

# Necessary knowledge, skills and attitudes for teachers and instructors

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Education and Culture DG

Lifelong Learning Programme



**HORIZONT**  
**3000**



# NECESSARY KNOWLEDGE, SKILLS AND ATTITUDES FOR TEACHERS AND INSTRUCTORS



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## 1. AIM OF THE DOCUMENT

This document is part of the project CAPACITY BUILDING OF HUMAN RESOURCE FOR HEALTH IN SLOVAKIA FOR INTERNATIONAL DEVELOPMENT AID supported by European Commission through Lifelong learning programme (project number: **2010 – SK1 – LEO05 – 01565**)<sup>1</sup>.

**The main aim of the project** is to enhance human capacity building in Slovakia and broader region of eastern and southern Europe for work within projects of international development cooperation and humanitarian assistance.

Before we start to write about the findings and outcomes of Assessment of needs for Training of trainers, which:

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<sup>1</sup> Slovak national agency of the Lifelong learning programme  
[http://web.sgaic.sk/llp/en/main.cfm?sw\\_prog=4](http://web.sgaic.sk/llp/en/main.cfm?sw_prog=4)

- indicates specific areas, which the teachers and instructors want to learn more of and
- listing the tasks and requirements for teachers and instructors,

we would like to look closer on the current trends in education. One of them is to move away from an input-oriented system to one, which is focused on outcomes. Teachers are perceived in the new roles and expectations from them are changing, so as principles of learning.

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## **2. TEACHERS NEW ROLES AND EXPECTATIONS**

The pace of social change and the heightened expectations of schools have broadened and deepened teachers' roles. The demands on schools and teachers are becoming more complex. Schools are now expected to deal effectively with a more diverse society, to be sensitive to gender and culture, to promote social cohesion, to address the individual needs of learners, and to prepare all students for participation in a society and an economy in which they will be required to continue learning over time, be flexible, and adapt to new demands.

Teachers now need to be prepared for a much broader range of tasks at all levels. They are expected to:

- initiate and manage the learning process – the move towards outcome-oriented curricula

expects teachers to organize the learning process;

- effectively address each student's individual learning needs;
- be assessment literate and integrate results in a diagnostic manner to promote student learning;
- work effectively in more diverse and multicultural environments;
- integrate students with special needs;
- address cross-curricular themes like social responsibility and citizenship;
- work and plan in teams;
- integrate ICT into their teaching;

- develop and participate in school projects, linking schools within the country or across countries;
- assume new managerial and shared leadership roles;
- build learning communities with external agencies, museums, libraries, etc.<sup>2</sup>

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<sup>2</sup> DUTHILLEUL, Y.: *Developing teachers knowledge and skills*, Policy trends in OECD countries, International institute for educational planning, 2005.

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### **3. ADULT LEARNING**

Focus of this document is on education of adults, which adheres to the following principles:

- The starting point of any educational session should be the knowledge and (working) experience of the participants.
- The education is problem oriented: the emphasis during the learning process is on how to deal with problems and how to solve problems.
- The approach is competency based: aimed to improving the skills of participants to implement and evaluate different approaches to solve the problems rather than just absorbing the new facts and the ability to reproduce them.
- The emphasis is on the practical application of the content of the education. In other words

participants will be asked to discuss and solve problems which are derived from real working situations, either from their own experience or those from the teachers. During the education the participants are asked to plan how to apply the newly acquired knowledge and skills when they are back in their working situation.<sup>3</sup>

Part of being an effective instructor involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcolm Knowles. He identified the following characteristics of adult learners:

- Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Their teachers must actively involve adult participants

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<sup>3</sup> *Information for new facilitators regarding the educational approach at the Area Education, Department Development Policy and Practice, Royal Tropical Institute.*

in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).

- Adults have accumulated a foundation of *life experiences* and *knowledge* that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories

and concepts to the participants and recognize the value of experience in learning.

- Adults are *goal-oriented*. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- Adults are *relevancy-oriented*. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.

- Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- As do all learners, adults need to be shown *respect*. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.<sup>4</sup>

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<sup>4</sup> LIEB, S.: *Principles of adult learning*, 1999. Available at: <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/adults-2.htm>

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## 4. MOTIVATION OF LEARNING

One of the key aspects of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.

- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.<sup>5</sup>

Motivation can be increased by creating favorable conditions for learning:

- good social relationships between students and between students and teachers,
- no distraction in physical environment (noise, etc.)

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<sup>5</sup> LIEB, S.: *Principles of adult learning*, 1999. Available at: <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/adults-2.htm>

- messages, which are consistent, well structured and clearly communicated, with support of visual aids and handouts,
- active involvement and sharing part of the responsibility for planning and operating the learning experience: such as selecting and processing useful information, in solving problems or in practicing required skills,
- regular supportive feedback on performance that provides encouragement and reinforcement,
- some tension which is created through competition, deadlines or tests.<sup>6</sup>

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<sup>6</sup> *Information for new facilitators regarding the educational approach at the Area Education, Department Development Policy and Practice, Royal Tropical Institute.*

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## 5. ASSESSMENT OF NEEDS FOR TEACHERS AND INSTRUCTORS ENROLLED IN THE TRAINING PROGRAM

Following issues were determined during assessment of needs for teachers and instructors enrolled in the training program:

- requirements of a trainer/ instructor in this training program;
- the existing competency levels of the staff to do the job;
- the training gap (if any).

*What is competency?*

“Competencies” includes **the knowledge, skills, attitude** required to do the job efficiently and effectively.

*What is training gap?*

The training gap is the difference between **required** and **existing** competency levels of the teachers to be a facilitators in this program.

The question we have tried to answer during the assessment of needs for teachers and instructors was whether there is a real training need (a training gap)?

For this purpose the consultants from Royal Tropical Institute & Horizont 3000, who will facilitate the Training of trainers, explored the opinion of:

- ✓ teachers / instructors from Trnava University, who are enrolled in the training program

They have done it in two different ways by:

- identification areas teachers and instructors want to learn more off,
- listing the tasks and requirements for teachers and instructors enrolled in the training program.

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## 5.1. Identifying areas teachers and instructors want to learn more off

First, the consultants from partner organizations have tried to find out what knowledge, skills and attitudes want the teachers and instructors learn more off? (Indicated with number of preferences)

✓ Knowledge

- Bloom's taxonomy - ii
- Learning objectives
- Effective structuring of the course
- Good structured lessons
- Participatory methods – iii  
(What is it?, What forms exist?)
- Virtual learning / e-learning

✓ Skills

- Leading the discussion – iii
- Motivation & attraction - ii

- Interactive way of teaching / use of participatory methods
- Leading exercise / role play / negotiations
- How to prepare a good case study
- Team teaching
- Conflict management / to relief tension in the group
- Keep healthy environment
- How to deal with different opinions
- Structuring teaching session (e.g. make summary without duplication & boredom)

✓ Attitudes

- Not have such an authoritative air
- Not to be so strict concerning preparation of individual assignments
- Flexibility with restrictions (not to be so suggestible to the participants)

To make sure that we do not miss any of important areas, which needs to be covered during the Training of trainers, the second part of assessment of needs for teachers and instructors enrolled in the training program took place.



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## **5.2. Listing the tasks and requirements for teachers and instructors**

Second part of assessment of needs for teachers and instructors enrolled in the training program should offer a different perspective on targeting the training gaps for training of trainers - by task analysis.

From all the tasks which are required for preparation, implementation and evaluation of training program was chosen those, which are focused on trainers, instructor:

- Preparation of teaching sessions
- Implementing the teaching sessions
- Evaluating the teaching sessions

These tasks were divided into:

- Subtasks
- Knowledge
- Skills
- Attitudes

We have tried to identify the training needs by listing all the tasks and requirements needed for preparation, implementation & evaluation of teaching session - ***requirements for teachers and instructors*** - and look for the gaps which needs to be covered on upcoming Training of trainers.

## Preparation of teaching session

Subtask	Knowledge	Skills	Attitudes
Review own knowledge		self - reflection →	
Review of literature	Existing databases	critical reading for practical relevance	
Setting objectives	topic (knowledge) learning theory		topic focus
Deciding content			
Deciding on structure	learning / teaching theory	planning time management	
Choosing methods	teaching methods (variety, synthesis)		creativity
Preparation training materials (for teaching session & homework)	application →	cutting, copying, etc.	
Choosing & preparation evaluation methods	variety of evaluation methods (knowing how to use and then to use)	indicators preparation	asking advice, products

## Implementation of teaching session

Subtask	Knowledge	Skills	Attitudes
Introduction (topic, objectives, content, methods)		Communication / presentation	Respect
Setting of rules			Open-mindedness
Kick-off / ice-breaker (video, etc.)			Openness
Collection of competence	Understanding of group dynamics		← Self-reflection
Presentations, exercises, discussions		Teaching methodologies skills	Flexibility
Final discussion		Group work / managing groups	← To create positive motivation & atmosphere
Conclusion	Time management	Facilitation of the group discussion (analyze & synthesis)	Honesty

## Evaluation of teaching session

Subtask	Knowledge	Skills	Attitudes
Reflecting session - our feelings / observations (meeting L.O., knowledge assessment)		Self - reflection / Self - criticism	
Student feedback (usefulness / relevance, atmosphere, interest / teaching methods)		Analyzing & synthesising feedback (e.g. possible reasons & validity)	
Explore strengths & weaknesses		Accept weakness / criticism & cope → with it	
Propose action for improvement			
Impact evaluation (after time)	Theory of evaluation (tools / exams)	Calculation	

After dividing preparation, implementation & evaluation of teaching sessions into subtasks, we got a better picture about requirements for teachers and instructors enrolled in the training program. These subtasks were furthermore specified by knowledge, skills and attitudes of teachers and instructors. After this task analysis was much easier identify training needs for Training of trainers, which are indicated by red color.

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## 6. CONCLUSION

This document consists of six chapters, which are focusing on necessary knowledge, skills and attitudes of teachers and instructors.

First four chapters are providing information about teachers' new roles and expectations, adult learning and motivation of learning. Teachers and instructors are expected to be not only highly competent in their field of expertise but also in how students learn and how to motivate them. This reflects a shift away from the traditional role of the teacher as primarily a provider of subject knowledge to a facilitator of learning – when the teacher manage the students learning, using variety of methods, information sources and media.

Fifth chapter is focusing on assessment of needs for teachers and instructors enrolled in the training program. This was done by exploring the opinions of teachers and instructors in two ways:

- by identifying the areas they want to learn more off and
- by listing the tasks and requirements for them.

Identification of necessary knowledge, skills and attitudes of teachers and instructors will serve as a basis for creating contents of training of trainers for those teachers and instructors, who will be enrolled in the training program.

Document was written by Juraj Jančovič on a basis of:

- outcomes of the project working group,
- discussions with partner organizations:
  - ✓ Royal Tropical Institute,
  - ✓ Horizont 3000.
- discussions with experts in the field of development cooperation and humanitarian assistance in Slovakia,
- outcomes from the workshop - *Needs assessment for training of trainers*, which were held in October 2011 and were facilitated by Ankie van den Broek from Royal Tropical Institute.

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