



## INTELLECTUAL OUTPUT 02

### COURSE DESIGN

#### 1. THE BENCHMARKS

**The purpose of a program** is a general statement regarding the results of the training; its formulation is comprehensive and linked to a need or more of the community, of an institution or of a group.

**The objective** of the program is the anticipated outcome to be achieved. It is mandatory that every program has at least one objective - a concrete outcome that is desired to be reached (statement regarding the knowledge, skills and attitudes that participants need to demonstrate at the end of the course, they lead him to the goal).

**The overall objective** of the training program relates to what we want to provide the participant, i.e. the program or module topic.

**Benchmarks** describe the skills and knowledge the participant needs to acquire after learning a training program, in order to be able to perform the described activities. Benchmarks can be formulated in various ways. The main components of the benchmarks: a

**Actions** - What is expected of a person to be able to do at the end of the training program?

**Situations** - What are the situations in which a person performs the described actions?

**Quality** - What is the expected quality?

**Knowledge and reasoning** - What does a person have to know and understand in order to be able to conduct an activity in a competent manner?

**The indicators measuring the results** (performance) - three types:

- indicators of resources (financial, human, material);
- outcome indicators (quantitative and qualitative);
- indicators of efficiency (cost report results).

During the preparation of a training program, the step regarding the goal-setting can be one of the most difficult tasks.

In this process there are three major elements that must be taken into account:

1. Where do you want to go? (program objectives determined by the identified needs);
2. How do you want to get there? (type of training, staffing, budget, training plans, logistical details);

3. How do you determine that you got there? (program evaluation).

The following questions are useful in analyzing the objectives, in terms of clarity:

**1. Who will make the action?** – The objectives should be formulated in terms of performance of the learner.

**2. What will the learner do?** - The objectives are formulated in terms of observable and measurable behaviors (will apply, will show, will enumerate, identify, describe, will enunciate, will solve).

**3. Under what conditions will the learner perform?** There are two elements that need to be considered:

- the means allowed to the participant, as well as what he is forbidden (Ex: Dictionary, forms, reference books etc.);
- the situation in which the acquired behavior is expected (ie when faced with an unusual situation, while moderating a meeting etc.)

**4. What is the level of competence / percentage provided?** – The objective can be formulated in terms of number / percentage of correct items, of change in the score obtained in a form of probing attitudes, but also in terms of time.

**5. When is it expected that behavior to be demonstrated?** - This element is usually formulated in terms of duration of experience in the training (ie at the end of the session, after a number of sessions, etc.)

Also, when we define an objective, we need to establish whether it is:

- **S** = specific and simple
- **M** = measurable;
- **A** = assignable;
- **R** = realistic and relevant, to be suitable for integration in the real professional life;
- **T** = time related;

### **The course design**

It involves a combination of several information: the proposer / trainer finds out what the course organizer wants; he also acknowledges the preparation necessities, personal profile and level of training of each of the participants;

- goal setting
- assertion of feasible objectives
- defining issues to be addressed;
- identify teaching methods;
- establish the means by which to achieve the objectives;
- program with suggestions for the duration of each session (time division, distinct phases of the course);
- choosing an area for the meeting, allowing an optimum participation.

A regular training session focuses on discussion of a topic or development of skills and has three distinct parts:

- identifying participants' knowledge regarding the issue and motivating participants to acquire and apply the subject or the skill;
- presentation of materials and examples;
- information processing or skills development.

## 2. TRAINING MODULES

**The modules** relate to the domains and proficiency directions for which the training program is organized.

**The course handouts** - material prepared by trainers to clarify, to present, to interpret the content set by the course design. It can be written in the form of charts, tables or as a fully detailed presentation of the contents discussed.

The course handout expresses the trainers team perspective on the presented content; it contains basic knowledge for that topic, being only a possible starting point for preparing the course participants.

**The Handouts** - or materials provided by trainers to participants, in order to question some aspects of the course support. They are support materials that are used by the trainer to make the content accessible and challenging; due to these materials, participants do not focus on taking notes, but on reasoning, meanings, on causes and the effects, reactions and on the development of skills.

**Power Point Presentations** - are designed to visualize the approached content through the key concepts, suggestive images and appropriate animations. It is important that the visual message does not duplicate the heard on, but is complementary to the speech.

There is a **trainer** responsible for any part of the content. This means that the specific trainer develops the training and the ongoing support, establishes and provides necessary logistics for running those content sequences.

## 3. THE TRAINING CONTENT/THEME

**The Training Content/Theme.** It is established depending on the benchmark. Each benchmark bears at least one subject / content base.

**The Trainer Skills:**

- Transparency regarding the training goals
- Good skills in designing the training plan
- Good understanding of the group dynamic/ diversity management
- Great skills in team organization and management of conflicts
- Communication skills
- Knowledge in pedagogy
- Knowledge about participants working conditions

- Naturalness
- Creativity
- Emotional stability

### **The participant profile**

- inviting participants to present their professional qualifications, skills, the reason they are attending the course and the expectations in relation to it;
- request students to interview each other on these topics and then present the information to others;
- request participants to complete a questionnaire (name, qualification and practical experience, professional skills, course expectations, motivation for training) - filled files can be read by trainer or by each participant.

### **Team Teaching/Training**

#### **ADVANTAGES**

- It reduces the burden placed on the shoulders of each of the trainers. While one of the trainers assumes the major responsibility, the other can assist;
- Positively influences the quality of interaction between trainers and participants;
- Increases prestige trainer to the participants;
- It makes possible to divide labor and it reduces fatigue and exhaustion;
- It provides an incentive variety for participants because it is easier to get bored when you work with only one trainer;
- It provides a quicker way to increase the quality of a training session;
- More time for planning and analysis sessions.

#### **DISADVANTAGES**

- It may cause confusion among participants if trainers have different perspectives;
- Trainers can work at different paces;
- There may be too many trainers interventions;
- Trainers can have similar strengths and weaknesses;
- Trainers may face restrictions due to lack of time which prevents a proper analysis.

#### **TO DO**

- ✓ agree on how you will work together during the training seminar;
- ✓ talk and communicate any information or expectations you have about the participant group;
- ✓ decide your roles in the first or second day of the training seminar;
- ✓ agree on how you can intervene on matters related to time;
- ✓ set hour daily meetings;

- ✓ decide how you will address, as a team, various issues that may arise - participants who talk too much or who do not, those who delay etc.

**The Training Agenda** is the document that links design course to trainers and participants.

- Important aspects to respect in achieving this:
- An identical structure for all days
- 6-7 hours per day – full program
- The optimal duration of a sequence of learning is 1,5 - 2 hours.

### **SUGGESTIONS FOR INTERACTIVE PRESENTATIONS**

- Do not make a presentation of more than 20-30 minutes and without requiring participants to do something more active than to listen;
- Make group inquiry; help the group to answer the questions instead of answering yourself;
- Bring topics discussed in the presentation; choose an important point to be taken up and ask the group opinion - ask a part of the group to examine a particular point of view and another part to consider the opposite view; facilitate communication between participants presenting their views to each other; you can also express your opinion;
- Present problems to be solved - ask participants to work individually on problems; add your opinion to those of the group;
- Do not provide information in the form of lecture; occasionally, provide participants with short articles (one, two or three pages) for them to read and, then, analyze them;
- Ask participants to work in pairs and analyze a problem; ask as many answers; add your opinion to that of the group;
- Use the "small groups working technique" to develop an approach to a problem, then ask them to report to each other - facilitate discussion;
- Ask participants questions -extract ideas from them and leave them to be the core content of your presentation;
- Summarize frequently;
- Use concrete examples;
- Make use of humor.

## **4. TRAINING METHODS/ LEARNING TOOLS**

### **Training methods**

Method = a technique by which content is communicated in order to achieve training objectives. It must:

- cover all components covered by the training: knowledge, attitudes, skills;
- be adapted to the group;

- reflect the experiential learning model;
- be consistent with the experience of participants;
- comply with the skills trainers.

The tools are all instruments or support materials with which method is applied. Ex: sheets, plates, distributed materials, videos, audio files, PowerPoint Presentations etc.

### **PRESENTATION (SPEECH)**

Presentation is an activity that aims transmission of information, facts, theories or principles. The forms of presentation may vary from one-sided presentations to indirect involvement of participants through questions and discussion. Due to the content, presentations are trainer centered in a greater extent than other techniques.

### **BRAINSTORMING**

Technique of gathering and verification of information, of stimulating creativity, openness of communication. Each participant expresses an opinion that is not criticized by others, but stimulates them to continue the previous reasoning.

### **THE SURVEY**

Participants answer questions from a form (oral or written); this way, the andragogic value of the question and dilemma is stimulated; it is not an exam, but a tool to reinforce attitudes.

### **THE CASE STUDY**

The case study is an analysis of a hypothetical situation in which participants identify options for action and make decisions according to their own system of values, opinions and their feelings, about both the situation and the content acquired during the training. A case study briefly describes a situation where there is a dilemma. This dilemma is the basis for discussion. We can discuss in small groups what strategy can address. The big group share different opinions.

### **ROLE PLAYS**

Two or more people play roles in a default scenario, entering character. They derive other attitudes than they usually would. At the end of the role play it is important to exit of the role and return to their own personality, keeping new attitudes.

### **SIMULATION**

Simulation is staging similar situations from real life in order to cope better when they arise. It plays a situation, not a character; those simulating the situation keep their individuality, values, attitudes, etc.

### **DEMONSTRATION**

The demonstration is presenting a method through effective activity of the instructor, students passively assisting; it is used for teaching techniques with high risk or responsibility.

## **FORCED CHOICE**

It is a technique of expression of options and attitudes towards a certain idea or controversial situation using PROs and CONs.

## **WORKING WITH LEAFLETS**

The leaflets are working materials, very effective in the transmission of information, theories and statistics to the public; they are developed in teams, practicing ability to synthesize the essential and keep the intelligible character.

## **THE AQUARIUM TECHNIQUE**

It implies providing a context where participants can practice the observation that contribute to the development of critical thinking and understanding of differences of opinion. Some participants interact in the group, others observe and then communicate what they observed.

## **THE MOSAIC TECHNIQUE**

Each group member is expert in a fragment of the task. He teaches the fellows of his group that fragment so that each of his colleagues could expose that fragment in public. It develops confidence and ability to train.

## **THE ICE-BREAKING TECHNIQUE**

Every participant speaks about himself (identity, expectations, relevant anecdote, nickname, etc.) to familiarize themselves with others.

## **COMMUNICATION DURING TRAINING**

### **The Iceberg Theory**

Communication involves an interaction structured on two levels:

- content or subject of the communication
- the way people interact on the subject

### **Ability to listen**

Highlights:

- nod your head slightly and wait;
- look at the speaker;
- use phrases like: "I understand", "true";
- repeat the last words the speaker said;
- tell him what you understood;
- if you did not understand, ask them to give you details;
- do not interrupt the speaker;

## **Nonverbal Communication**

- physical appearance;
- facial expression;
- eye contact;
- body language (gestures, posture, position);
- space (the distance maintained between interlocutors).

Assertiveness means to be prepared for what you want to achieve. It means to know very clearly what you need. It means confrontation and requires a lot of courage. Some say it is difficult to be assertive, others say it is very easy. The objective is to solve problems and get the best results.

## **Communication Barriers**

- mentality and individual limits of understanding;
- interests and benefits generated by the training participation;
- lack of confidence in the positive effect of training;
- fear of failure regarding "practical application" of knowledge acquired in the course;
- lack of interest, apathy, inertia, age, stress etc .;
- divergence of beliefs

Specific to the Trainer: Trainer's personality, manner of presentation; personal experience; personal opinions; tics; stereotypes.

Specific to the trainee: general atmosphere in the group; Elements of personality / objectives; fatigue; messages interference; personal competencies of each.

## **Question Technique**

The main points when questions and answers are used:

- confirmation that the group respects the learning process;
- when checking the level of knowledge of participants;
- obtaining information from participants, instead of giving it to them;
- starting discussions;
- establish awareness of the situation in the group;
- participants are helped to help themselves.

## **Question Types:**

- Open questions
- Substrate or clarifying questions
- Less suitable questions are the closed ones. These questions require or result in an answer "yes" or "no."



## Interpersonal Skills

- awareness about the importance of maintaining a positive attitude towards working atmosphere;
- knowledge of ways to give and receive information using correct technical questions and active listening;
- knowledge of ways to manage emotions when we have to solve a problem or conflict;
- effective use of voice;
- personal time management techniques;

Facilitators must have paraphrasing skills - make your own words what the other person said. This helps to check the accuracy of perception and reassures the speaker that what he meant was understood. In addition, a facilitator must have the ability to interpret nonverbal and metaverbal communication.

## Conflict Management and Difficult Participants

The conflict involves **any form of opposition** between persons or groups, generated by divergence or incompatibility of subjects and it derives from real or perceived incompatibility of goals, values, norms and motivations of the parties.

There are two types of conflicts:

- those that occur among participants;
- those between trainer and participants

Conflicts can arise:

- As simple misunderstanding of the tasks assigned;
- Triggered due to competition between students;
- Due to differences between students.

Resistance can occur in various ways:

- participants who talk among themselves;
- participants who delay;
- participants who are passive;
- participants who sighs hard;
- participants who tries to divert discussion;
- participants who prefer to compete, to deal with others;
- participants who tries to trigger actions such as "cliques" against the trainer, the subject, the method of learning or other students

In a conflict resolution approach, a special part should be given to communication characteristics, which are the most frequent cause of building conflict situations through: different understanding of a situation and its elements; lack of a common language; lack of ability to communicate, etc.

Active listening means understanding not only words, but penetrating beyond their meaning.

Language techniques are the ones that can reduce the level of emotional words evocation like blame, accusation.

## **5. EVALUATION CRITERIA**

### **Evaluation moments**

- a partial evaluation process can be achieved at the end of each day of the course;
- final evaluation at the end of the training program.

### **We will review the program in relation to:**

- the purpose;
- goals;
- the time/period;
- expected immediate results;
- the estimated impact, etc.
- by direct observation during a training program;
- by short questionnaires or questions during the program to measure the level of comfort of participants, etc. ;
- a questionnaire to be handed to completion at the end of training participants;
- preparing an evaluation exercise at the end or after a short period (at the beginning of a new program with the same participants, for example);
- using a questionnaire weeks or months after training to measure whether participants learned and remember items if they apply;
- visiting participants after a certain period and interviewing them;
- selecting a group of participants and / or other persons involved and conduct an evaluation group to analyze certain specific issues.

### **Feedback**

- always should give students, to whom you want to give feedback to, the chance to "reflect on their results" first;
- provide as much positive feedback such as: "it was a good decision," "continue so" etc.
- suggest instead prescribing; constructive feedback would be to say "you could try ..." instead of saying "so you should better";
- do not give negative feedback - instead of saying "do not do that", say "but what if you try it?"
- give feedback as soon as possible after the event - because if it comes later it would be much less effective;
- focus feedback on how you perceived the conduct, and not as a general statement. "I saw you when you stopped ..." and not "you are not a good listener";

- refer to facts, not to value judgments - comment on what you see, not what you interpret that happened; leave interpretation to participants, after the training.

### **Evaluation goal**

- What is the level of satisfaction regarding the quality of training conduct?
- How to transfer the program results in practice?
- What successes have been achieved (at individual, organizational and / or community)?
- Was it effective, the investment made in the program?

Evaluation is extremely important because it:

- helps us see if the purpose and objectives of the program have been achieved;
- help us identify ways to improve training programs so as to achieve greater objectives;
- can give us good reason to pursue further or change decisions regarding the planning of the training program, its structure (design for style, content);
- is a way to measure the relevance and usefulness of the training program in relation to the respective participants or organization;
- identifies and analyzes any difficulties or problems that we must still face in such training programs;
- can be used to test different methods and choose the most suitable;
- can prove that certain resources are used inappropriately or uneconomic;
- can demonstrate the effectiveness of the training program (resources used in relation to the value acquired);
- can be used to explain the usefulness, efficiency to other people / organizations (donors, beneficiaries, suppliers).
- measures teaching skills;
- a brief summary of the positive aspects of work and those requiring improvements; an outline of a plan for improving the activity;
- a summary of the results of the last self-assessment in terms of improving the activity.

The end of a course involves three steps: consolidation, evaluation and an action plan design on how to implement new knowledge.

Enhancing knowledge transfer during the course can be a similar process to that which occurs at the end of a day or a training module, for example by means of a personal diary or worksheets.

The trainer should conclude regarding every participant, making an evaluation of its participation in relation to the purpose of the meeting; the trainer can lead an oral group evaluation or talk personally with each student.

The trainer should conduct their own evaluation on how the training was prepared and conducted, identifying resources to improve future work;

In the end, the course report can be developed.