Course Curriculum

To be reviewed by *February 2023*	Activity Number **02**	**Training of Trainers (ToT)**	ECTS **1.5**

Target Audience	Aim
Participants can be experienced and unexperienced trainers from the civilian, police and military component, involved in learning related events in a national as well as international context. *Priority is given to participants from EU Member States. However non-EU citizens as well as NATO staff are welcome.*	Training is change and improvement. Well executed, it has a long-term impact that last beyond the training itself. The main idea of this course is to enable participants to convey, respectively, transfer this expertise and knowledge to their specific target group. It focuses rather on the "how" than on the "what" to teach or to train. Once methodology skills are adopted, they can be used for interchangeable contents. The course contains basics in methodology and didactics, while adopting a very practical approach. It offers a comprehensive "toolbox" to use in training.

Learning Outcomes

Knowledge

- Define training and the "Training Cycle"
- Define methodology and didactics
- Explain how learning occurs and different styles of learning and types of learners
- Describe how learning and teaching are related
- Describe the communication processes in training
- Explain the outcome-based learning approach
- Describe the principle of constructive alignment
- Explain adult learning principles
- Differentiate between a trainer-centred and a trainee-centred approach to train
- Describe passive and participatory teaching methods and explain the difference
- Explain how to give, respectively, how to receive a structured and constructive feedback
- Explain the JOHARI- window in regard of self-awareness and external perception
- Explain how culture and challenging environments might influence training
- Describe mechanisms influencing the evaluation of training

Skills

- Develop learning objectives
- Develop topic specific participatory teaching and learning methods
- Draft a lesson plan
- Apply feedback principles
- Use of media reflecting general rules in how to visualize

Competencies

- Demonstrate delivery competencies
- Assess independently available resources for use in training

<table>
<tr><td colspan="2">

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it makes use of *level 1 evaluation* (*based on participant's satisfaction with the course).*

In order to complete the course, participants have to accomplish all learning objectives, which are evaluated based on the active contribution in the residential Module, including their syndicate sessions and practical activities as well as on their completion of the eLearning phases: course participants finalise the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz.

However, no formal verification of learning outcome is foreseen; proposed ECTS is based on participants' workload only.

</td></tr>
</table>

Course Structure		
Main Topics	**Recommended Working Hours (eLearning)**	**Contents**
Key players in EEAS/CSDP and United Nations training environment	1 (1)	• Main actors, concepts and used terminology in civil crisis management respectively UN peacekeeping training • Sharing of open sources and resources to enable participants to obtain necessary training material by themselves and attain independence as a trainer
Impact of Training	2	• Definition of "what does training mean: chances, challenges and limits" • KSA- approach in training (**K**nowledge-**S**kills-**A**ttitude) and the training cycle • The role of the trainer and why it matters (Hattie)
Learning how to learn	4 (4)	• Learning theories like experimental learning (Kolb) and different types of learners (VAK/VARK model, Fleming) • Identify influencing soft factors in the learning process (i.e. importance of a safe learning environment, stress, classroom setting, group dynamics etc.) • Basics on how memory functions (Atkinson/Shiffrin etc.) • Connections between emotions and learning • Impact of motivation (intrinsic and extrinsic) on learning
Relation between learning and teaching	2	• Transfer acquired knowledge on how we learn best for use in training and education
Methodology and didactics in Use	2	• Background, definitions and difference of methodology and didactics • Differences between method and media • Introduction to different learner- and teacher-directed methods
Adult learning principles (andragogy)	2	• Aspects and principles in adults' education (Knowles) for use in training
Learning objectives in training and education	2	• Background and benefit of outcome- based education • Blooms Taxonomy – theory, practice and SMART (**s**pecific, **m**easurable, **a**chievable, **r**elevant, **t**ime- bound) learning objectives • Basics of the cognitive load theory (Sweller/Chandler) and its impact in formulating learning objectives (i.e. to avoid a cognitive overload) • The principles of constructive alignment (Biggs)
Presentation techniques and alternate media	2	• Personal characteristics like body language (nonverbal aspects), use of the voice respectively intonation etc. • Self- perception vs external perception, introduction of the JOHARI- window (Joseph Luft and Harry Ingham)

		• Advantages, disadvantages and difficulties in using media, considering the most common ones (i.e. flip chart, pin-board, PowerPoint etc.)
Preparation of a theoretical and practical teaching unit by using the BOPPPS Model	10 (5)	• Introduction to the BOPPPS-model for planning and conduction lessons and training sessions: B: **B**ridge- in; O: Learning **O**bjectives; P: **P**re- Assessment; P: **P**articipatory Learning; P: **P**ost Assessment; S: **S**ummary • "Out of the box"- ideas (i.e. training in- and outside the classroom, audience- response- systems, game-based learning etc.) • Alternation of theoretical input and practical coaching phases
Feedback and self-reflection	2	• Ways to improve as a trainer using rules for applying effective feedback and self-reflection methods as introduced by the Korthagen Reflection Cycle • Apply effective feedback and relate to self-reflection methods in order to improve their teaching/training skills
Practical delivery of a Teaching Unit	8	• After the preparation phase, participants put theory into practice. A 45 minutes training session will be simulated and held by all trainer teams (team-teaching) • Taken the "Learning by doing" approach, participants will be given the opportunity to demonstrate their delivery competencies. • After each lesson, participants receive a structured feedback from the group as well as from the trainers. Taken this approach, feedback rules will be applied. All sessions will be recorded and made available for the respective team.
Training in challenging environments	2 (2)	• Working in multi-cultural environments • Adapting to different organisational cultures • How these diverse cultural and institutional specifics are influencing training • Technical issues (i.e. lack of electricity and climate) and their influence on the training process
Evaluation	2	• The evaluation process as part of Korthagen's reflection-cycle • The four levels of evaluation according to Kirkpatrick will be addressed
TOTAL	**41 (12)**	

Materials	Additional information
Essential e-Learning: AKU 11A : gender AKU 21: intercultural communication *Additional Learning Material:* ESDC Handbooks ENTRi Handbook "In Control" 3rd Edition Core Pre-deployment Training Materials (CPTM) 2017 CivOpsCdr Operational Guidelines for Monitoring, Mentoring and Advising in Civilian CSDP missions UN - A Practical Guide to Peacekeeping Training Evaluation Good Practice Guide on Writing Aims and Learning Outcomes, Queen Mary University/London EU Policy on Training for CSDP	In order to facilitate discussion between course participants and senior EU personnel, the **Chatham House Rule** is used during all residential Modules: "*participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed*". Pre-course questionnaire learning expectations and possible briefing topic from the specific area of expertise could be planned. This course is organised in cooperation with the Department for International Police Missions of the North Rhine-Westphalian State Police, Germany.