

# WP2 – CAPACITY BUILDING OF TEACHING STAFF – INNOVATIVE TEACHING AND LEARNING

## 2.1 Training plans and materials development

INNOVAT - INNOVATIVE TEACHING ACROSS CONTINENTS -  
UNIVERSITIES FROM EUROPE, CHILE AND PERU ON AN EXPEDITION

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**CAPACITY BUILDING IN HIGHER EDUCATION – KA2 – ERASMUS+**



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## INTRODUCTION

This document presents the results of Task 2.1 "Training plans and materials development" of Work Package 2 (WP2) "Capacity building of teaching staff – innovative T&L". This document is the basis for the design of the Teachers' trainings materials for both face-to-face trainings (Teachers' training 1 – TT1 and Teachers' training 2 – TT2) that shall be offered in the period between April (TT1) and October 2020 (TT2) in Peru and Chile and that will complement the MOOC (WP3) that is to be offered in the period May-July 2020. The Teachers' trainings (1 and 2) target teachers from the partner-universities in Chile and Peru, with the goal of getting at least 60 teachers (10 per partner-university) enrolled in the trainings (30 in TT1 and 30 in TT2). The teachers who take part in the Teachers' trainings are expected to join the MOOC, however teachers of the partner universities that have not participated in the face-to-face trainings are also invited to join the MOOC. Although the Teachers' trainings are combined with the MOOC during the project, they will be created also as "a stand-alone" not depending exclusively on the learnings of WP3 MOOC. For more clarity please see Figure 1 below:

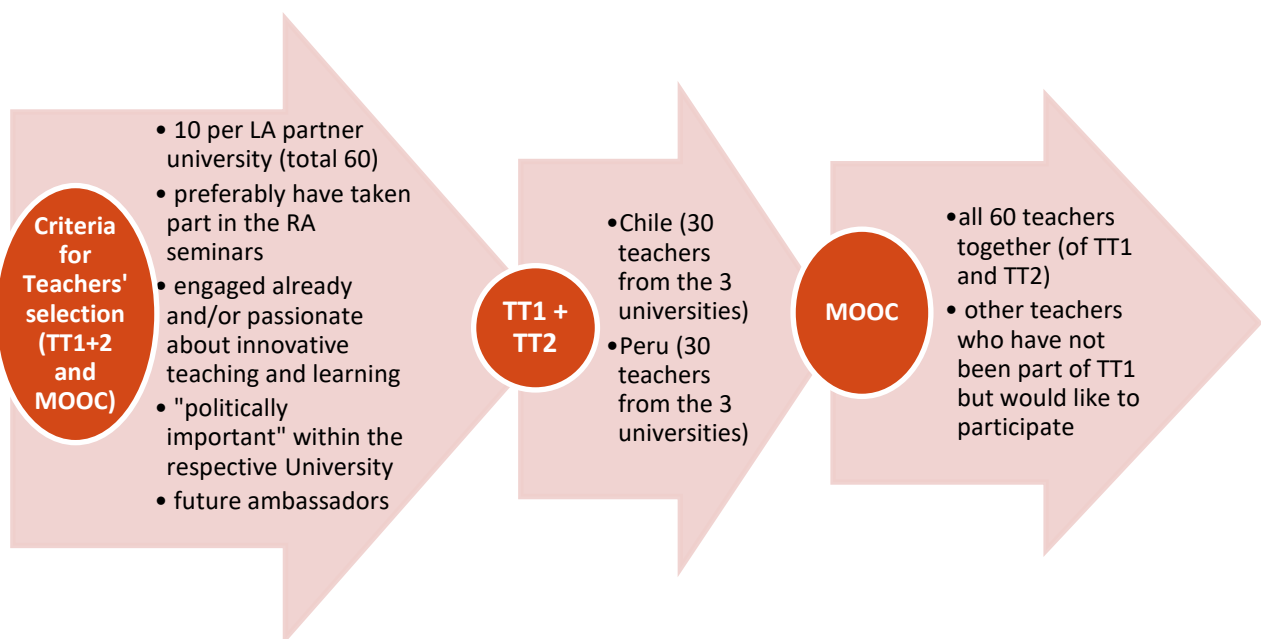


Figure 1. Roadmap Teachers' selection for TT1 and TT2

This document covers the tasks defined in the project proposal for WP2.1. Chapter 1 discusses the design of the Teachers' trainings in a comprehensive framework suitable for the learning objectives, elaborating upon the essence of Learning, Adult education and how adults learn and Facilitation. Chapter 2 introduces some frameworks for the instructional design of the trainings looking into the Overall design, the Essence of the Modules and the Training impact and evaluation. Next, chapter 3 looks into the roles of responsibilities of the European partners, whose task is the development and the provision of the Teachers' trainings. This recruitment was carried out after determining the modules to be taught in the face-to-face trainings (see Chapter 3), selecting from the three European



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institutions (FHJ, BUas and UC3M) the personnel best qualified to teach these modules. Based on the plenary session during the second Project consortium meeting in Madrid in October 2019 and the decisions made this document has been developed in order to provide details and clarity to the process of executing WP2. This document has been distributed among the partners so that any of them could suggest changes and improvements.



## 1. FRAMEWORKS FOR THE DESIGN OF THE TEACHERS' TRAININGS

### 1.1. THE NATURE OF LEARNING YESTERDAY, TODAY AND TOMORROW

At a time when so much stress is placed on the economic benefits of formal education, we tend to forget that learning is an entirely natural process. We begin to learn even before we are born, and indeed our very survival, as individuals and as a species, depends on our curiosity, our desire to explore things around us, and our ability to grasp new ideas and learn new skills.

However, learning is primarily a social activity. Our first major learning achievements – walking and talking – are impossible without the stimulation and encouragement of parents or other adult caretakers. And almost all subsequent learning depends on interaction with others, either directly or indirectly (e.g., through books or other media).

From a cognitive perspective, learning is defined as "the acquisition of knowledge, and the primary objective of education is to promote students' knowledge acquisition" (Goetz, Alexander & Ash, 1992).

However the concept of learning cannot only be limited to the process of acquiring and mastering content, knowledge and practices, it needs to also be expanded to what it actually generates in terms of personal development, cross-disciplinary interaction and continuity generation.

*Human learning may occur as part of education personal development, schooling, or training. It may be goal-oriented and may be aided by motivation. The study of how learning occurs is part of educational psychology, neuropsychology, learning theory, and pedagogy (Wikipedia, 2016, ¶12).*

Processing new ideas and concepts is easier if we can link new knowledge to our pre-existing knowledge.

Despite the acknowledgment that traditional lecture-based training can be very beneficial for the learners, nowadays it is often necessary to include other learning methods such as co-creative and collaborative (participatory) learning to compensate certain limitations (Terzieva, Luppi & Traina, 2015).

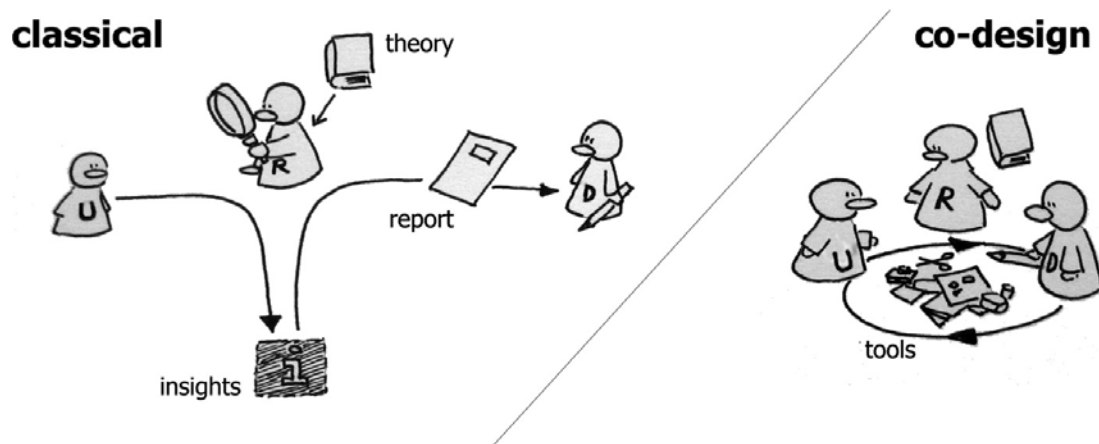
The notion of participation or involvement in education is not new. When Dewey (1938) wrote about "progressive education" he noted that participatory, active learning was essential for individuals to gain knowledge and develop as citizens. Borzak (1981) described experiential educators as "ministers of the light of understanding" who have experienced a higher truth and is actively liberating and guiding learners to a new level of awareness through questioning. This sees educators highly involved in the different stages of planning and organizing the programme.

Literature over the last several decades has demonstrated that educational models in general can be designed to effectively support learners' learning experiences. Collaborative learning is clearly a shift from the typical teacher-centered or lecture-centered setting to a collaborative state in which other processes, such as learners' discussion and active work with the course material, take place (Laal,



Naseri, Laal & Khattami-Kermanshahi, 2012). When talking in an educational setting collaborative learning is an instruction method in which learners work in groups towards a common academic goal (Gokhale, 1995).

Collaborative learning is beneficial because it will foster critical thinking, learners will retain information longer, and they reach a higher level of thought. There has been a lot of research proving the advantages where collaborative learning enhances 21<sup>st</sup> century skills like critical thinking and problem solving. A whole other group dynamic will arise, and a bigger understanding is needed of the complex and multidimensional aspects of engagement as a result of learner-trainer collaboration.



**Figure 2. Classical versus co-designed training activities (Herrewijn, 2018)**

As yet, there is little empirical evidence on its effectiveness when teachers/trainers take part in the collaborative setting as equivalent group members. How do learners experience collaboration when teachers take part? A whole other group dynamic will arise and a bigger understanding is needed of the complex and multidimensional aspects of engagement as a result of learner-teacher/trainer collaboration as it can be seen with the two extremes shown on Figure 2.

An important note that has to be made here is that the participants within the two Teachers' trainings are lecturers within the Higher educational system, which has its specific objectives when it comes to learning, teaching, mastery and investigative capacity. Within Higher education teaching and study are viewed as processes "to prepare students for a profession in a certain sphere of activity, imparting to them the particular knowledge, skills and methods required in a way appropriate to each course so as to enable them to perform scientific or artistic work and to act responsibly in a free, democratic and social state governed by the rule of law" (Framework act for Higher Education EU, 2019).

The UN Higher Education Systems performance network 2018-2020 sets the following six objectives for the Higher Educational institutions:





Objective 1: Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability
Objective 2: Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community
Objective 3: Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe.
Objective 4: Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population
Objective 5: Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence
Objective 6: Demonstrates consistent improvement in governance, leadership and operational excellence

**Table 1 Higher education objectives (UN Higher Education System performance network)**

## 1.2. ADULT EDUCATION AND HOW ADULTS LEARN

To be effective in teaching adults, it is important for each and every educator (trainer) to know the audience and have a general understanding of how adults learn. Much has been written about the topic, and there can be found suggestions for additional reading in the References at the end.

To best reach adults, there are three key factors one needs to focus on in the development of the training:

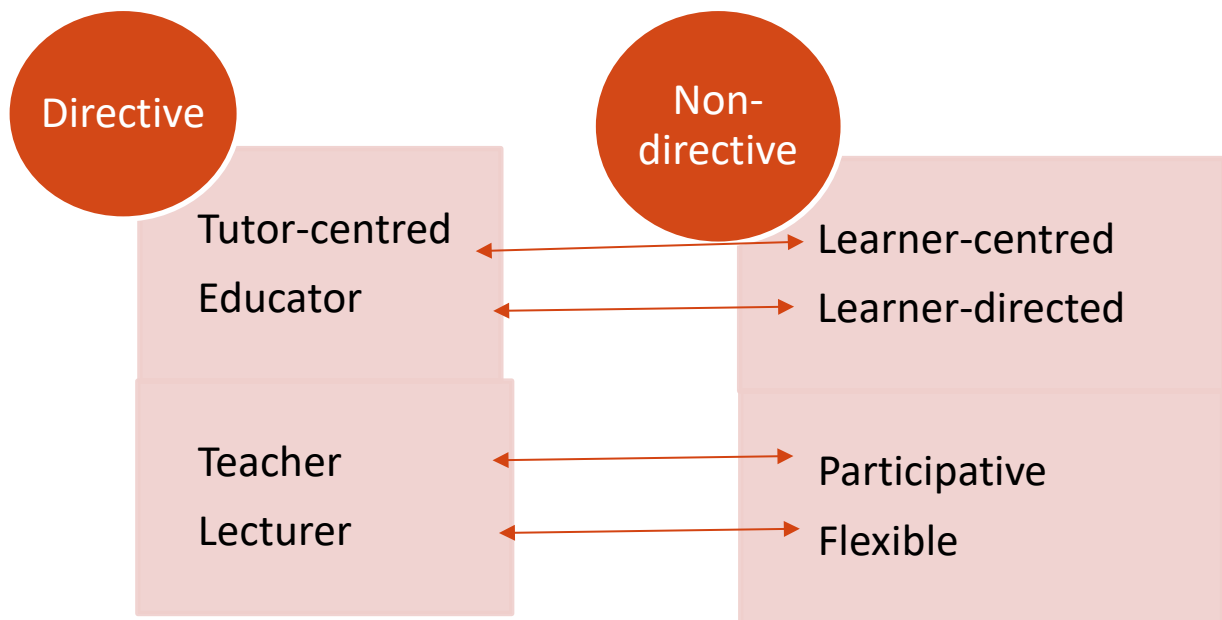
- 1) The material presented needs to have immediate usefulness to the learners and to be relevant to adult learners' lives.
- 2) The training environment has to be welcoming so that all learners feel safe to participate.
- 3) The training methods need to be engaging so that all learners' learning styles have been taken into consideration.
- 4) The training has to be presented in a respectful manner, where learners have an opportunity to share their experiences, provide immediate feedback and participate in the continuous design of the training conducted.



Following these key principles will help the trainers determine what to include in the Teachers' trainings and how to actually present them. To make the trainings relevant to the learners by recognizing the unique background and experience of people working in higher education in Chile and Peru.

Adult education and in specific how adults learn requires from trainers to be aware of the fact that the approach to delivery and the way individuals and groups are helped through the learning process, can vary greatly.

The range of approaches can be represented on the linear model, or "continuum", shown below.



**Figure 3. Approaches to delivery of adult education (Woods, 2009)**

At each extreme of the continuum, are the descriptions of possible approaches to training, taking either a directive, or a less directive role.

At the directive extreme, the approach would be one of the trainers operating in "the expert mode" and simply imparting knowledge, information, facts and data to individuals or groups. The content and process would be controlled by the tutor with the learners taking a passive role.

At the non-directive extreme, the approach would be one of the trainers allowing the learners a much more considerable influence over the way that their learning is managed. This trainer-flexibility may extend to the learners dictating some of the content areas to be covered, and certainly influencing some of the methods and techniques used. The trainer's approach would be responsive to the wants and needs of the learners and would encourage as much group involvement and participation as possible.



In between the two extremes, is the middle ground that encourages more group collaboration, more flexibility of approaches and more risk-taking, as movement is made along the continuum from the directive to the non-directive extreme.

It is important to state that either approach, when employed appropriately, can be equally as effective as a way of helping people learn. Therefore, no single approach should be viewed as “wrong”.

There are factors that determine the choice of approaches that are of critical importance. **Attention to these factors will suggest to you that any approach is likely to be more helpful than another at any given time.**

Having said the above, it is important to be noted that within the framework of the INNOVAT TT1 and TT2 the trainers shall move along the continuum of directive and non-directive teaching and learning, thus enabling knowledge transfer, skill and competency development, application, reflection and feedback as well as simulation and performance.

### 1.3. FACILITATION

Within the Teachers’ trainings **“Facilitating” will be one of the key principles** amongst others.

Effective facilitators are very disciplined in their role and fluent in their use of cooperative learning practices (Johnson, Johnson, & Smith, 1998). They are prepared to guide teaching/learning activities toward pre-determined learning outcomes, to monitor participants’ emotions during the process and provide needed support without accommodation, and to interrupt performance by asking questions that are intended to improve participant performance.

If we really want to understand the different angles of the facilitator’s role (Cserti, 2019), then the following similes may help. A facilitator can be perceived as:

- ❖ A ‘catalyst’ for discussion: She makes possible the transformation of input (ideas, opinions) to desired outcome (refined ideas, decisions, strategies, etc.) without being an active part of the conversation herself.
- ❖ A ‘conductor’ of an orchestra: She synchronizes all the musicians (group participants), optimally guiding the use of their instruments toward the desired result – a harmonic musical expression of the musicians’ complex interactions, creativity, and expertise. As the “conductor” guides the participants, a system is organically created wherein the facilitator helps every individual comply with the agreed-upon rules and norms to be followed. In this way, her efforts enable each person in the “orchestra” to create something greater than themselves.
- ❖ A ‘coach’: she helps the group form a constructive way of working together, identify its needs and wishes, and reach the outcome they would jointly like to achieve.

A common misconception is the facilitator consistently operates towards the less directive extreme of the continuum. This is not the case.

The SKILL of FACILITATION is the trainer DECIDING exactly where on the continuum is the APPROPRIATE place from which to operate at any given time. Moreover, to be able to move in any direction along the continuum as circumstances dictate.



Those circumstances that influence the CHOSEN approach could be any of the following, yet the following ranging needs to be observed:

- ❖ **OBJECTIVES:** If the objectives for the trainer’s interventions are purely cognitive, (knowledge-based) how useful (or cost effective) is it to employ elaborate non-directive techniques? If the intervention objectives are behavioural (skill-based) or affective (attitudinal), how can directive approaches such as input or reading handouts validate those objectives?
- ❖ **TIME & OTHER AVAILABLE RESOURCES:** Non-directive techniques and methods frequently take longer than the more directive techniques. How much time is at disposal?
- ❖ **A GROUP’S PRIOR KNOWLEDGE OF A SUBJECT:** It is perfectly appropriate to employ direct input when dealing with groups or individuals that are “unconsciously incompetent.”
- ❖ **AGREED CONTRACTS (MANAGING EXPECTATIONS):** In a way, the process of agreeing with learning and behavioural contracts can be a non-directive approach. However, the contract may be that the learners want their learning managed in a very directive way, and the trainer may be happy to go along with that.
- ❖ **MOTIVATION:** If the learners are encouraged to take advantage of all learning opportunities, do trainers need to introduce them to a variety of approaches from different parts of the continuum?
- ❖ **ACKNOWLEDGEMENT OF SPECIAL NEEDS:** Some of the more non-directive techniques can be more active than the directive methods.
- ❖ **COMFORT & “SAFETY” of the TRAINER and of the TRAINEES:** it is fair to acknowledge that the trainer’s feelings of confidence in the job may contribute to the choice of the approach on the continuum. It definitely feels more comfortable to read out material from a tried and tested source, than to highlight a particular learning point by running an impromptu, unrehearsed role play! This is natural, and only becomes unhelpful when the feelings of comfort and safety begin to regularly compromise the learning opportunities for individuals and groups. The same is valid for the trainees.

In summary, the continuum represents a choice of approaches, facilitation means to ease the learning process.

To add to the picture above, the role that a facilitator plays has been likened to the conductor of an orchestra (Spencer, 1989, cited in Hogan, 2002); a catalyst, chameleon, and cabdriver (Priest, Gass, & Gillis, 2000); midwives (Hogan, 2002); a choreographer (Hunter, Bailey, & Taylor, 1995); and a change agent (Robson & Beary, 1995). A number of authors have developed definitions of facilitation, or the role of the facilitator, to provide some clarity about the work facilitators actually do. Hogan (2002) defined a facilitator as a “self-reflective, process-person who has a variety of human, process, technical skills and knowledge, together with a variety of experiences to assist groups of people to journey together to reach their goals” (p. 57). Based on the premise that facilitation is not value-neutral,



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Hunter, Bailey, and Taylor (1999) defined facilitation as “a body of knowledge and skills which seeks to empower groups of people to work co-operatively towards creating a more co-operative and sustainable world” (p. 16).

The SKILL of facilitation is about considering which approach will best affect the learning process at any given time, and being prepared to move along the continuum in response to all the relevant factors, and the needs of the learners.



## 2. DESIGN OF THE TEACHERS' TRAININGS

The design of the Teachers' trainings has to consider some important prerequisites. First, the **duration** of the Teachers' trainings is two times 3 days within a total of not more than 48 presence hours. This means that the learners' daily workload for the 6 days will be approximately 5-7 hours plus 1 to 2 hours for simultaneous translation. Second, the **target learners** are Latin American professors who want to innovate their teaching practices, with a target number of at least 60 professors from partner institutions in Peru and Chile. The Teachers' trainings will be designed as part of an entire training programme together with the MOOC, however, will also be provided as stand-alone activities. Third, the **delivery dates** of the Teachers' trainings will be as follows:

- 1) Teachers' training 1 (TT1) – two separate trips  
CHILE – VINA DEL MAR, 22-24/4/20 (UVM)  
PERU – PIURA, 18-20/5/2020 (UDEP)
- 2) Teachers' training 2 (TT2) - one trip (CL+PE together)  
PERU, AREQUIPA: 21-23/10/20 (UCSP)  
CHILE, VALDIVIA: 26-28/10/20 (UACH)

In-between the two trainings there shall take place the MOOC between *May and July 2020*.

The modules to be covered in the Teachers' trainings have been agreed upon in the project consortium considering the needs detected in the Latin American partners, according to the outcomes of WP1. In total, six important modules have been identified. Specifically, these six modules are:

1. **How to be an innovative teacher**
2. **Design thinking, co-creation and innovation games**
3. **Instructional design for face-to-face, blended and online learning**
4. **Engagement tools in face-to-face and blended learning**
5. **Innovative assessment systems**
6. **Problem-based learning and e-portfolios**

Within 2.1. the provisional structure of a module/sub-module is presented.

We need to stress here the point that **the main objective of TT1** (to be conducted in April and May 2020 respectively) is the provision of knowledge, know-how, tools, practices, methods, experiences, etc. in relation to the six modules described above. **TT2**, though – to be conducted in October 2020 **has as a main objective** the finalization of the development process for the 60 new syllabuses, where the trainers shall provide specific feedback, advice, expertise and of course relate all of this to the six modules.

What is important to be taken into account **when designing the six modules** (as part of the Teachers' trainings) in order to make the learning more sustainable **is how individuals become lifelong and life-wide learners** (it is not only about learning at any moment in one's life in a specific format that one can easily refer to as a learning or educational process but also learning happening at occasions which would usually not be classified as training or education per se). This also presupposes the necessity of expanding the teacher's profile we have been used to with even more roles that have to be performed in pure synergy and true integrity, such as the ones of a tutor, lecturer, coach, educator, facilitator, etc.

Having said the above and seeing the Table below the trainers of TT1 and TT2 shall be creating a context where learning would not only happen in the directive and non-directive format designed but also as much as possible within the networking, interaction and post-training modalities which source for emergence needs to still be routed as a starting point in TT1 and TT2 as such.

Lifelong learning	Life-wide learning
People plan and monitor their own learning	Learning is active, not passive
Learners engage in self-evaluation and reflection	Learning occurs in both formal and informal settings
Assessment focuses on feedback for change and improvement	People learn with and from peers
	Learners can locate and evaluate information from a wide range of sources
	Learners integrate ideas from different fields
	People use different learning strategies as needed and appropriate
	Learning tackles real-world problems
	Learning stresses process as well as content

**Table 2. Life-long versus life-wide learning (Reischmann, 2014)**

At the outset, it is important to recognize that all learning is self-directed -- in the sense that no one can learn on behalf of another – but this does not mean that educators do not play an important role. That role, however, might be most effective if educators/trainers focus less on the transmission of content expertise and more on facilitating the process of learning, in particular, the skill of “learning how to learn”. In other words, the pre-eminent task for educators is to equip their learners with the generic ability to guide their own learning throughout their lives and in the wide variety of situations, they will encounter after leaving formal education.

How can then the diverse modules addressed within the Teachers' training encourage lifelong and sustainable learning? Here is a list of suggestions, informed by a substantial body of empirical research on factors that promote effective learning:



- The training methods (such as case studies, games-based training, lecture, programmed instruction, role-modeling, role play, simulation, stimulus-based training, and team-training) need to stress learners' activity and task performance rather than just acquisition of facts;
- There have to be opportunities for meaningful personal interaction between learners and trainers;
- There need to be opportunities for collaborative team learning (because learning in real-life nearly always involves working with other people, either directly or indirectly);
- Methods of assessment need to be more authentic (involving task performance in naturalistic situations), provide constructive feedback that can lead to change and improvement, and include elements of peer and self-assessment;
- Learning processes have to be made more explicit, and learners to be encouraged to reflect on the way they learn (because although the experience can be a great teacher, this only happens when people consider their actions, including their learning strategies, and make appropriate changes based on those reflections);
- Learning tasks need to encourage the integration of information and skills from different fields (due to the multi-faceted nature of problems and the necessity of cross-disciplinary approaches in handling the above);
- Trainers have to recognize individual differences among learners;
- More work is not always better -- learning tasks have to be challenging but achievable for the learners involved;
- Monitoring educational goals and decisions need to be shared between trainers and learners, including decisions about learning content, methods, and approaches to assessment.

## 2.1. MODULE ESSENCE AND MODULE STRUCTURE

The Teachers' trainings will consist of the following modules as shared above:

- 1. How to be an innovative teacher**
- 2. Design thinking, co-creation and innovation games**
- 3. Instructional design for face-to-face, blended and online learning**
- 4. Engagement tools in face-to-face and blended learning**
- 5. Innovative assessment systems**
- 6. Problem-based learning and e-portfolios**

For each and every module and eventual sub-module it is expected from the respective institution (see chapter 3) to provide a detailed description of what it would entail which to be presented to all partners for discussion, feedback and amendments if necessary.

**Prior to the trainings (at the latest 10 days before each training would start)** each Latin-American partner needs to provide a list of all participants with the following information: name, age, professional experience, motivation, role within the university, position within the university, scope of expertise, concrete expectations. Thus all trainers can fully adjust the developed/designed training material and activities to the specific target group and their expectations.





The expected format for the Module structure is as follows:

<p style="text-align: center;"><b>Module name (for example “How to be an Innovative teacher?”)</b></p> <p><b><u>Module designed by:</u></b></p> <p><b><u>Within which training?</u></b></p> <p>TT1 TT2</p> <p><b><u>Duration within the framework of the training (for TT1 and TT2 we have 3 days (24 hours) each, meaning 1 day (8 hours) in TT1 and 1 day (8 hours) in TT2 per partner University – FH Joanneum, UC3M, BUas). Kindly note each partner university is responsible for 2 modules, so 4 hours per module):</u></b></p> <p><b><u>General information: (outline of the module)</u></b></p> <p><b><u>Content of the module (per sub-themes):</u></b></p> <p><b><u>Detailed description</u></b></p> <p><b><u>Relation to the other module(s)</u></b></p> <p><b><u>Learning objectives</u></b></p> <p><b><u>Teaching and Learning Activities</u></b></p> <p><b><u>Assignments (if any) – in relation to the teaching and learning activities</u></b></p> <p><b><u>Planning within the framework of the trainings (TT1 and/or TT2)</u></b></p> <p><b><u>Literature/References</u></b></p>
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**Assessment methods, type of evaluation and weight (if any)**

**Assessment criteria**

**Important contact information**

**Appendices overview (if any)**

**Appendix 1: Title...**

**Materials to be used during the training:**

**Specifics for the learning environment set-up if any:**

**Table 3 Module structure format**



## 2.2. ACHIEVED TRAINING IMPACT. EVALUATION SYSTEM

The control of the achieved impact of the Teachers' trainings is a very important aspect that must be seriously taken into account throughout the whole module development and conduction/provision process.

Evaluation provides information that can be used to answer questions such as:

“Did trainees react well to the training?”

and

“To what extent did they learn?”

and

“What impact did that training event have on performance and at what cost?”

and

“Was the training provided what the organization needed?”

A definition of Evaluation, is:

“The collection and analysis of information which assesses the effectiveness of all forms of training delivered for both the learners and for the organization. It indicates what adaptations to current training provision need to be made and what future training activities are likely to be needed to achieve desired organizational outcomes.” (Woods, 2009)

Training events are often judged as being effective on the basis of “end-of-course evaluation forms”, trainers' comments and reactive comments from senior management.

The relative values of some of these sources of information need to be questioned, for example the end of course questionnaires that we are so familiar with can give some limited but information.

They indicate how well trainees reacted to particular training events, for example, whether they found:

- that the material was interesting
- at the right pitch for them, for their level of understanding and experience in their job
- logically organized etc.
- relevant
- that what they had learnt was likely to be applicable in their job.

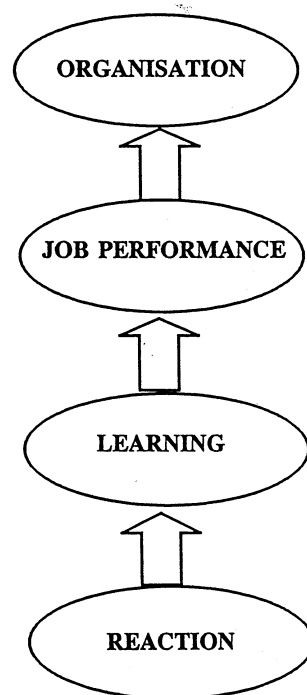


End of course questionnaires are limited in that they do not provide information about the impact of the training on the learners' job performance or about its impact on the organization as a whole.

Any organization expects a return on its "investment" in training. It will look, ultimately, for a return in "business terms", that is in respect of better performance and outputs (results) from individuals, teams, offices and the whole organization. Evaluation is the method by which the effectiveness of their training events is measured, from a reaction level through to a business or organizational level.

### ***TRAINING EVALUATION***

Training Evaluation is a "bottom up" exercise, as illustrated below:



**Figure 4. Training evaluation (Woods, 2009)**

Ultimately, training is a costly resource, which, to be of value to the organization, must contribute towards the organization's goals.



The purpose of training evaluation is to assess the impact training has at various levels. For training to be effective trainees need to:

- react well to it,
- learn from it,
- use what has been learnt to improve or change job performance, and ultimately
- to help the organization achieve its goals

These then, are the four levels of evaluation.

The first step is to examine what evaluation is and how the process works.

There shall be used the four levels of evaluation for the Teachers' trainings provided:

#### REACTION:

- measurement of learners' reaction to the training that they have received, what opinions and attitudes the learners have towards the trainer, towards the methods of presentation, the interest of the subject matter; their own enjoyment and involvement in the training.

#### LEARNING:

- measurement of what trainees have learnt, in terms of new or developed knowledge, skills or attitudes.

#### PERFORMANCE:

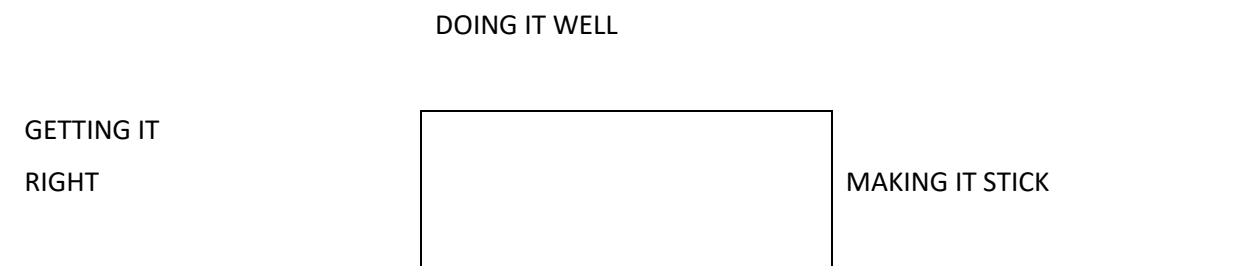
- measurement through observation and assessment of whether trainees behaviour has changed as a result of the learning.



ORGANISATIONAL:

- measurement of how changed job performance has affected the organization and contributed to the achievement of organizational objectives.

The training process shall be considered as laid out in the diagram below.



The training material shall be designed with measurable objectives so that it can be evaluated very easily, and by defining the method of measurement at the time of design it shall become less obtrusive.

Please see Appendix 1 for an example of an Evaluation form format.

### 3. ROLES AND RESPONSIBILITIES

The Teachers' trainings will be developed and delivered by the European partners (FHJ from Austria, BUAs from The Netherlands and UC3M from Spain). For the development and delivery of the Teachers' trainings several key people have been nominated to act in the role of trainers:

- Expert/Trainer.** Nine people will act as experts/trainers/facilitators of the Teachers' trainings. The work of the trainers shall take place both prior to the execution as well as during the execution of the trainings and their evaluation.

The table below lists the nominees from the three European institutions.

**Table 4** Key personnel and roles for the development and running of the Teachers' trainings

<i>Role</i>	<i>Name</i>	<i>Institution</i>
<b>Expert/Trainer/Facilitator</b>	Doris Kiendl	FHJ
	Jutta Pauschenwein	FHJ
	Ligia Franco Pasqualin	FHJ
	Carlos Delgado Kloos	UC3M
	Carlos Alario-Hoyos	UC3M
	Margo Rooijackers	BUAs
	Tijs van Es	BUAs
	Frederike van Houwelingen	BUAs
	Liliya Terzieva	BUAs

Although the responsibility for the development of all modules within the trainings lies with all European partners, there has been made a decision during the plenary meeting of the Project consortium in Madrid in October 2019 for the following distribution according to the primary expertise of the trainers:

1. FH Joanneum, Austria: modules 5 and 6
2. UC3M, Spain: modules 3 and 4
3. BUAs, the Netherlands: modules 1 and 2



In the following table (5) the deadlines have been summarized:

<b>Task</b>	<b>Deadline</b>
<b>Provision of the general Module Structure (see format)</b>	20.12.2019
<b>Module structures sent to BUAs</b>	20.12.2019
<b>Training materials (ready for each module)</b>	31.03.2020
<b>Training materials sent for feedback and translation</b>	31.03.2020
<b>Optional trainers' meeting for alignment in either Graz, Breda or Madrid</b>	March 2020
<b>Finalization of the modules</b>	15.04.2020
<b>Finalization of the translation process</b>	20.04.2020

**Table 5. Deadlines Module development**





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**APPENDIX 1  
EVALUATION FORM FORMAT**



Co-funded by the  
Erasmus+ Programme  
of the European Union

*Consider the training you have completed this week and answer the following questions.*

Please state which week of training you have just completed.

--

1. To what extent do you feel the information was delivered in a logical order?      Considerable    Some extent    Little extent  
Not at all

extent

--	--	--	--

2. Was the amount of new information:

Too much      About right      Too little

--	--	--

3. Did the training module hold your attention?

Fully              Partially              Not at all

--	--	--

4. Was the environment in which training took place conducive to learning?

Fully              Partially              Not at all

--	--	--

5. Were the methods of delivery used conducive to learning?

Fully              Partially              Not at all

--	--	--

6. Overall how would you rate the effectiveness of the training you have received?    Excellent      Good    Fair    Poor

--	--	--	--

Any additional comments please add overleaf