Train-the-Trainer -course RoadMap

<u>**Theoretical foundations**</u>

Train-the-Trainer course developed exclusively for academic staff who have successfully completed the 9-module Designing, Delivering and Evaluating Effective Online Study-Units Course. The main goal is to develop your theoretical and pedagogical skills to facilitate online learning.

During this course you will reflect and develop your online course through professional values, pedagogical/theoretical approaches, and technological solutions for asynchronous course. You will also develop your online facilitating skills related to Dig-It European Union Framework: A Quality Standard to Guide the Design, Delivery and Evaluation of Effective eLearning. Course is designed based on current literature of online teaching and learning and course designers' over 10 years practical online teaching experiences and knowledge.

The train-the-trainer course is a continuation of the work you have already done in the 9-Module course. Course is short, it requires only 10 hours of your work, because we know that academic work is hectic. Although course is "bite size", we would like you to reflect your online course with a critical mindset to make it better and by doing this you develop yourself.

What?
"Planning, preparing, and teaching online represents more than a paradigmatic shift in the way faculty work; it is initiating new ways to think about learning" (Chiasson et al. 2015, 231)." Lecturers' facilitation of online modules reflects their philosophy, pedagogy, and purpose" (Coker 2018, 139).

Based on our experiences we easily concentrate on learning assignments and forget to take a closer look at the theoretical foundations and our values as teachers. For example, if your value as a teacher is student centredness, how this come true during your course? Do students have opportunities to choose, influence or engage during the course? Can they influence on the topics or learning assignments?

Why?
In the Train-the-Trainer course, our Erasmus team decided the core values for this course. They are authenticity (content), flexibility, instructor/facilitator presence and creativity (delivery) and opportunity for student's success (outcomes). We have built the course these in mind, we hope it also shows for you. Our pedagogical approach was constructivism, meaning we have built the course so that you would

reflect and rebuild knowledge based on your previous experiences. This means that we don't use many examples to stop your creativity. We know it can be a bit frustrating, because it requires a lot of work from you. This course is more about reflecting than copying from a model.

The Train-the-Trainer course includes three modules,

Module 1 - From Teaching to Learning - Theoretical Foundations
Module 2 - Intentional Use of Technology
Module 3 - Discussion, Reflection and Continuous Improvement

Learning objectives for the course are:

1. Participants will implement pedagogical and theoretical approaches, technological solutions, and professional values to effectively develop an asynchronous online course.
2. Participants will develop online facilitating skills to align with the Dig-It European Union Framework: A Quality Standard to Guide the Design, Delivery and Evaluation of Effective eLearning.

MODULE	Learning Objectives	ACTIVITY/ASSIGNMENT	Courses designers' greetings – Take home message
Welcome -page		**Pre-assignment** Reflect on your digital skills and competence by completing the DigCompEdu Check-In-Test. After answering the questions, you will receive a personal competence profile to help you determine any short comings and strengths regarding your online teaching. While reflecting on your test results, you can determine the areas you feel most important to focus on in your learning and plan how you will improve these facilitating skills.	
1. From teaching to learning - Theoretical foundations 3 hours of participants work	**Learning Objectives** You will learn to describe your teaching philosophy, values, and pedagogical approach.	**Assignment 1.1 Values as a teacher** **Read it!** Why we talk about values: read Coker, H. 2018. Purpose, Pedagogy and Philosophy: "Being" an Online Lecturer. **Apply it!** Check out Google Jamboard witch we have created for this course and find your own page with your name in it. Add your photo and write your values for us. After you have created your own page, have a look at others and get to know your Train the Trainer course mates.	**Take home message:** It is important to recognize one's values as a teacher. Try to make them alive in your online course.

		Assignment 1.2 Pedagogical approach People often talk about their 'pedagogical approach' to teaching. But what does it actually mean? Read more information from Moodle then, go back to Google Jamboard (to your own page) and write down pedagogical approach you like to use in online teaching in general or on one of your own courses? Most of us use several different pedagogical approaches, not just one, you may choose the one you like best.	
2. Intentional use of technology 3 hours of participants work	**Learning Objectives** You will learn how to use different technical tools to support pedagogical and practical needs.	**Assignment 2 - Praise, Criticize, Apply** Read all the case stories and the small introductions of the suggested solutions (you find them from Moodle). Please pick three that you want to share with us. One that you would like to praise, one that you would like to criticize and one that you could apply to your own teaching. Test these three solutions as well as you can and evaluate them. For each of these three categories we have different discussion areas. After you have written your own message to each of them you are able to read other participants messages. Please comment one you find most interesting.	**Take home message:** 1.There is almost always a technical solution for your problem. You just need to find it. 2.Don't use technology in teaching just for the technology. Make the technology work for you and your students and help you achieve new goals. 3.Take the overall learning situation in consideration when planning the online lesson. Sometimes less can be more.

3. Reflection and Discussion	Learning Objectives	Assignment 3.1 Introduction - Elevator Pitch	Take Home Message:
3 hours of participants work	You will learn to use the EU Digital Education Framework to identify strategies to address the shortcomings of your online session and reflect and develop your online course.	We would like to hear about your course, but only a really short version of it. Please communicate it like you would introduce your course to your students in an elevator (meaning you have max 2 minutes time to describe your course). You can use this recording later you course as an introduction video. Record short and inspiring video or podcast - you can be creative! Try to be clear so that anyone could understand the main idea of your course. Return your recording to discussion area "elevator pitch" as a link! 1. What aspects of you online course are aligned with your values and teacher philosophy? 2. What is good in your course? (Have you received positive feedback on certain learning assignment or other activity?) 3. What was wrong and why? (Too many learning assignments, too much materials?) **Assignment 3.2 Course trigger points**	1. Remember to estimate your student's workload, don't tire your students with too many similar assignments. Remember to estimate your own workload as well. 2. We know academic life is busy, develop your course piece by piece to make it better. Give yourself time, it wont be perfect on the first try. 3. Evaluate and improve your course systematically, use EU Digital Education Framework or other tool you find convenient to recognize your trigger points.

| | | Re-examine your course critically to identify the strengths and areas that can be improved. Identify 1-3 "trigger points" in your current online session. Write these down and return to this assignment folder. Concentrate on explaining the trigger point - don't try to solve it yet.

You can use the EU Digital Education Framework to help you find the areas that need more attention (e.g. theoretical foundations, outcomes, content, delivery, support, community and structure). Remember: a trigger point may be positive or negative.

If you are having problems finding your trigger points you can also use these questions as a guide line.

1. What aspects of you online course are aligned with your values and teacher philosophy?

2. What is working well in your course? (Have you received positive feedback on certain learning assignment or other activity?)

3. What has been problematic and why? (Too many learning assignments, too much materials?)

Assignment 3.3 Development Ideas | |

| | | Now we know a bit about your course and would like to know your development ideas that you have got during Train the Trainer course.

1. **Keep it:** One thing you are happy with and you would like to keep in your course. Why?
2. **Drop it:** One thing that needs to go, it is not serving the purpose anymore. Why?
3. **Try it:** One thing you would like to try. Why?

Return your ideas in written to this assignment folder "Development Ideas".

Assignment 3.4 Pedagogical solutions in Train the Trainer course
Give feedback about the Train the Trainer course. What was working for you, what was not? | |