# Training on Methods and teaching techniques

# Concept note

## Target group

The target group includes participants who will become trainers themselves in any disciplines in the future.

## Methodology

One day face-to-face training session that will comprise of a series of short lectures, practical sessions that will focus on practical case studies, role-plays, group discussions and experience sharing by participants, as well as an individual presentations of mini trainings. The training session will be delivered in English, with the possibility of simultaneous interpretation, in agreement with the organiser.

## Content

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| F2F session | Content of the session | Type of activities |
| 1st morning session9:00 - 10:30 | 1. Preparation activities before the training:* Roles of a trainer during the training session and when to use each of them
* Adults learning
* How memory works and its influence on learning
* How to respect different learning styles
* Types of training activities and their practical use
* Preparation of the training room
 | Theory, practical case studies, group exercises, plenary discussions |
| 2nd morning session11:00-12:30 | 2. Activities during the training session:* The importance of good opening, self-presentation
* Guidelines for giving constructive feedback
* How to gain and keep attention
* How to use visual tools
* Handling challenging (disruptive) behaviours of trainees
 | Theory, practical case studies, group exercises, plenary discussions |
| 1st afternoon session14:00-15:30 | Continuation of the session "Activities during the training":* Ways to divide the participants into sub-groups and managing groups dynamics
* "Energizer" activities
* Good ending of the training
* Evaluation techniques
 | Theory, practical case studies, group exercises, plenary discussions |
| 2nd afternoon session16:00-17:30 | 3. Practical activity:* Preparation and presentation of a short mini-training on a selected topic by each participant
* Trainer's and group feedback

Wrap-up and closing of the training day | Individual practical exercise with a following plenary discussion (feedback) |

### **Content session 1 - Preparation before the training**

This part of the training session includes the preparation activities which trainers have to take care before the actual training take place, how to prepare themselves, how to shape their role as trainers, how to plan and prepare different activities respecting adult learning theories and different learning styles, keeping in mind basic knowledge on how the human memory works.

**Training activities** include group exercise followed by discussion on the different roles of the trainer during the training setting, group case study on characteristics of adult learning, individual exercise on identifying the preferred learning styles.

### **Content session 2 – Activities during the training**

This part is about how to carry out the actual training session to achieve the best results, and handle any challenges, which may arise during the real training. In this session, the following important topics are discussed: the good opening, how to gain and keep the attention of trainees, ways to provide constructive feedback, how to divide and manage groups, how to use energizer activities, and others. A special attention is given to the topic of handling different challenging situations during the training, including resistance and suppression techniques, differences between co-trainers, dealing with stress. The proper ending and benefits of evaluating the training session are discussed as well.

**Training activities** include case study on the disruptive behaviour, group exercise followed by discussion on giving constructive feedback, group exercise followed by discussion on dealing with resistance, examples of the energiser activities.

### **Practical part: Delivering of mini trainings**

In this last session, the participants are asked to prepare a mini training on any preferred subject of their interest to be presented during 10 min. The participants may decide to be challenged by a difficult situation, which then will be organised as a role-play by the group. Every mini training takes maximum 20 min: 10 for the actual presentation and 10 min for the feedback, which has the same importance as the training itself in order to see what can be improved for the future.

## Learning outcomes

After successful completion of this training, trainees will acquire the knowledge, skills and competences, which will allow them to:

* Apply different roles of a trainer during the training session;
* Describe different learning styles and according teaching methods;
* Prepare and experience the presentation of an actual training;
* Identify strategies for handling the different challenges which they may face while being a trainer.

## Assessment

The assessment of achieving learning outcomes will be made based on the group exercises during the face-to-face session, including short presentations by all the participants of their own selected topic, simulating the real training situation. Additionally, in the end of the training day the multiple choice test could be given to all the trainees on the theoretical content of the training.

## Requirements for the session

Laptop with wi-fi connection to Internet and multimedia projector for the trainer, White board, Flip-chart with extra paper, several whiteboard markers in at least 3 different colours, sticky notes in several colours, scotch tape, blank paper.

# Training on e-Learning

# Concept note

## Target group

The target group includes participants who will become trainers themselves in any disciplines in the future, more specifically focusing on creation of the e-learning courses.

## Methodology

One day face-to-face training session that will comprise of a series of short lectures, practical sessions that will focus on practical case studies, group discussions and experience sharing by participants, as well as an individual practical exercises on the real e-learning platform. The training session will be delivered in English, with the possibility of simultaneous interpretation, in agreement with the organiser.

## Content

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| --- | --- | --- |
| F2F session | Content of the session | Type of activities during the session |
| 1st morning session9:00 - 10:30 | e-Learning content creation: * Instructional design strategies
* Practical recommendations (tips & tricks)
* Software tools
 | Theory, practical case studies |
| 2nd morning session11:00-12:30 | e-Learning session organisation in Learning Management System (LMS):* LMS functionality overview
* Tools for the Trainers
* Trainer's role and actions during the e-learning
 | Theory, practical examples, practice in the real LMS Moodle, group and plenary discussions |
| 1st afternoon session14:00-15:30 | How-to create an interactive e-Learning course:* e-Learning activities overview
* Use of multimedia
* Assessment of learners' progress
 | Theory, practical examples, practice in the real LMS Moodle |
| 2nd afternoon session16:00-17:30 | Practical exercise in Moodle LMS:* Creation of own mini e-learning course
* Feedback discussion session
 | Individual practical exercise with trainer's guidance, plenary discussion |

### **Content session 1: e-Learning content creation**

This session comprises of the following main topics: sound instructional design strategy as the basis of the e-learning design, practical recommendations in the tips & tricks format on how to develop efficient and visually appealing e-Learning content, and the overview of different software tools for the creation of e-Learning content.

**Training activities** are mostly comprised of lectures including practical examples.

### **Content session 2: e-Learning session organisation in Learning Management System (LMS)**

This session is about organising e-Learning sessions in Learning Management Systems (LMS), which is a software for administration, management and tracking of trainees’ progress. The overview of commonly available LMS functionality is given, with a more detailed focus on tools for the trainers. Trainer’s role during the e-Learning course is explained and available functionality presented on the example of one of the most popular Open source LMS on the market today – Moodle LMS.

**Training activities** include short lectures with practical examples, practice in the real LMS Moodle exploring its functionality, group and plenary discussions on the topic how to follow the e-learning course by the trainer and trainer’s role during e-learning phase.

### **Content session 3: Creation of an interactive e-Learning course**

This session focuses on the creation of an interactive e-learning course, including the variety of different activities which could be used in it, use of different types of multimedia in courses, and the creation of tests and quizzes for the assessment of students’ progress and achievement of learning outcomes.

**Training activities** include short lectures with practical examples, short exercises in the real LMS Moodle, group and plenary discussions on several related topics.

### **Practical part: Creation of own mini e-Learning course**

In this last session the participants are guided by the trainer through the process of creation of the real short e-learning course, providing group and individual guidance and explaining the real issues while developing the e-learning content.

## Learning outcomes

After successful completion of this training, trainees will acquire the knowledge, skills and competences, which will allow them to:

* Describe the trainer’s role during the e-learning phase of training.
* Efficiently guide their learners/students through the e-learning phase of a training.
* Choose the software tools for the creation on e-Learning content and organisation of the training sessions.

## Assessment

The assessment of achieving learning outcomes will be made based on the group exercises and individual practical exercise during the face-to-face session.

## Requirements for the session

Laptops with wi-fi connection to Internet for each participant, laptop with multimedia projector for the trainer.