

BUILDING INDIVIDUAL AND ORGANIZATIONAL CAPACITY IN THE ASIA-PACIFIC REGION

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4th International Workshop on Psychological Intervention after Disasters

Taipei, Taiwan

November 9 – 12, 2015

Peace and progress are two main basic elements for the sustainable development of the World and can be said to underpin the strategic plans of International Union for Science (ICSU). The realization of such plans and the efforts of societies are, however, often hindered by natural and man-induced disasters. Based on recent practice of the International Union of Psychological Science (IUPsyS), we can see that running capacity building workshops to train academically qualified young scholars and practitioners to deal with the aftermath of such disasters in regularly affected areas is a worthwhile way to improve the conditions in relevant areas. The target group has an advanced degree (MA or PhD) in psychology or allied fields. Under the leadership of the Union's Past President, Rainer K. Silbereisen (University of Jena, Germany), the Union has already run three capacity building workshops in Asia beginning in 2012, supported by funds from the Chinese Association for Science and Technology (CAST) through the Chinese Psychological Society (CPS), the Jacobs Foundation, ICSU, and IUPsyS. In-kind support was provided by the Center for Applied Developmental Science (CADS), Friedrich-Schiller University, Jena and the ICSU Regional Office for Asia and the Pacific (ICSU-ROAP).

In November 2015, a fourth workshop in the series titled Building Individual and Organizational Capacity for Psychological Intervention after Disasters in the Asia and Pacific Region was held in Taipei, Taiwan. The Academy of Science located in Taipei provided the core funding for the workshop through its programme on Integrated Research on Disaster Risk International Center of Excellence (IRDR-ICoE) which is housed at the Center for Sustainability Science. Additional support was provided by the Jacobs Foundation, and the Chinese Psychological Society. As in previous years in-kind support was provided by ICSU ROAP and CADS. Obviously we were able to keep old supporters on board and to attract new sources of financial and in-kind support.

Background of the Workshop

Following three successful workshops of 2012, 2013 and 2014, which were held in Beijing and Mianyang, China, the 2015 workshop also focused on young scientists and science based

practitioners in psychology and allied fields from the Asia and Pacific region. The emphasis on Asia is based on several factors. First, the four billion people residing in the region form 60% of the world's population, and in the last decade, 41% of the natural disasters around the world occurred in this region, bringing untold damage, loss of life, and hardship. Second, the majority of countries in this region often lack an advanced infrastructure or responsive rescue systems, meaning that help is typically concentrated on addressing physical and infrastructural devastation with less attention paid to effects on individuals, especially on psychological adversity. People impacted by disasters need help to deal with problems arising from the loss of close relatives, from significant property and/or environmental loss, from the effects of physical injury, and from other stressors, including the overarching effects of displacement. The effects on psychological health, which can be long-lasting, are known to vary with age and other demographic characteristics, reflecting differences in cognitive capabilities and other resources to deal with the challenges of a disaster. Here the concept of resilience is a potentially powerful asset in understanding responses to disaster: the degree of resilience to stressors depends on both individual and social factors within a particular region, so that it is important to be mindful of the cultural and infrastructural context.

Focus of the 2015 Workshop

The workshop used international scientific and applied expertise to help researchers, educators and practitioners from the Asia and the Pacific to have a better understanding of, and ability to respond to the mental health consequences of disasters in the region, based on recent scientific evidence on factors influencing the short and long-term psychosocial reactions. The focus was on events that have a tremendous negative impact on large sections of the population in the affected area, such as natural catastrophes, warfare or pandemics. The workshop also set out to address particular groups that have been relatively overlooked in this regard, namely, children and adolescents. As well as focusing on the science needed to enhance the relevance of psychological interventions, the workshop also sought to increase the capacity for sustained theoretical and applied research in the Asia and the Pacific. In short, the workshop had the following aims:

1. Present participants with the most recent scientific and applied scientific knowledge and evidence relevant for psychological intervention after disasters;
2. Show the opportunities and constraints of working with particular target groups, such as children and adolescents;

3. Offer relevant knowledge for education and training in academic programs of psychology;
4. Help develop a regional network of researchers and practitioners to support continued scientific knowledge dissemination and training in mental health support following disaster.

Overall, the workshop set out to use existing IUPsyS experience and its access to international scientific and applied expertise on resilience in the face of stressful and traumatic events to help researchers, educators and practitioners in Asia and the Pacific. The aim was to increase their ability to understand and develop response to mental health consequences of disasters.

Implementation Steps

Planning group

The 2015 workshop organizing team was led by Professor Rainer K. Silbereisen (Past President of IUPsyS, Research Professor at the University of Jena, Germany), by Professor Mohd Nordin Hasan (Director at the International Council for Science Regional Office for Asia and the Pacific), Professor Candice Lung (Director of International Programmes, Center for Sustainability Science, Academia Sinica). Colleagues from ICSU ROAP, IRDR-ICoE, and CADS assisted in the conduct of the workshop.

Recruitment of participants

Calls for participation in the workshop were disseminated widely to IUPsyS National Members, ICSU National Members, regional psychological associations and university medical and psychological departments, and first authors of relevant scientific journal publications. The calls described the workshop and provided logistics information that would enable potential participants to decide on its relevance to their work. The target groups of the workshop were (1) researchers, educators, and practitioners with an academic background, primarily in psychology, who were interested and experienced in psychological work on disasters; (2) psychologists who work with particular groups, such as children and adolescents; (3) young and early career scientists from Asia-Pacific countries working in the field; (4) select attendees of previous workshops. Only participants from Asia-Pacific were encouraged to apply; residency in a country of the region was expected. Potential participants were asked to confirm their willingness to

attend and participate in the entire workshop, and to present a poster on their current research or other related empirical work to fellow participants and workshop faculty.

Applications were received from 56 possible candidates from Bangladesh, China, Congo, India, Indonesia, Japan, Malaysia, Nigeria, Nepal, Pakistan, Philippines, Sri Lanka, Thailand and Uzbekistan. Applications were only considered once a CV, a completed application form and an abstract of the poster the potential participant will present at the workshop had been received. Selection was based on goodness of fit between an applicant's area of research/application interest and the aims of the workshop, suitability of their proposed poster presentation and their CV. In total, 31 applicants were shortlisted to be invited. Of these 25 were selected and invited to participate while the remainder were kept in reserve.



Building Individual and Organizational Capacity
in the Asia-Pacific Region

4th International Workshop on Psychological Intervention After Disasters (November 9 – 12 2015)
IRDR ICoE-Taipei, Academia Sinica, Taiwan

It was also expected that this workshop would further the longer-term plans of IUPsyS and its partners towards meeting the need for enhanced capacity for evidence based planning and management of psychological intervention after disaster in Asia and in the establishment of a regional network of such researchers.

Recruitment of faculty

As for previous workshops, faculty members were chosen based on their international reputation, as experts in the field of resilience, psychological and social impact of disaster, post-traumatic psychological studies and social science research methodology. At the end of the search process, the following scientists agreed to participate as core faculty:

Professor Sue-Huei Chen, Taiwan University, Taiwan

Professor Thomas D. Cook, Northwestern University, USA

Professor Abigail Gewirtz, University of Minnesota, USA

Associate Professor Sarb Johal, Massey University Wellington, New Zealand

Professor Ann Masten, University of Minnesota, USA

Professor Douglas Paton, Charles Darwin University, Australia

As in the past the faculty team was led by Professor Rainer K. Silbereisen.

Financial resources

The workshop was supported by core funding from the IRDR-ICoE Taipei and with left-over funds received from the Jacobs Foundation obtained by CADS for the workshop in 2014. The Chinese Psychological Society provided travel grants for all participants from China. In addition the Academy of Science located in Taipei supported the workshop by providing meeting rooms and office facilities in Taipei. ICSU ROAP provided overall management and operations of the workshop including the arrangement of international travel of all participants, accommodation arrangements and arrangement of logistic support for local travel and board. Further, funded by IUPsyS the CADS delegated Thomas Ritter, a sociologist and specialist in producing video documentaries on scientific workshops and congresses. The aim was to develop educational and promotional materials based on the workshop series.



Evaluation of the workshop

As with past workshops, an explicit evaluation procedure was built into the workshop. Upon confirming their participation participants were sent a specially designed pre-workshop evaluation questionnaire that endeavoured to capture individual expectations concerning workshop proceedings, content, delivery, and outcomes. This was returned to the Organizing Committee electronically, prior to the commencement of the workshop. Immediately following the end of the workshop, a post-workshop evaluation questionnaire, which included all items from the pre-workshop questionnaire, plus additional questions regarding participants' satisfaction in different domains and whether their goals and expectations had been fulfilled, was given to all participants. A summary of the evaluation findings and detailed statistics are provided toward the end of this report in Appendix 1.

Workshop Procedure

The workshop started on November 9 (arrival for participants was November 8) and lasted until November 12 (departure November 13). Each day started with an introduction to the day's program and (when appropriate) a review of the previous day's proceedings. Faculty members arrived and departed at various stages of the workshop, but the majority was in attendance from Day-1 through Day-4. As almost all faculty members could be present at the beginning of the workshop, the poster presentations of the participants were held on Days 1, 2 and 4. In this way, participants would have the benefit of feedback on their work from as many experts as possible. For full details of each day's schedule, see the URLs in Appendix 2 at the end of the report.

Owing to an unfortunate accident Professor Silbereisen was unable to participate in the workshop. His role as workshop lead was subsumed by Professor Thomas Cook.



In the opening session, Professor Cook, Professor Chao Han Liu (Academician of Center for Sustainability Science, Academia Sinica), Professor Nordin Hasan (Director of International Council for Science – ROAP) and Professor Candice Lung (Director of International Programme, Center for Sustainability Science, Academia Sinica) welcomed all faculty members and participants and spoke on behalf of the organizing and collaborating organizations. After the opening, the workshop began with an introductory talk by Professor Cook on behalf of Professor Silbereisen. He described the history and aims of the workshop and provided information on the prevalence of natural hazards and disasters on a global scale. Core concepts used in disaster research and field work, such as hazard, exposure, and vulnerability were clarified. He also provided information on the role of social and behavioural science in studying this field that is typically characterized by the effects of complex interactions between ecological and social challenges on human behaviour and psychosocial development. He highlighted recent theoretical concepts and empirical studies carried out by psychologists and allied fields which shed new light on the pathways through which natural hazards and disasters have short-term and long-term effects on behaviour and development of affected populations. This was illustrated with few hotspots of relevant research. Finally, he characterized exemplary lessons for adequate training and science communication which reflected the outline of the workshop activities.



The first presentation was by Professor Sue-Huei Chen who reported on the psychosocial adjustment following natural disaster in children and adolescents in Taiwan. Survivors of natural disasters vary in their pre-trauma dispositions and conditions as well as post-trauma appraisals of traumatic experiences that may then result in various extent of post-traumatic adjustment. It may be more salient for children and adolescents because they are at the developmental stage of searching the meanings for life and the world. A brief introduction to the empirical studies addressing risk and buffer factors on psychosocial adjustment of youths following natural disasters, especially the prevalence of PTS symptoms/disorders was presented. It was followed by description of a study focused on the attributional patterns of damage and loss caused by the Taiwan Chi-Chi earthquake. The findings from Taiwan were discussed in terms of risk and protective factors for youth survivors of natural disasters, with highlighting especially the effects

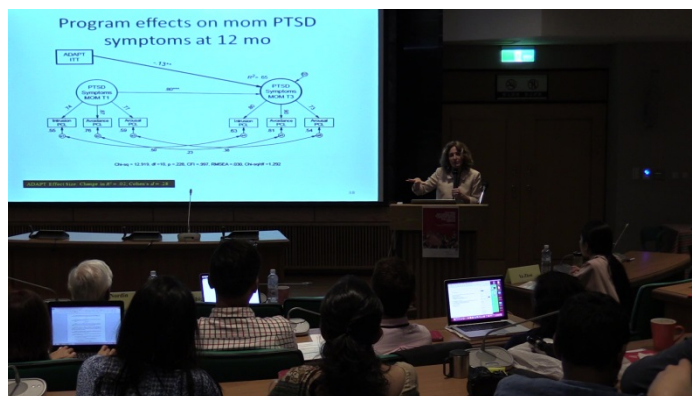
of trauma attribution, meaning making, and perceived future controllability on subsequent psychological adjustment, especially on post-traumatic stress symptoms in youth. Interventions and further investigations were then suggested.



The presentation by Professor Douglas Paton compared the social, community, psychological and societal perspectives on earthquake recovery between New Zealand and Taiwan. It drew on research conducted during the recovery phases of the 2011 Christchurch (New Zealand) earthquake and the 921 earthquake in 1999 in Taiwan. By conducting research during periods when people were actively confronting recovery and reconstructions issues, it becomes possible to more clearly identify what peoples (individually and collectively) had to contend with and what helped or hindered their ability to do so. His presentation outlined how this work identified a need for readiness (preparedness/prevention) to be subdivided into functional categories and discussed how the different roles that personal, family, community, cultural and societal resources played in facilitating people's ability to adapt to recovery and reconstruction issues. It also discussed how the opportunities this affords to assess the validity and DRR readiness theories and how DRR warning and readiness strategies can be developed. It further drew on recent work on applying the "Build Back Better" (BBB) and "Linking Relief, Rehabilitation and Development" (LRRD) concepts to discuss ways of integrating disaster recovery and the development of community capacity.



The presentation by Professor Abigail Gewirtz provided an introduction to family-focused prevention and intervention research after disasters. She highlighted the importance of theory-based interventions, and the stages of prevention research, and reviewed research on theory-based, empirically-supported parenting programmes (Parent Management Training, Oregon Model) and its modification for families affected by traumatic stress. Evidence for the effectiveness of the model with families affected by war and other disasters was presented, along with key elements of the programme, and efforts at widespread implementation around the world, in both developed and developing countries.

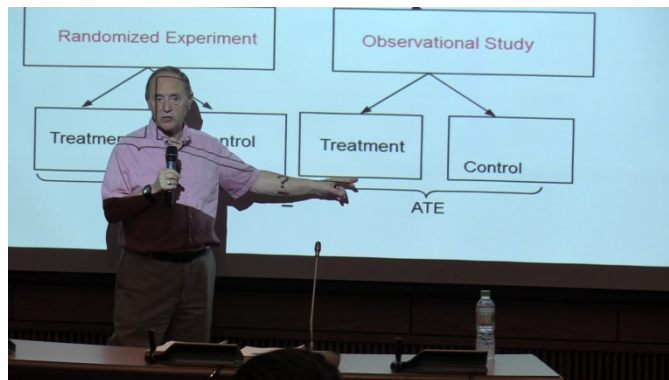


Associate Professor Sarb Johal explored how to ensure that the knowledge and skills offered to communities impacted by disasters are both useful and usable. It was proposed that unless we are conscious about how decisions are made in the societies in which we live, we will not know the effective levers to pull in order to help produce useful research and effective clinical interventions that will be utilized in times of disaster. He also shared his experience of working as a clinical psychologist in the many different roles assisting in the design of DRR and mitigation-related policy and effective ways to implement it.



Professor Thomas Cook presented and discussed research designs other than the randomised control trial experiments that have been used to evaluate the consequences of disasters and for

improving the effectiveness of interventions. He highlighted those classes of non-experimental designs that consistently produce results close to those of randomized experiments on the same topic. The goal is to identify those non-experiments that demonstrably function like experiments in that they produce similar results about effectiveness. These are the alternatives to randomized experiments worth promoting in the field of disaster research and intervention.



In her alumna presentation, Dr Ya Zhou talked about prosocial behaviour enhancement among Chinese adolescent earthquake survivors. The main question asked was whether there exists post-trauma prosocial behaviour enhancement and, if so, what are the potential contributing factors to such a trajectory. She found that more social support and greater positive coping were related to higher likelihood of developing the high/enhancing trajectory. Moreover, more females than males revealed this trajectory. The results of her study indicate the importance of providing trauma-exposed adolescents with social support and training of coping skills to facilitate prosocial behaviour enhancement.



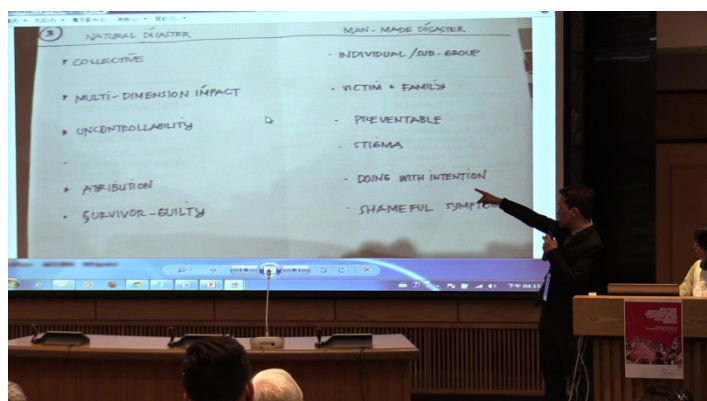
Professor Ann Masten in her video presentation (she could not attend in person) discussed the science of resilience in regard to disaster, its effects on young people, and applications for intervention. She also presented pathway models of response to disaster and evidence on the predictors of resilience from disaster studies around the world. Lessons learned from international research and also from the consensus of disaster experts were highlighted.

For participants' convenience, all faculty presentations were made accessible after the workshop (<http://www.icsu.org/asia-pacific/news-centre/news/test>).

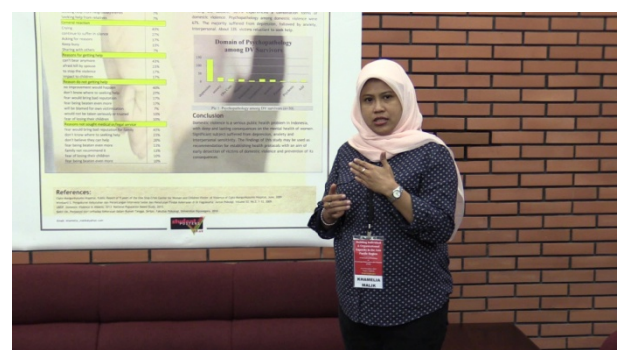
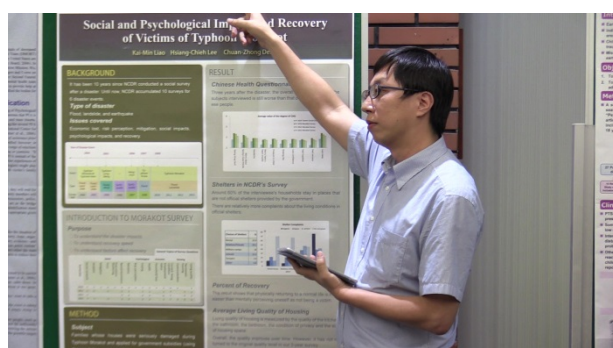
Following each presentation, the plenum of participants engaged in question and answer sessions with the presenters. It subsequently broke out into groups of 5 to 6 participants to discuss three key questions about the subject posed by the presenters after the question and answer sessions. The break-out groups were joined by faculty members, although overall supervision was by the presenter/trainer. Group work was followed by a plenary session when groups presented their responses to the questions from the presenters. These discussions were especially lively because participants related the topics to their own professional experiences.

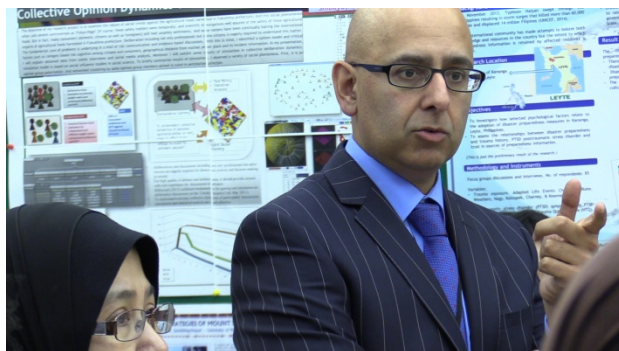






With regard to the poster presentations: overall there were four poster sessions, each session organized as far as possible by area of research or work focus. Each participant presented their work and received feedback from fellow participants and the faculty member leading that session. Questions and comments were then invited from other faculty members and other participants. The presentation of the participants' posters, and the in-depth discussion of their work, was generally well received by all involved. However, almost all presentations were considered to have not met the minimum requirements of methodological rigour required for a scientific study. This is probably based on deficiencies in the academic training and/or in a lack of opportunity for evidence-based intervention at their institution.





Impressions on what happened on the various exchange opportunities and discussion settings during the workshop will be shown in the video material that Thomas Ritter has been busy preparing.

On the afternoon of the third day, the workshop group visited the National Science and Technology Center for Disaster Reduction. The Secretary General of the Center gave a comprehensive briefing of the Center's functions and roles and its priority areas of work in Taiwan.



Possible Future Directions

As in all prior workshops of this series the recruitment of the “right” participants was a real challenge. This time we approached the IUPsyS National Member organizations, academic and professional institutions of relevance in the target area, first authors of psychology-minded journal papers (last decade, searched through Psycinfo) on disaster topics, and people individually known to the faculty in their role of multipliers. The target group of academically trained people at an early career stage from the Asia-Pacific region, with background in psychology and affiliated fields (either at universities and colleges with relevant programs, or at institutions aiming at intervention related to disasters), was deliberately chosen and is part and parcel of the program. This group as such is probably not large in the target region, and it becomes even smaller if one insists in a research orientation, either realized in past training and current activity, or at least as intention and opportunity related to the job. Further, given the variation across countries in standards and methods of higher education curricula and training, such a target group cannot be homogeneous in academic and professional background, and is not equivalent to existing work groups of research teams that typically are composed of various professions.

From the perspective of international research and intervention in the disaster field, the main issue addressed in the workshop series is the rather low level of knowledge, training and experience compared to the state of recent psychological science. Insisting in inviting only participants with competitive accolades in disaster-relevant areas of psychological science and allied fields would mean reducing the size of the eligible target group even further, thereby missing the opportunity for the main effect one can achieve: Improving the motivation to utilize research results and research methodologies, supported by the contacts with renowned faculty and the social networking among participants.

These actual and realistic aims were apparently achieved in various ways, depending on the background. In the past, some participants teamed up for further education and training with other more experienced participants as mentors (e.g., in PhD programs), other participants established shorter or longer advisory relationships with faculty (sometimes this turned into a symmetric research collaboration, sometimes it was restricted to debates about curriculum designs). The heterogeneity of the participants in academic and professional background, occupational position within their organization, and country of origin with its particular welfare system, actually represents strength of the workshop series due to the opportunities for learning from diversity of experiences and challenges by disasters. On the other hand it is an obstacle

against the development of a sustainable structure for exchange. In this regard the workshop series is still waiting for a break-through idea. In the past, attempts for self-organization by participants and supported by infrastructure provided by the ICSU Regional Office for Asia and the Pacific worked only for a while (due to various reasons, including lack of participants' motivation and some technical issues at the beginning). Other attempts later in the workshop series to get the network organized by a faculty member also did not prevail. If one wants to improve this, probably more structured efforts are required with a clear roster of professionally relevant offerings in exchange for taking part on the longer run. Offerings like webinars by experts on advanced scientific topics, remote mentoring by faculty and others in the context of research/intervention planning and career-related projects like a dissertation, or advice on funding opportunities, distinguishes such activities from what is possible and usual for self-organized platforms via social media. Although some of the above mentioned actually has taken place here and there after the workshops, to do it in full scope would require a lot of extra personal and financial resources.

The aims of IUPsyS in the disaster field reflect its role as international voice and organization of psychological science. Over many years, workshop offerings and sending of specialist advisors vis-à-vis disasters were funded (e.g., the 2004 South Asian tsunami or the 2013 Typhoon Yolanda in the Philippines), but there was no orchestrated effort like the current workshop series until 2009. The goal was capacity building with a special emphasis on the young generation of academically trained and research minded psychologists interested and/or working in the disaster field, by offering them unique opportunities to meet their peers in other countries and learn from interaction with international faculty specialized in innovative concepts and methodologies of disaster research and intervention. These measures were targeted at the individual participants. Although indirectly this also implied some organizational capacity building for their home organizations, the latter was not the main aim but a welcome side effect (IUPsyS has other organizational capacity building measures, such as helping with the development of regional psychology organizations, like CANPA, the Caribbean Alliance of National Psychological Associations, formed after a 2011 Regional Conference under the auspices of IUPsyS).

One could argue that the mission of the workshop series is fulfilled, especially as it was never planned to run it as a permanent element of the IUPsyS capacity building measures. One could also think about either a longer time interval between workshops (e.g., every two years), or a more event-triggered offering in response to disasters as was done in the past. On the other hand, for 2016 and 2017 we have the commitment of funds and support for two more workshops

by the Integrated Research on Disaster Risk International Center of Excellence in Taipei, and by the United Nations University Institute for Global Health. One of the workshops could be planned with the explicit aim of also bringing together past participants with the past core faculty for a wrap-up and refreshment on achievements, both academic and professional.

In the still longer run other activities could address more the institutional capacity building formats and focus more on disaster management in a broader interdisciplinary perspective. Given the tradition in this field of focussing on natural science, the medical field and social work, the role of psychology needs to be strengthened (Cutter, S. L., Ismail-Zadeh, A. et al. (Silbereisen, R. K.) (2015) Global risks: Pool knowledge to stem losses from disasters. *Nature*, 522, 277–279. doi:10.1038/522277a). The Integrated Research on Disaster Risk International Center of Excellence Taipei that was the friendly host for the current workshop could be the main mover for such an endeavour. IUPsyS would need to think about whether it can allocate resources to such kind of capacity building as well.

At any rate, irrespective of the success of the workshop series in general, and the current one in Taipei in particular, the fact is that for the time being we have probably exhausted at least that segment of the target group we were able to attract with our current approach, suggesting that additional thinking about the announcement, marketing activities, and topics of the future workshops is needed. Some of the discussions in Taipei were helpful and will be used.

As mentioned above, the evaluation by the participants was very positive (see below), and with the Video material on the workshop that will be available soon, we have for the first time a product that can be used for rehearsal and advertisement.

Formal Evaluation

Before and after the workshop, a specially designed quantitative evaluation questionnaire that examined various aspects of the workshop experience was given to the participants. The pre-workshop questionnaire was returned by 16 participants, the post-workshop questionnaire by 19 participants. The pre-workshop questionnaire comprised 20 items to be answered on a 5-point Likert scale (1“Strongly disagree” to 5 “Strongly agree”). Topics of the questionnaire were expectations regarding the various workshop objectives, the instructors and their presentations. All items from the pre-workshop questionnaire were used in the post-workshop questionnaire in addition to additional questions regarding the satisfaction in different domains and whether one’s goals and expectancies were fulfilled. In total, the post-workshop questionnaire comprised 32 items. Note that we used a slightly different wording with regard to the pre- and post-

workshop questionnaires. Whereas the pre-workshop items dealt with the expectation and wishes of the participants (e.g., “Instructors should encourage differing points of view”), the post-workshop items dealt with the actual fulfilment of their wishes (e.g., “Instructors have encouraged differing points of view”). Please refer to Table 1 for an overview about the items used in the evaluation. Note that this material was used in all prior workshops.

Judging by the mean levels of the pre-conference items, the greatest expectations of the participants referred to opportunities for intensive learning and adequate communication at a high level (e.g., Instructors included recent developments in this field; Instructors displayed a thorough knowledge of the subject matter; Workshop encouraged understanding of concepts and principles; Instructor encouraged questions and discussions). Taken together, all items were answered well above their scale mean and ranged between $M = 3.65$ and $M = 4.65$ indicating no great variation in the high expectations concerning specific workshop details.

Looking at the results of post-workshop evaluations, we can conclude that the workshop was well received. As can be seen in Table 1, all pre/post items were again answered well above their respective scale mean. This applies especially to items already high in the pre-evaluation and referring to the intellectual input and atmosphere. Regarding the additional items that were only included in the post-workshop evaluation, the high level of satisfaction of the workshop is obvious. The participants rated their overall satisfaction with the workshop organization as quite high ($M = 4.82$). The judgment concerning the group work after faculty presentations was high throughout. Finally, the good reception of the workshop is also reflected in the strong fulfilment of own expectations ($M = 4.82$) and goals (4.82).

Given the high overall agreement with the statements concerning expectations, there was not much room for improvement in the post evaluation. Nevertheless, about 20% of the pre-post comparisons revealed statistically significant higher levels of agreement and thus satisfaction after the workshop, and no comparison was significantly negative.

To conclude, the evaluation of the workshop indicates that the workshop was, in the eyes of the participants, highly successful and effective in meeting their high expectations. This view applied to all previous workshops as well. The evaluation results thereby confirm the positive overall impressions of the organizing team and the faculty members. Some qualifications from the

faculty's view and wishes for the future were already discussed in the section on Future Directions.

Table 1

		M (SD) Pre (Expectations)	M (SD) Post (Evaluations)
[Pre / Post] ¹	Lectures, discussion and activities were relevant to workshop objectives	4.47(.62)	4.82(.39)
[Pre / Post] ¹	Instructors displayed a thorough knowledge of the subject matter	4.53(.62)	4.71(.47)
[Pre / Post] ¹	Instructors included recent developments in this field	4.65(.61)	4.71(.47)
[Pre / Post] ¹	Instructors provided useful factual knowledge and demonstrate content competence	4.38(.72)	4.59(.51)
[Pre / Post] ¹	Instructors related course material to practical situations	4.35(.79)	4.35(.79)
[Pre / Post] ¹	Instructors discussed topic in sufficient depths	4.41(.71)	4.59(.51)
[Pre / Post] ¹	Instructors demonstrated the significance of workshop topics	4.41(.71)	4.65(.49)
[Pre / Post] ¹	Workshop encouraged understanding of concepts and principles	4.53(.72)	4.53(.51)
[Pre / Post] ¹	Instructors clarified the relationships among various topics covered in the workshop	4.29(.77)	4.35(.61)
[Pre / Post] ¹	Instructors distinguished between major & minor topics	3.65(.79)	3.94(.97)
[Pre / Post] ¹	Instructors related the subject matter to actual situations	4.29(.77)	4.29(.77)
[Pre / Post] ¹	Instructors presented examples to clarify abstract concepts	4.47(.80)	4.47(.51)
[Pre / Post] ¹	Instructors integrated lectures, break-out groups and other assignments	4.00(.61)	4.47(.80)
[Pre / Post] ¹	Instructors used a variety of teaching techniques	4.12(.86)	3.88(.70)
[Pre / Post] ¹	Instructors maintained an atmosphere which actively encouraged thinking and learning	4.29(.69)	4.76(.44)
[Pre / Post] ¹	Instructors selected relevant examples	4.41(.71)	4.59(.51)
[Pre / Post] ¹	Instructors communicated his/her subject matter well	4.41(.80)	4.71(.47)
[Pre / Post] ¹	Instructors encouraged questions & discussion	4.53(.72)	4.94(.24)
[Pre / Post] ¹	Instructors encouraged differing points of view	4.25(.78)	4.82(.39)
[Pre / Post] ¹	Instructors helped clarify difficult material	4.50(.82)	4.59(.51)

[Post]	Overall satisfaction with the group work after <u>Chen</u> talk	/	4.65(.49)
[Post]	Overall satisfaction with the group work after <u>Paton</u> talk	/	4.59(.62)
[Post]	Overall satisfaction with the group work after <u>Gewirtz</u> talk	/	4.65(.49)
[Post]	Overall satisfaction with the group work after <u>Johal</u> talk	/	4.59(.62)
[Post]	Overall satisfaction with the group work after <u>Cook</u> talk	/	4.65(.49)
[Post]	Overall satisfaction with workshop organization	/	4.82(.39)
[Post]	The workshop met my expectation	/	4.82(.39)
[Post]	I learned things I did not expect to learn	/	4.59(.51)
[Post]	I learned a lot from other participants	/	4.65(.49)
[Post]	Everyone had a chance to participate	/	4.76(.44)
[Post]	I will be able to apply what I learned	/	4.65(.79)
[Post]	My personal goals of attending the workshop have been fulfilled	/	4.82(.39)

¹ wording for post-workshop evaluation shown; wording for pre-workshop same content but referring to expectations.

Note: M = mean; SD = standard deviation;

Answering scales: Strongly disagree = 1, Disagree = 2, No opinion = 3, Agree = 4, Strongly agree = 5;

Workshop Programme

See the PIAD 2015 Programme Book at <http://www.icsu.org/asia-pacific/news-centre/news/latest-news/piad-2015/programme>. More information on the workshop series can be found at <http://www.iupsys.net/events/capacity-building-workshops/index.html>