Training of trainers

A one day training program - Statia

Program

- 09.00 – 09.30 Welcome, Objectives, Trainer role
- 09.30 – 10.30 Effective training principles
- 10.30 – 10.45 *Break*
- 10.45 – 12.15 Active and collaborative learning
- 12.15 – 13.00 *Lunch*
- 13.00 – 14.00 Designing a training
- 14.00 – 15.30 Micro-teaching
- 15.30 – 15.45 *Break*
- 15.45 – 16.30 Reflection and closing

Objectives

- You are able to describe the essence of active learning in training situations.
- You are able to design a training situation to trainers, based on principles of active and collaborative learning
- You are able to conduct a didactically structured training situation

Pair interview

- What is the difference between training and lecturing?
- What is essential in the role of train-the-trainer?
- What are your experiences in the role of learning facilitator?

A maximum of 5 minutes per interview.

Active and Collaborative Learning

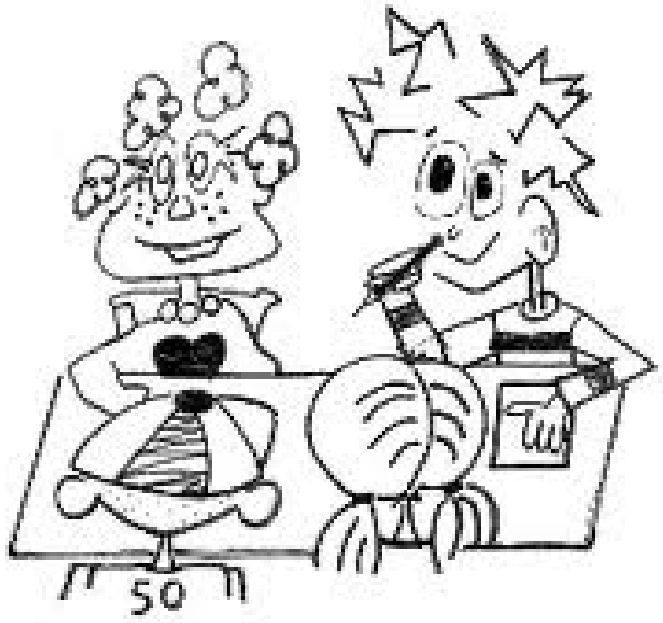
"It must be remembered that the purpose of education is ***not to fill the minds*** *of participants with facts. It is* ***to teach them to think****, if that is possible, and always to think for themselves."*

Robert Hutchins

Collaborative learning is…

a way of active and constructive learning.

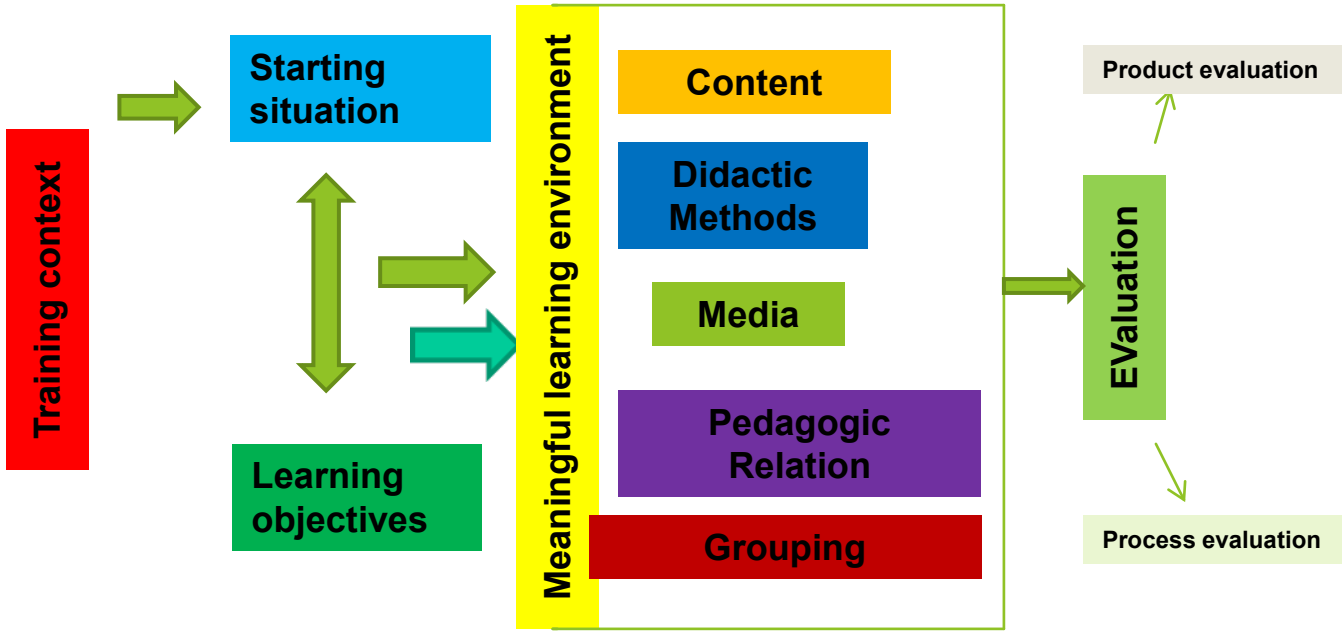
Here, participants work together to achieve common goals.



Why Activating Didactics and Collaborative Learning (ADCL)?

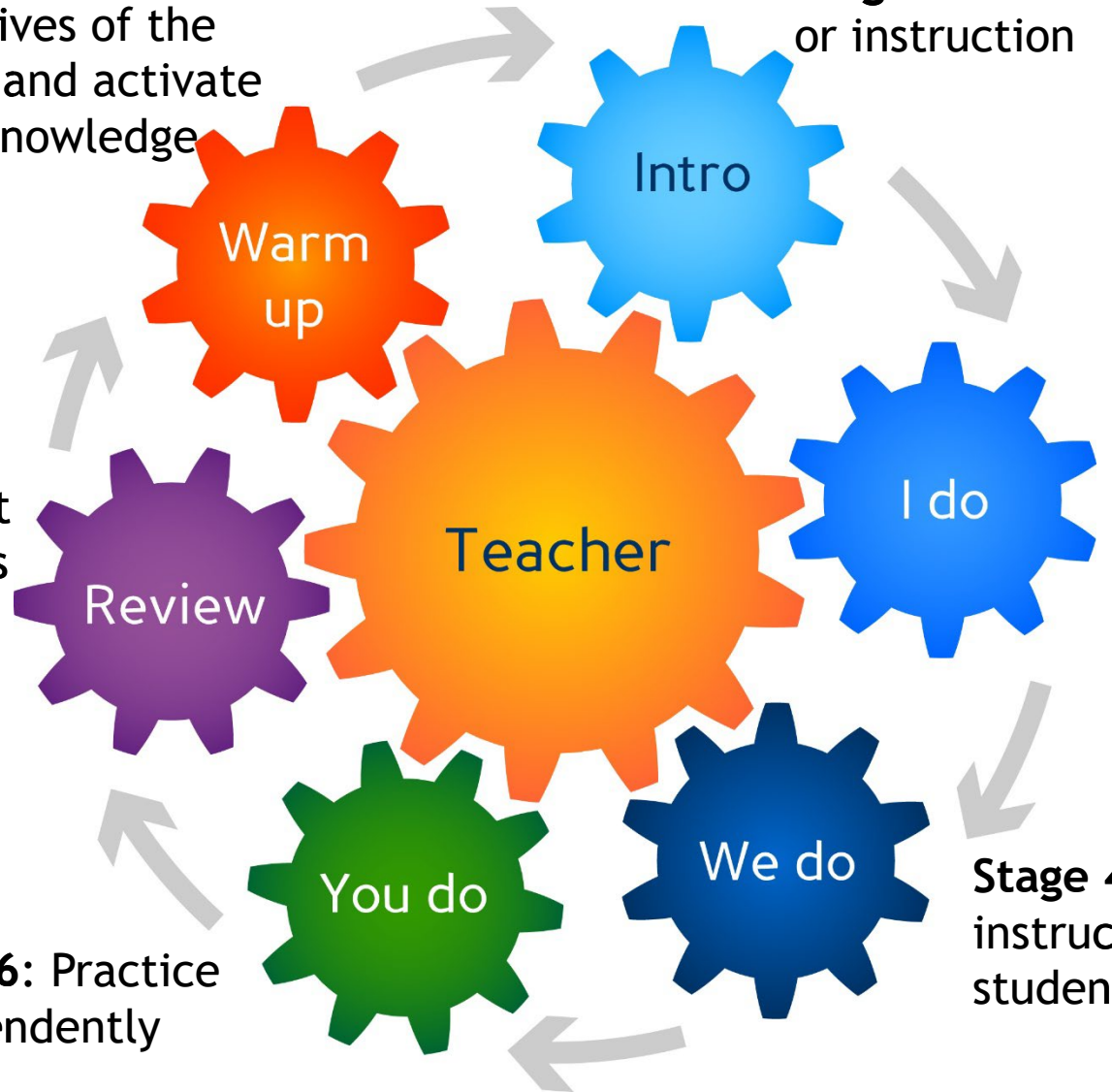
- Participants are more independent and actively involved;
- It pays attention to differences between participants;
- Society calls for independent people who can cooperate well;
- ADCL motivates pupils and students;
- ADCL helps teachers to enable students to learn effectively;
- Scientific research shows that cooperative learning is more effective than learning in traditional education.

Didactic Analysis Model (Van Gelder)



Stage 1: Present objectives of the lesson and activate prior knowledge

Stage 2: Introduction or instruction



Stage 3: Check if key concepts have been understood

Stage 4: Give instructions for student activities

Stage 5: Practice under guidance

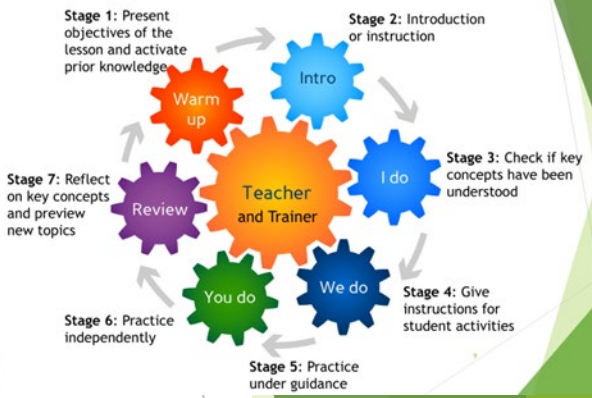
Stage 6: Practice independently

Stage 7: Reflect on key concepts and preview new topics

Whhtor – Task requirements

- What should the participant do?
- How should the participant go about it?
- Where should the participant turn for help?
- How much time may the participant take?
- What will the participant do with the outcome or product?
- What will the participant do when he is ready?

Direct instruction model – Active learning



- **Stage 5: Practice under guidance**

- Practice with the accompanying tasks
- In this stage of the training/lesson, the trainer may do an exercise or part of an exercise from the course together with the participants
- It will become clear whether participants can work independently
- If you opt for collaborative learning, you may skip this stage

Checking knowledge understanding

- *Method: Group work, discussion, clustering*

- What Create 5 golden rules for an effective training.
- How Each individual creates first 10 golden rules. Afterwards compare in pairs and select the 5 best rules. Write down.
- Help The authors of the rules may support each other.
- Time 10 minutes individually, 10 minutes in pairs.
- Outcome 5 meaningful golden rules.
- Ready Discuss how to implement the DI-model in your own practice.

Six Key Concepts of Effective Learning

- 1. A clear structure in the organization of the learning material
- 2. The appropriate level of the learning material
- 3. Attention to motivation
- 4. Assigning meaning to the learning material
- 5. Individual accountability
- 6. Visibility of learning/thinking

These key concepts (essentially points of focus) are prerequisites for designing effective learning experiences in your training sessions or lessons.

Ebbens, S. & Ettekoven, S. (2020) Effectief leren, H.1.2, Groningen: Noordhoff Uitgevers

Brainstorming

- W — Why: To generate many ideas in a creative and collaborative way. Using Post-it notes helps participants think freely, visualize ideas, and discover patterns together.
- W — What: Participants individually write ideas on Post-it stickers. The ideas are then shared, grouped, and discussed with the group.
- H — How: Give each participant Post-it notes and a marker. Participants silently write down ideas how to secure the six key concepts in a learning situation. One idea per Post-it. Participants place their Post-its on the wall or board. As a group, cluster similar ideas into themes. Discuss the themes and identify the most interesting or useful ideas. Optional: vote on the best ideas.
- H — Help: work together with another participant.,
- T — Time: Introduction: 5 minutes, Writing ideas: 10 minutes, Grouping and discussion: 10 minutes, Conclusion: 5 minutes: approximately 30 minutes.
- O — Outcome: At the end of the activity, the group has a selection of promising or important ideas.
- R — Ready: When finished: Summarize the key outcomes, take photos of the Post-it wall, Decide on next steps or follow-up actions, Assign tasks or responsibilities if needed

Basic principles of ADCL

Key concepts	**Group-management**	**Trainer = accompanist /coach**	**Choice of methods**
•Positive interdependance •Individual accountability •Direct interaction •Social skills •Attention to the group process	•Orderly classification / organisation •Group •group size •(Collaborative) rules in the group •Tasks and roles	•A good preparation •Giving instruction and task requirements •Accompany the learning process •Leading evaluation and conversation about the results	•Variation in methods •Relation objective and method •Target group •Group size •Trainer skills •Educational style: trainer centered, participant centered or shared?

Key-concepts of Collaborative Learning
(Ettekoven, S.)

- **Positive interdependance**
- **Individual accountability**
- **Direct interaction**
- **Social skills**
- **Attention to the group processes**

Checking knowledge understanding

- *Method: Numbered heads*

- The plenary group is divided into micro-groups of 4 participants. They are given a number (1 to 4).
- The trainer asks a question based on the theory.
- Consultation is allowed within the group.
- The trainer gives a number.
- The participants with that relevant number may answer (and probably complement each other)

Practice the key-concepts

- Preferably in microgroups, we will explore and analyze simple collaboration structures (didactic methods) based on the five key concepts of Collaborative Learning
- **What:** Make an analysis of the didactic method, based on the five key-concepts
- **How:** Each person or group is assigned a didactic method (see next slide). Each member of a group is responsible for one method or within the method for one of the key concepts (or more, depending on the group size). Each member analyzes how his/her own key concept is anchored in the didactic method. The group then enters into a discussion about how collaborative learning is established (or not).
- **Who:** The trainer defines whether there is a possibility to work in microgroups of and assigns a method or methods.
- **Time: 45** minutes
- **Outcome:** A short analysis (max 1 A4) of key-concepts in the method as concerned
- **Ready** Start a dialogue about how to adapt the key-concepts in your own practice.

Methods to analyse

resource: Geerts, W. and R. van Kralingen (2018) The Teachers' Handbook, Chapter 3.6, Amsterdam: Coutinho publishers.

- Group 1: Check in pairs (p. 127) and Numbered heads (p. 128)
- Group 2: Numbered heads (p. 128) and Think-pair-share (p. 129)
- Group 3: Think-pair-share (p.129) and The-three-steps-interv. (p.130)
- Group 4: The three-steps-interv. (p. 130) and Expert groups (p. 130
- Group 5: Expert groups (p. 130) and Check in pairs (p. 127)

See for method descriptions also the invisible slides

Micro-teaching (preparation)

- Use the template training preparation form;
- Design a 20-30 minute session related to a learning objective and target group in your daily practice;
- Make use of activating and collaborative methods

Micro-teaching (feedback)

Reflection:
- 👍 **Strengths**
- 💡 **One improvement**
- 🎯 **Key takeaway**

1. Goal & Focus
- Clear learning goal
- Relevant content
- Appropriate focus

2. Structure & Flow
- Logical sequence
- Clear transitions
- Strong opening & closing

3. Engagement
- Interaction & participation
- Energy & pacing
- Audience involvement

4. Clarity & Delivery
- Clear explanations
- Useful examples
- Confident delivery

Focus on observable behavior and its impact on learning.

Be specific, constructive, and respectful.

Balance strengths with opportunities for improvement.

Give feedback that is actionable and supportive.

Ask yourself: What helped learning, and what could strengthen it further?

Evaluation: speak with one voice

Method:

Make a summary of the topic of today

Stand in a circle. In turn someone may say just some words;

- If you think the sentence has become long enough, you may also finish. The next one then starts another one;
- The most important words are put on the wall or board and the final step is to evaluate whether all main concepts have been discussed.

Reflection


I NEED SOME HELP!
I'M GETTING THERE
I GET IT
Traffic Light Reflection
I found this tricky.
I need someone to help me.
I need some help!
I understood most of it but need more practice.
I'm getting there.
I get it!
I understood.
I am ready for the next step.
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