

Curriculum

To be reviewed by <i>February 2021</i>	Activity Number 02	Training of Trainers (ToT)	ECTS 2
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<p><u>Target Audience</u></p> <p><i>Participants can be experienced and unexperienced trainers from the civilian, police and military component, involved in learning-related activities in a national as well as international context.</i></p> <p><i>Priority is given to participants from EU Member States. However non-EU citizens and NATO staff are welcome.</i></p>	<p><u>Aim</u></p> <p>Training is change and improvement. When it is well executed, it has a long-term impact that lasts beyond the training itself.</p> <p>The main aim of this course is to enable participants to convey and transfer expertise and knowledge to their specific target group. The focuses more on "how" rather than on "what" to teach or train. Once methodology skills are adopted, they can be used for interchangeable content. The course contains basics in methodology and didactics and adopts a very practical approach.</p> <p>It offers a comprehensive "toolbox" to use in training.</p>
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Learning Outcomes	Knowledge	<ul style="list-style-type: none"> Define training and the "Training Cycle" Define methodology and didactics Explain how learning occurs, and identify 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 training Describe passive and participatory teaching methods and explain the difference Explain how to give and receive structured and constructive feedback Explain the JOHARI-window with regard to self-awareness and external perception Explain how culture and challenging environments might influence training Describe mechanisms influencing the evaluation of training
	Skills	<ul style="list-style-type: none"> 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 visualise
	Competencies	<ul style="list-style-type: none"> Demonstrate delivery competencies Assess independently available resources for use in training

Evaluation and verification of learning outcomes

The course is evaluated according to the Kirkpatrick model: it uses *level 1 evaluation (based on a participant's satisfaction with the course)*. To complete the course, participants need to accomplish all learning objectives. The evaluation of these objectives is based on active contribution in the residential module - including the syndicate session/practical activities - and on completion of the eLearning phases. Course participants need to complete the autonomous knowledge units (AKUs) and pass the tests (*mandatory*), scoring at least 80% in the incorporated out-test/quiz. There will be active observation by the course director/lead instructor. Participants will be asked to complete a feedback questionnaire at the end of the course. **No formal verification of learning outcome is in place; proposed ECTS is based on participants' workload only**

Course Structure

Main Topics	Recommended Working Hours (of which eLearning & self-study)	Content
Key players in EEAS/CSDP and United Nations training environment	2 (1)	<ul style="list-style-type: none"> Main actors, concepts and terminology used in civil crisis management and UN peacekeeping training Sharing of open sources and resources to enable participants to obtain the necessary training material by themselves and achieve independence as a trainer
Impact of Training	2	<ul style="list-style-type: none"> Definition of "what does training mean: chances, challenges and limits" KSA- approach in training (Knowledge-Skills-Attitude) and the training cycle The role of the trainer and why it matters (Hattie)
Learning how to learn	8 (4)	<ul style="list-style-type: none"> Learning theories such as experimental learning (Kolb) and different types of learners (VAK/VARK model, Fleming) Identify key soft factors in the learning process (i.e. the 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
Relationship between learning and teaching	2	<ul style="list-style-type: none"> Transfer acquired knowledge on how we learn best for use in training and education
Methodology and didactics in Use	2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Aspects and principles in adults' education (Knowles) for use in training
Learning objectives in training and education	2	<ul style="list-style-type: none"> The background to and benefit of outcome- based education Blooms Taxonomy – theory, practice and SMART (specific, masurable, achievable, relevant, time- bound) learning objectives The 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	<ul style="list-style-type: none"> Personal characteristics such as body language (non-verbal aspects), the use of the voice and intonation etc. Self- perception vs external perception, introduction of the JOHARI- window (Joseph Luft and Harry Ingham) The advantages and disadvantages of and difficulties in using media, with a focus on common types of media (i.e. flip chart, pin-

		board, PowerPoint etc.)
Preparation of a theoretical and practical teaching unit using the BOPPPS Model	15 (5)	<ul style="list-style-type: none"> • Introduction to the BOPPPS-model used for planning and conducting lessons and training sessions: B: Bridge- in; O: Learning Objectives; P: Pre- Assessment; P: Participatory Learning; P: Post Assessment; S: Summary • “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	<ul style="list-style-type: none"> • 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 teaching/training skills
Practical delivery of a Teaching Unit	8	<ul style="list-style-type: none"> • 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) • Using the “Learning by doing” approach, participants will be given an opportunity to demonstrate their delivery competencies. • After each lesson, participants receive structured feedback from the group and from the trainers. Feedback rules will be applied. All sessions will be recorded and made available for the respective team.
Training in challenging environments	4 (2)	<ul style="list-style-type: none"> • Working in multi-cultural environments • Adapting to different organizational cultures • How diverse cultural and institutional environments influence training • Technical issues (i.e. lack of electricity and climate) and their influence on the training process
Evaluation	2	<ul style="list-style-type: none"> • The evaluation process as part of Korthagen’s reflection-cycle • The four levels of evaluation according to Kirkpatrick will be addressed
TOTAL	53 (12)	

<p style="text-align: center;"><u>Materials</u></p> <p><u><i>Essential e-Learning:</i></u> AKU 11A : gender AKU 21: Inter-cultural Competence in Civilian Crisis Management (ENTRi)</p> <p><u><i>Additional Learning Material:</i></u> 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</p>	<p style="text-align: center;"><u>Additional information</u></p> <p>In order to facilitate discussion between course participants and senior EU personnel, the Chatham House Rule is used during the course: <i>"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"</i>.</p> <p>A pre-course questionnaire on learning expectations and a possible briefing topic from the specific area of expertise could be planned.</p>
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