

# let your training journey begin



## Delivery guide: *SAGE Journals* training activity

Our Trainers have put together this delivery guide to accompany the [SAGE Journals training activity](#). This document will provide guidance if you plan on using the activity in a training session you are running: it provides a series of tips and suggestions to help you facilitate the activity, and a model of the activity table itself, to help users understand what is expected of them during the task.

If you want to learn more about this database, [explore more of our training resources](#), or [get in touch](#) with the SAGE Training team who will be happy to help you!

### Activity overview...

- This activity helps users learn how to use **SAGE Journals** by inviting them to use the browse and search functions to find relevant articles that might help them with a current project or assignment they are working on. Once they have identified suitable content, participants are encouraged to reflect on why they have chosen each article, encouraging critical thinking and information evaluation.
- We suggest that this activity is used **after** participants have been given an introductory presentation to the product, especially if the audience is less experienced using online databases such as *SAGE Journals*.
- If you would like to deliver an introductory presentation on this product, we recommend using the **SAGE Journals training presentation** hosted on our [Training Resource Centre](#).
- This activity can be set to last from around 15 minutes to 30 minutes, depending on the experience level of the audience, and the time you have available in your session. If you want to run a shorter version of the activity, you may like to invite participants to find just one good article, rather than completing the whole table.

### Facilitating the activity...

1. Start by making sure that all general questions related to the product and the platform have been answered.
2. Explain the task by holding up the table of the worksheet and explaining that they will need to complete the table with information about resources they find on the *SAGE Journals* platform. We recommend that you provide the activity instructions before handing out the worksheet, so that participants can focus on you, rather than getting distracted reading the worksheet.
3. Make sure you clearly emphasise how long they have for the activity, and that you may ask some volunteers to share their findings with the rest of the group after the task.
4. Display the completed table model on the presentation screen and leave up for the duration of the activity. The model is available on the next page of this delivery guide.
5. Hand out the worksheet.
6. During the activity, walk around the room slowly and calmly, to observe the participants and ensure everyone is on task. If anyone is struggling, you can help them individually; if lots of people struggle with a similar issue, it's a good idea to review this with the group after the activity before closing the session.
7. Give time warnings halfway through the activity, and five minutes before you will end the task.
8. When time is up, bring the attention back to the front of the room and invite two or three people to share their findings.
9. Before closing the session, review any common issues, and invite any final questions from the group.

## Model activity table: examples based upon a project about contemporary capitalism and automation

Article title and name of journal it was published in	Why do I like this article? How could I use it in my current projects or assignments?
<p><a href="#">‘Working Algorithms: Software Automation and the Future of Work’</a>, published in <i>Work and Occupations</i></p>	<ul style="list-style-type: none"> <li>• Author has conducted qualitative study using participant observation (over 19 months) of workers at a software company in order to better understand the impact of automation and digitisation on real employees</li> <li>• His argument focuses on the complementarities between technology and people in the world of work; this provides an interesting counter-point to the critique of the impact of automation on workers</li> <li>• Offers quite a rare account of applied research around automation in the workplace; a lot of articles on this topic are more theoretical</li> </ul>
<p><a href="#">‘The consumption dilemma of digital capitalism’</a>, published in <i>Transfer: European Review of Labour and Research</i></p>	<ul style="list-style-type: none"> <li>• Author makes the argument that companies are introducing automation solutions to reduce overheads and produce more in order to increase supply and profit, but that by reducing labour needs they are reducing demand due to lower personal income of staff (i.e. potential consumers)</li> <li>• Contains an interesting concise historical summary of economic theory, from Fordism through to the digital economy and automation of the 21<sup>st</sup> century</li> <li>• Cites a number of companies and their automation and harsh labour-control practices; could research these companies in more detail to do further analysis and case studies</li> </ul>
<p><a href="#">‘Reinventing capitalism to address automation: sharing work to secure employment and income’</a>, published in <i>Competition and change</i></p>	<ul style="list-style-type: none"> <li>• Author analyses some initiatives such as work-sharing and shorter working weeks and the economic drawbacks and benefits of these programmes; indicates some interesting studies and literature reviews of these projects that could warrant deeper investigation</li> <li>• Provides a more contemporary review of automation and how national policy can force change</li> </ul>