text. If the font you normally use is not a Unicode font, you will need to choose a different font.

Bloom Installation Troubleshooting

There are several problems that can come up when installing Bloom and its companion programs:

- The Bloom installer may stop because the computer needs ".NET 4.5", which is Microsoft Windows system software.
The Bloom installer may stop and say that it was not successful.
- The Art of Reading may not install.
If you try to publish an EPUB that has audio in it (a "Talking Book"), Bloom may indicate that you need to install "LAME".

On the following pages you will find guidance on what to do in each of these situations.

Evaluation



Doing Evaluations

Evaluation is an important part of any training. That can include a daily evaluation by the participants, a final evaluation, and mutual-evaluation among the training staff.

At the end of the training day, participants can both reflect on that day and also participate in a large group discussion.

You may want to allow a bit more time on the last day of the workshop so that you can not only get their reflections from that day but also from the entire workshop.

Daily Evaluation

It is good to do some evaluation on each day of the training. That way, you can see how people are doing and make adjustments to the training as needed.

You will need to put time in the schedule for this daily evaluation. If you do not, it will not happen.

Here are things to ask on a daily basis:

- What did you like about today?
- What could we do better tomorrow?
- What about Bloom do you like?
- What are you having difficulty with?
- Are there things you wish were different about the program?

Give people approximately 5 minutes for individual reflection and writing down thoughts. Then you can take an additional 5-10 minutes to invite anyone to share with the group. This is a good opportunity to hear from them. Acknowledge and validate their responses. Draw them out. Let them know that it is OK to give constructive criticism or to ask for something to be changed.

Processing Feedback

If people make suggestions about how to do things better during a daily evaluation do a quick mental evaluation of whether their suggestion is a good one and is feasible. If so, promise to make a change—then **do** it! You should not ask for feedback unless you are willing to act on it. The participants will appreciate it if they see that you respond to their concerns and suggestions.

Trainer Daily Evaluation

At the end of each day, after the training is over, the training team should take a few minutes to process the day. Doing this daily will give you an opportunity to improve some things the next day. That way the training can improve each day.

Here are things you will want to discuss:

- Consider the suggestions for doing things differently that the participants made in the daily evaluation.

Was the criticism or suggestion valid? Can you change something in response to the suggestion?

- Make a decision as a team about anything you plan to change, and be sure that everyone knows who is responsible for what.

- Give one another feedback on your performance that day. Someone else may have observed something that will be helpful to you. Give everyone a chance to receive feedback. Make a plan to change anything that you should change.

- Review the agenda for the next day and make sure everyone knows their assignments.

Final Evaluation

Leave some extra time at the end of the training for a final evaluation. You will want to seek feedback on the logistics of the training, on you as a trainer, on Bloom as a program, etc.

It is good to do both a written evaluation and a group discussion. The written evaluation will give you a record of comments and will help ensure that you get feedback from someone who may be reluctant to speak in the large group.

In addition to a written evaluation, hold a group discussion. Often what one person says will prompt further discussion. You will likely learn things that will not be reflected on the written forms. And you will have an opportunity to ask follow-up questions in order to be sure you understand the participants' feedback.

Trainer Final Evaluation

At the end of the entire workshop, after the final evaluation has been done and the participants dismissed, discuss the entire workshop.

- Each person on the team should read the written evaluations.
- Discuss the written feedback and also the feedback from the group discussion.
- Are there changes that you think would be helpful to make to the training based on this experience? If so, write them down and communicate them to the broader Bloom training team.
- Are there things that were especially appreciated about the training? Record those so that those elements can be repeated in future trainings.
- Are there ways that each of you can improve your own training capability and performance? Take note of anything you want to learn or do differently. Write it down, and follow up on it.
- Are there things that people suggested or you observed about Bloom that should be changed? Document such suggestions for improvement. Write them down and include them in your final report.



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