



EUROPEAN MANAGER OF INTELLIGENT AND RESPONSIBLE TERRITORIES (GETIR)

LEONARDO DOI PROJECT

REF: 510283-LLP-1-2010-1-ES-LEONARDO-LMP

INFORMATION FOR TRAINING TOOL CONTENTS

STOCKHOLM, SEPTEMBER 23TH & 24TH 2011



Contents

A. Project Description:	3
B. Characteristics Adults Learning	4
C. Distance learning Definition	5
D. Special characteristics of distance learning educational package	6
E. Presentation of training tool content structure	8
THEMATIC AREAS of the Training Tool	8
MODULES of Thematic Areas.....	9
CHAPTERS of Modules	10
EXAMPLE: Overall breakdown of a <i>MODULE</i>	11

A. Project Description:

This Project means a deep redefinition of the old theory and practice of Local Development (LD), and shows the obsolescence & need of redefining present profile of those thousand of present and future Local Development Agents (LDA or similar) by creating at EU level a new professional profile and a training curriculum called “European Manager of Intelligent and Responsible Territories” (GETIR), with new professional competences in local/regional territorial management and an existing strong labour demand at EU level.

General Aim:

- To contribute to give an answers to nowadays demand in European labour market, in local development sector where same training and skills have been used for the last 15 years- through the curriculum and professional training definition and testing of a new European profile named European managers of Intelligent and Responsible Territories (GETIRs)

Specific Aims:

- Define, test and validate at EU level, both the professional profile and competences of GETIR, including contents of its training curriculum.
- Design, test, validate and translate a blended learning pedagogical tool, thought from a perspective of an EU sustainable local development model which must be flexible and adaptable to the reality of each country.
- Create a virtual community 2.0 of GETIRs to be used both as support of the training tool and the networking, dialogue and Exchange among professionals and territories.
- Develop an innovative pedagogical process with previous tools and with a focused on cooperative learning, social/organizational learning, learning territories and knowledge regions.
- Make an effort translating main documents and tools to English, and profile and its tools to all partners’ languages to guarantee dissemination, transference and a strong multiplier effect.
- Implement a continuous evaluation process thought –not as a negative thing- but as permanent learning and active dialogue process among the partners during the Project.

Target Group:

- **Short term:**
 - experts in local development,
 - training centers and Local Development Agencies
 - political responsible of education, training and employment policies
- **Long term:**
Same but wider in Europe

B. Characteristics Adults Learning

Part of contacting an effective teaching 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 Malcom 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 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.

C. Distance learning Definition

The term **Distance learning** refers to the overall activity of the learner, who is being trained and is learning – while he is in distance from his teacher- based mostly on an **especially pedagogical designed material** and on the occasional communication with the teacher (mainly for unraveling obscure points and encouragement / supporting of the student not to give up)

Distance learning is a method that it allows the learner to study and learn:

- **alone** (no presence of a teacher)

and

- in their own chosen **place**
- in their own chosen **time**
- in their own chosen **rhythm**.

Key philosophy of designing a distance learning educational packages:

“What they do have to contain is a teacher in a state of suspended animation. Once the learner opens the package, that teacher is instantly at their service, ready to help them learn”

(Rowntee, 1994)

Therefore a distance learning material should be designed in such a way that it is possible to **successfully replace, as mostly as possible, the absence of a teacher**. Consequently, it should be able to perform the various **explanatory** and **supporting** activities that a teacher covers in a traditional face to face teaching environment.

Moreover, since the main aim of choosing a distance learning method is that it allows the learner to study and learn in their own place, time and rhythm it should be designed in way to make that possible.

D. Special characteristics of distance learning educational package

When developing an educational material for distance learning please keep in mind of the following:

1. **Introduction** (Including main issues to be dealt and Motivating)
2. Clearly defined **aims** and expected **learning outcomes**
3. **key words** for every educational Chapter
4. Advises and **tips** on how this material should be studied (if necessary)
5. **Explanatory titles and subtitles** to facilitate easier navigation and finding of information
6. **Short titles and subtitles** to facilitate its appearance on the side menu of the Training Tool
7. **Split and segment contents** (*smaller duration of chapters and units, less words per page than the usual, avoid very big paragraphs*)
8. **Drawings/ images /diagrams, figures** should be used as they may represent in a more clear way a long and complicated text.



9. **Frames** where most important points are being highlighted . Frames for the most difficult issues to be explained



10. Use as **simple phrasing** of meanings as possible
11. **Friendly writing style towards the learner**
11. Constantly **connect, the educational material with relevant readers working / real life experiences** to help them achieve better understanding
12. Always show the **“What's in it for me”**. the question that drives most every decision we make. Is not only what we will get but often how we will feel. Decisions made based on our experience, motivation, and our prediction of the rewards and risks associated with our actions
13. **Activities** aiming to **further and deeper thinking**

14. Keep on mind we want them to acquire experience and be able of **critical thinking**
15. **Positive reinforcement.** *Positive reinforcement is far and away the best tool to shape behavior*
16. **Self-evaluation exercises** (activities) accompanied with the right answers and reference/discussion for potential difficulties and mistakes
17. Many **examples and case studies / best practices** with references to real life experience
18. Summary at the end of each chapter
19. Suggestions of supplementary resources for further reading, guidance in finding additional resources
20. Bibliography (APA style). For an introduction to APA style please see attached manual.

Example :

Book with 1, 2 or 3 Authors (*title of the book in italics*):

Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York:Plenum.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *The Handbook of Instructional Communication: Rhetorical and Relational Perspectives*. Boston: MA Allyn & Bacon.

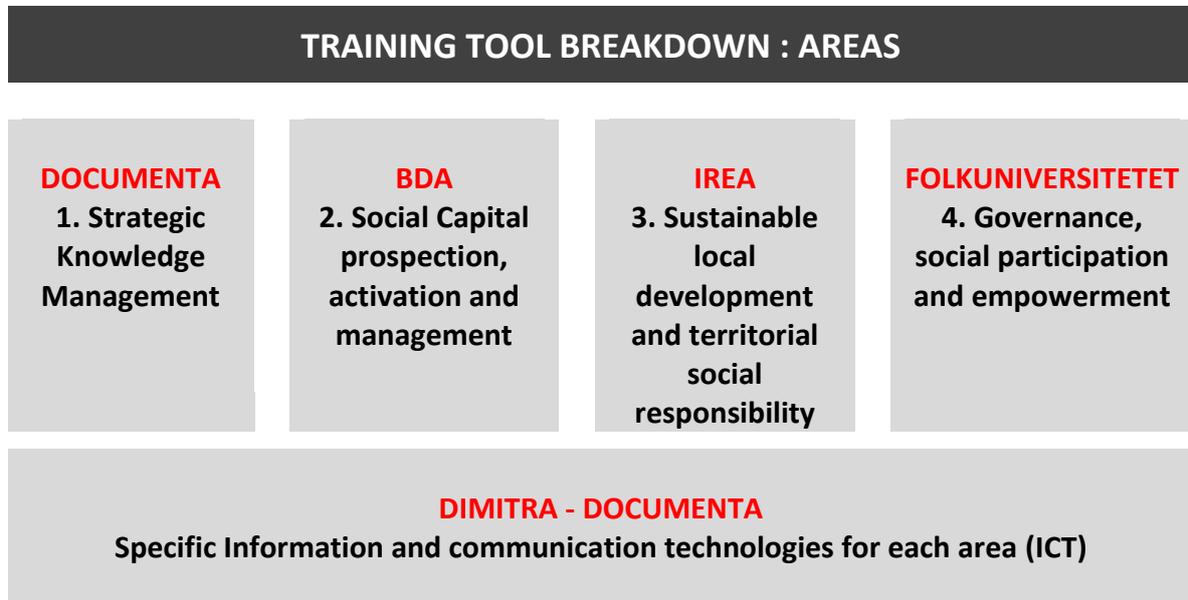
Article (*name of the Journal in italics*):

Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 49, 207-219.

E. Presentation of training tool content structure

THEMATIC AREAS of the Training Tool

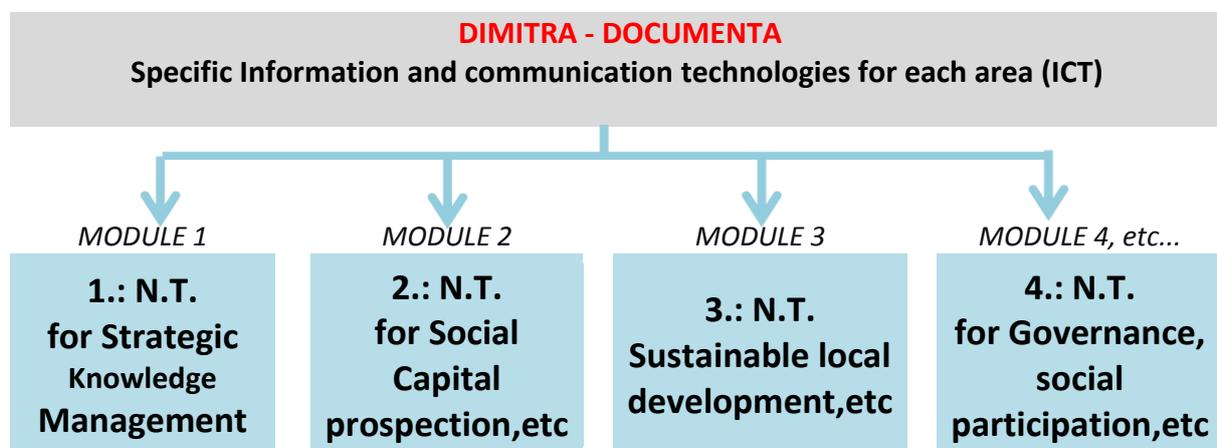
As it can be seen in the table bellow, each partner has to develop the content for its' own THEMATIC AREA.



Moreover each partner has to develop a separate MODULE under the title “New technologies” for its' own Thematic Area. Then DIMITRA and DOCUMENTA will have to incorporate those “New technologies” modules also into the ICT Thematic AREA.

Each THEMATIC AREA will be divided in several MODULES.

Please see an Example of ICT area MODULE breakdown in the following figure:



MODULES of Thematic Areas

Each MODULE will be divided in several *Chapters /subchapters / Units*

Each MODULE has to contain:

1. INITIAL INFORMATION as following:

- a. *Main aim*
- b. *Learning outcomes/objectives*
- c. *Key Words / issues*
- d. *A few words as an introduction to the MODULE*



Per MODULE: Detailed educational material of the module accordingly developed and divided in CHAPTERS

Please see the MODULE breakdown in the following figure:

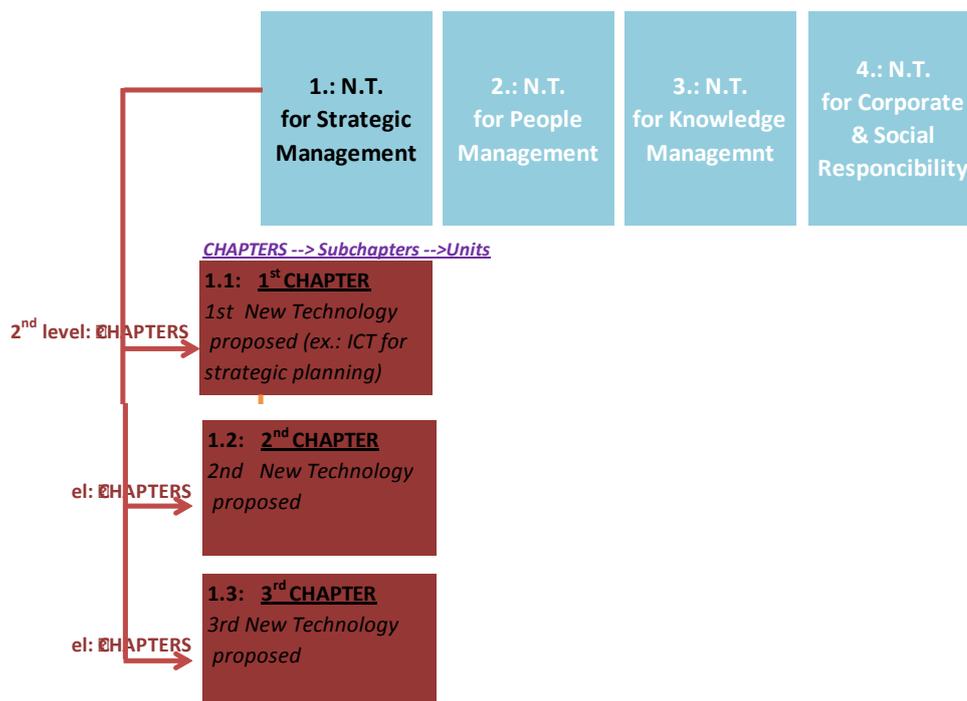


FIGURE: MODULE breakdown in Chapters

CHAPTERS of Modules

Each CHAPTER has to contain:

1. **INITIAL INFORMATION** as following:
 - a. **Main aim / Learning objectives**
 - b. **Learning Outcomes (specific & countable)**
 - c. **Key Words / issues**
 - d. **A few words as an introduction introduction to the CHAPTER**

One PDF file

Per CHAPTER: Detailed educational material of the chapter developed accordingly and divided in as many **SUBCHAPTERS & UNITS** are required

2. **SUMMARY** At the end of each chapter with all main important issues (possible resources for further learning) **(One PDF file)**
3. **SELF EVALUATION EXERCISES.** At the end of each CHAPTER there is going to be a list of 2-3 Self Evaluation Exercises / Questions related to the Learning Outcomes presented in the beginning of the chapter in order to help trainees realize about knowledge they managed to acquire. At the end of each Question we should propose them that in case they can't answer the questions then we would suggest them to go back and study again the related part where the answer is by indicating it (subchapter, units) **(One PDF file)**
4. **ANSWERS OF THE SELF EVALUATION EXERCISES .** Answers of the exercises in order to be provided and reference/discussion for potential difficulties and mistakes. Provide some further information within the answers **(One PDF file)**
5. **BIBLIOGRAPHY** Be aware of copyright permissions **(One PDF file)**

Please see the CHAPTER breakdown of contents in the following figure

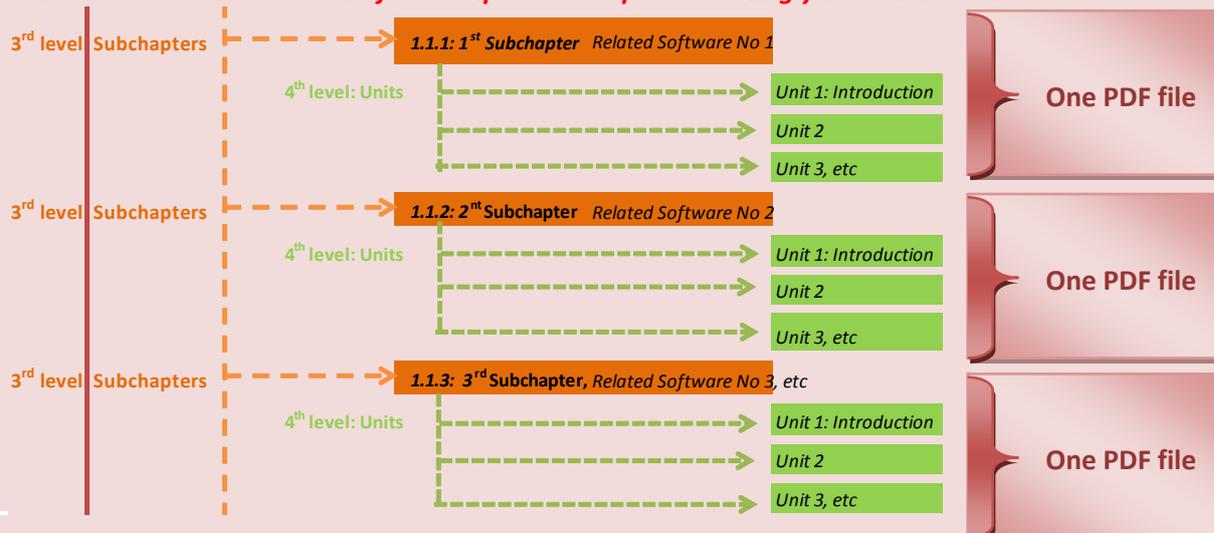
CONTENTS per each CHAPTER as following:

▶ **INTRODUCTION**

- ▶ **MAIN AIM LEARNING OUTCOMES (SPECIFIC & COUNTABLE)**
- ▶ **KEY WORDS / ISSUES**
- ▶ **INTRODUCTION TO THE CHAPTER**

One PDF file

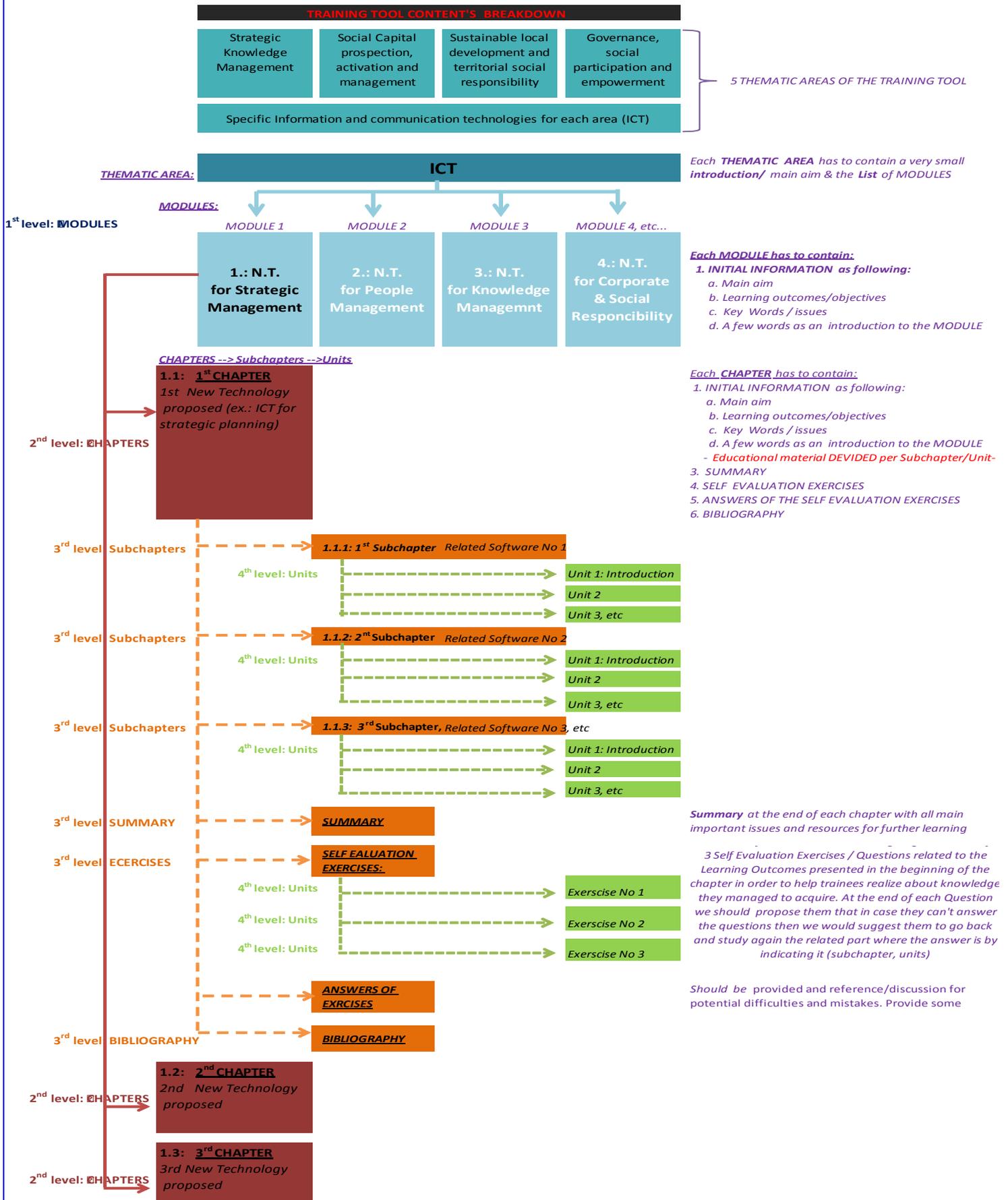
- **Detailed educational material of the chapter developed accordingly in SUBCHAPTERS & UNITS -**



- ▶ **SUMMARY** (One PDF file)
- ▶ **SELF EVALUATION EXERCISES** (One PDF file)
- ▶ **ANSWERS OF THE SELF EVALUATION EXERCISES** (One PDF file)
- ▶ **BIBLIOGRAPHY** (One PDF file)

FIGURE: CHAPTER breakdown

An Example of the overall break down of ICT AREA and its 1st MODULE into chapters, subchapters and units can be seen in the following figure:



END of 1ST MODULE. All the next modules of ICT area will follow the same structure!