**Trainer Scenario: Educator A**

Trainer A prefers to provide their participants with a set of comprehensive facts and definitions in their workshops using presentations to support the learning of new ideas and theories.

Typically, they stand at the front of the classroom and demonstrate how to use the information sources. They also offer guidance on how to resolve problems participants might encounter (for e.g. problems you might encounter when locating research in an e-database).

The workshop participants usually take notes during their sessions. When they apply practical skills they use the guided learning materials supplied by Trainer A. Participants demonstrate their learning by individually completing written tests contained within the learning materials.

**Trainer Scenario: Educator B**

Trainer B uses a mixture of definitions and problem-solving activities in their workshops. At the beginning of the session, they encourage the participants to share their prior experiences and knowledge in groups.

Trainer B feels comfortable with participants putting forward their own ideas and strategies for locating information in a database (for example).

Trainer B prefers not to use guided materials, instead he/she sets a problem and encourages participants to work independently, or in small groups, to solve the problem while they walk around the room offering support and assessing their ability / skills. At the end of the session, Trainer B asks participants to critically reflect on the learning experience and comment on how the theory can be applied to their work.