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# STUDENT EMPOWERMENT, ENGAGEMENT AND REPRESENTATION IN LEBANESE UNIVERSITIES

## StEER-Leb

### Training Curriculum COMMUNICATION WORKSHOP



## TRAINING TITLE: COMMUNICATION WORKSHOP

<b>Targeted participants</b>	Students and staff
<b>Number of participants</b>	20-25 participants
<b>Duration (contact hours)</b>	3 hrs 30 min

The session can be divided into two separate parts (see 1 & 2 below).

### Objectives

- Provide participants with guidelines on how to write an article.
- Offer participants the opportunity to brainstorm and come up with ideas for an article tackling the topic of student engagement, empowerment, and representation.
- Offer participants the opportunity to brainstorm and come up with ideas on how to implement good practices related to student engagement, empowerment, and representation.

## CONTENT

### 1. Writing an article:

- A. Understand your audience.
- B. Select your topic.
- C. Cover the intended outcomes of the introduction.
- D. Practical tips to writing an article.

### 2. Good practices:

- A. Most appropriate modalities of student representation
- B. Withdrawal from party affiliation for student representatives
- C. Workshops and trainings for students
- D. Campus life activities

## DESCRIPTION OF THE TRAINING METHODOLOGY

### 1. Writing an article:

- A. Understand your audience: Who are you addressing? What are their needs? What can you bring them?
  - B. Select your topic: It should bring an added value and be relatable to the readers. You should do some research before writing. Your article should be specific and straight to the point. Your ideas should be unique.
  - C. Cover the intended outcomes of the introduction: You should engage the readers' attention, be specific, and ask a question.
  - D. Before writing your article, you can check the following steps to make sure your ideas are clear: Describe your topic, compare it, associate it, analyze and apply it, argue for and against it.
- A. You will watch a presentation explaining the guidelines on how to write an article.
  - B. You will then be divided into 4 groups of 3 participants each.
  - C. Each team chooses a different topic for its article.
  - D. The next step is brainstorming and writing a clear outline.
  - E. You will be given time to write the article.
  - F. The final step is proofreading before submitting the final version.

### 2. Good practices:

The good practices that participants are asked to develop are as follows:

- A. Most appropriate modalities of student representation.
- B. Withdrawal from party affiliation for student representatives.
- C. Workshops and trainings for students.
- D. Campus life activities.
- G. You will be given the outline of the good practices you are supposed to elaborate.
- H. The lecturer explains the canvas on which the participants will work.
- I. You will then be divided into 4 groups of 3 or 4 participants each.
- J. Each team chooses a different good practice on which to apply the canvas.
- K. Teams will be asked to brainstorm and fill the canvas.
- L. The canvas is titled "The Value Proposition Canvas".
- M. **Step 1:** The canvas is to be filled out with gains, pains, and customer jobs as follows:
  - 1. **Customer job:** What is your aim? What are you trying to perform or to achieve? What problem you are trying to solve? What needs are you trying to satisfy?
  - 2. **Gains:** What are the outcomes, benefits, functional utility, social gains, and/or positive emotions?
  - 3. **Pains:** What are the challenges/obstacles impeding your aim? What are the risks or potential bad outcomes?

N. **Step 2:** The canvas is to be filled out with products/services, gain creator, and pain reliever as follows:

1. **Products/Services:** What means do you have at your disposal? Goods? Digital? Financial? Structural? Procedural?
2. **Gain creator:** How does your product help create gain? In other words, what are your outcomes, benefits, utility, and positive emotions?
3. **Pain reliever:** How does your product alleviate or eliminate pain? In other words, what are the obstacles, risks, or potential bad outcomes?

O. Each participant should also write a sentence based on their good practice as follows: "Our (service, product, idea...) helps (who) who want(s) to (state the needs) by (reducing a customer pain) and by (increasing a customer gain)".

P. Each team is to choose one person to share the ideas they wrote on the canvas.

## PREPARATION BY THE PARTICIPANTS BEFORE THE TRAINING (IF APPLICABLE)

No specific preparation is required from the participants before the training.

## EQUIPMENT TO BE PROVIDED TO THE PARTICIPANTS DURING THE TRAINING

- LCD projector and screen
- Papers and pencils
- Flipchart and permanent markers
- PowerPoint presentations
- Post-its

## REFERENCES

Jennifer Osborne, "*Writing a Quality Article: Tips from a Teacher*", April 30, 2019  
<https://writingcooperative.com/writing-a-quality-article-tips-from-a-teacher-8dfa775cf114>

Purdue University, "*Writing tips for students*"  
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University of Wisconsin Whitewater, "*Efficient Ways to Improve Student Writing*"  
<https://www.uww.edu/learn/restiptool/improve-student-writing>

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<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/communicating-students/telling/effective-communication-barriers-and-strategies>

**For more information: [info@steerleb.net](mailto:info@steerleb.net)**