Minutes from WORKSHOP

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Need assessment for Training of trainers

Date: October 18, 2011

Place: Trnava University, Trnava, Slovakia

Participants:

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- Peter Pober-Lawatsch (Horizont 3000)
- Adriana Ondrušová (Trnava university)
- Lenka Jančovičová (Trnava university)
- Eva Nemčovská (Trnava university)
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- Martina Žáková (Trnava university)
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- Juraj Jančovič (Trnava university)
- Marek Majdan (Trnava university)
- Alexandra Bražinová (Trnava university)
- Ladislav Bučko (Trnava university)

Facilitator:

- Ankie van den Broek (Royal Tropical institute)

Content of the workshop:

- ***Introduction to Need assessment for Training of Trainers***
  Ankie van den Broek

- ***Kick off exercise***
  To list what participants do when you are teaching currently their students.

  Think about:
  - Preparation for teaching session
  - Implementation of teaching session
  - Reflection on teaching session

- ***Training Needs assessment***

  - determining what is required to be a trainer/ facilitator in this program;
  - determining the existing competency levels of the staff to do the job
  - determining the training gap (if any).

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

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

  The question is whether there is a real training need (is there a training gap???)

  - by exploring the opinion of:
    - ✓ Consumers: course participants: these are adult (professional) learners. They work in organizations with a mission (NGOs)
    - ✓ (Future) trainers/ facilitators (TU)
    - ✓ Facilitators in the TOT course (Royal Tropical Institute / Horizont 3000)

- ***Individual reading material (summary) - Adult learning***

  - Adults are *autonomous* and *self-directed.* They need to be free to direct themselves. They should be given responsibilities and be given room to express their opinion for changes
  - Adults have accumulated a foundation of *life experiences* and *knowledge* that may include work-related activities, family responsibilities, and previous education. Learning should be linked to this history
  - Adults are *goal-oriented*; what they learn should serve this goal
  - 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.
  - Adults are *practical*, focusing on the aspects of a lesson most useful to them in their work
  - Adults need to be shown *respect*. Facilitators 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.

- ***Exercise – identify areas lecturers want to learn more off***

  What knowledge, skills and attitudes want the lecturers learn more off? (Indicated with number of preferences)

  - ✓ <u>*Knowledge*</u>
    - Bloom´s taxonomy - ii

- Learning objectives
- Effective structuring of the course
- Good structured lessons
- Participatory methods – iiii (What is it?, What forms exist?)
- Virtual learning / e-learning

✓ *Skills*

- Leading the discussion – iiii
- 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)

- ***Task analysis***

  - Breaking down a task into subtasks (e.g. teaching about do no harm hazard...)
  - Identify knowledge, skills (e.g., communication, developing cases) and attitudes (e.g. motivational, open for other ideas) required for the task

  Steps:
  - List the tasks
  - Select task for analysis
  - List the actions (sub tasks)
  - Identify: knowledge, skills and attitudes

- ***Exercise – Listing the tasks and requirements for creating curricula of the training program***

  - Preparation of modules
  - Preparation of teaching sessions
  - Implementing the teaching sessions
  - Evaluating the teaching sessions
  - Evaluating the modules
  - Evaluating the training program

From this task was chosen those, which are focused on trainers, lecturers:

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

These tasks were divided into:

- Subtasks
- Knowledge
- Skills
- Attitudes

Subtask list	Knowledge	Skills	Attitude

We have tried to identify the training needs by listing all the tasks and requirements needed for preparation, implementation & evaluation of teaching session and indicating the gaps (by red color) which needs to be covered.

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 than to use)	indicators preparation	asking advice, products

← topic exploration ←

Implementation of teaching session			
Subtask	Knowledge	Skills	Attitudes
Introduction (topic, objectives, content, methods)		Communication / presentation	Respect
Setting of rules			Open-mindness
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 & syntesising feedback (e.g. possible reasons & validity)	
Explore strenghts & weaknesses		Accept weakness / critisism & cope with it →	
Propose action for improvement			
Impact evaluation (after time)	Theory of evaluation (tools / exams)	Calculation	

Workshops no.3 was subjected to evaluation by attendants. The evaluation was divided into 3 parts:

- the first two with items scored from 1 (excellent) to 6 (not relevant),
- the last part provided a space for free text to note comments, suggestions, etc.

Results

The first part, focused on formal attributes:

	1	2	3	4	5	6
Presentations skills of the speakers	8	1	0	0	0	0
Used materials - review, handout, slides	2	4	2	0	0	0
Organization of the event	6	3	0	0	0	0
Relevance of the event to participants profession	5	3	1	0	0	0

Second part, focused on contents:

	1	2	3	4	5	6
Content and organization of modules	3	5	0	0	0	0
Background literature and Training materials	2	5	0	1	0	0
Need assessment of Training of Trainers	6	3	0	0	0	0
Discussions	2	4	3	0	0	0

Third part collected comments and suggestions regarding the event or the project.

Here are some comments & suggestions from participants:

- That was really friendly as well as useful event.

- More responsibility on each member of the project (time management, involvement).

- Everything was good, but I would prefer another room (not good because of lights and air).

Minutes written by: Juraj Jančovič

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