

## Training of Trainers with a focus on digital learning

30 & 31 May and 18 & 21 June 2024  
online

### Agenda

30 May 2024 DAY 1 (half a day online)				
Time	Module	Subjects	Learning objectives	Facilitator
09.00 – 09.45 (Tbilisi time zone)	Opening Session	<ul style="list-style-type: none"> <li>- Opening, Introductions &amp; expectations</li> <li>- Objectives and schedule</li> <li>- Course ground rules</li> <li>- Logistics &amp; admin</li> </ul>	-	<ul style="list-style-type: none"> <li>- state organizer’s aim of the training,</li> <li>- name other participants in the group and the course team,</li> <li>- summarise housekeeping issues for the workshop</li> <li>- state the aim and key learning objectives of the course</li> </ul>
09.45 – 10.45	Session 1 Being a Trainer	<ul style="list-style-type: none"> <li>- Experiences of good and bad training</li> <li>- The attributes of a good trainer</li> <li>- Difference between F2F and online training</li> <li>- The training cycle and the role of the trainer in each phase</li> </ul>	<ul style="list-style-type: none"> <li>- Distinguish between good and bad training</li> <li>- Explain the role of the trainer in the phases of the teaching cycle.</li> <li>- Describe f2f, blended, online, synchronous/asynchronous training courses</li> </ul>	
10.45-11.15	Break			
11:15 – 13.00	Session 2 Principles of adult learning	<ul style="list-style-type: none"> <li>- Process of experiential learning</li> <li>- Importance of social interactions in learning processes</li> <li>- Process of remembering</li> <li>- Difference between knowledge, skills and attitudes (KSAs)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the process of experiential learning</li> <li>- Explain the importance of social interactions in learning processes</li> <li>- Describe the process of remembering</li> <li>- Describe how quickly people forget things they have learned</li> <li>- List some example of aid to promote remembering</li> <li>- Explain the difference between knowledge, skills and attitudes (KSAs)</li> </ul>	

31 May 2024 DAY 2 (half a day online)				
09.00-09.15	Recap from day 1	- Key takeaways	-	
09:15 – 10:45	Session 3 Assessing Training Needs	<ul style="list-style-type: none"> <li>- Assessing needs: what, why, when, how</li> <li>- Analysing the target audience: what, why, when, how</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to identify the learning needs</li> <li>- Propose activities for training needs assessment.</li> </ul>	
10.45-11.15	Break			
11:15 – 12:30	Session 4 (a): Planning and designing a Training Course: an introduction	<ul style="list-style-type: none"> <li>- Aims, objectives and learning outcomes</li> <li>- Bloom's Taxonomy</li> <li>- Learning programmes and lesson planning</li> <li>- Lectures and presentations</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the difference between aims, objectives / learning outcomes</li> <li>- Formulate learning objectives for their training courses</li> <li>- Select appropriate method for their training session</li> <li>- Describe how to run at least two energiser activities</li> <li>- Propose learning activities that address/cover knowledge, skills, attitudes</li> <li>- Identify all aspects of training organisation</li> </ul>	
12.30 – 13.30	Session 4 (b) Planning & designing an online training course: what's different?	<ul style="list-style-type: none"> <li>- Aspects to take into account for designing an online course</li> <li>- the differences in 'going online'</li> <li>- suggested rules for creating an online course</li> <li>- the online course design process</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the differences and similarities in the course design process for a f2f and an online activity</li> <li>- Enlist the steps to undertake for online course design</li> </ul>	

18 June DAY 3 (half a day online)				
09.00-09.15	Recap from day 1-2	- Key takeaways	-	
09.15 – 11.00	<b>Session 5</b> <b>Techniques to use in a training session</b>	<ul style="list-style-type: none"> <li>- Presentation roadmap &amp; course storyboard (online)</li> <li>- Resources in presentations &amp; in online sessions</li> <li>- Lesson plan</li> <li>- Explaining the presentation exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how to use PowerPoint, flipcharts, whiteboards and handouts when delivering presentations</li> <li>- Describe how to use digital learning tools in online course settings</li> <li>- Describe how Bloom's Taxonomy can be used to plan a training session</li> <li>- Explain the characteristics of the presentation roadmap</li> <li>-</li> </ul>	
11.00-11.30	<b>Break</b>			
11:30 – 13:00	<b>Session 6</b> <b>Creating an effective learning environment</b>	<ul style="list-style-type: none"> <li>- Most common problems which might arise in a classroom</li> <li>- Key role of the trainer</li> <li>- A few practical tips on how to manage a class</li> <li>- Training spaces</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how to deal with challenging behaviours</li> <li>- Distinguish between effective and less effective language to use in the training room</li> <li>- Describe how to maximise imperfect training spaces in a training session (from the physical to the cyber space)</li> </ul>	

Between 18/06 afternoon and 20/06 morning June 2024 DAY 4 (half a day for self-work)				
	<b>Individual/group self-paced activity/work</b>	<b>Training activity</b> <ul style="list-style-type: none"> <li>- Time allocated for individual group work. Preparation of a lesson plan for an online training session and presentation to be handled by a given deadline uploading it on a specific online drive that will be communicated during the course</li> </ul>	<ul style="list-style-type: none"> <li>- Produce a lesson plan for a training session in their area of expertise,</li> <li>- feature learning activities that are relevant for the three cognitive domains,</li> <li>- plan the facilitation of a learning activity</li> </ul>	

**21 June 2024 DAY 5 (half a day online)**

<b>21 June 2024 DAY 5 (half a day online)</b>				
<b>09:00 – 11:15</b>	<b>Presenting an online training lesson plan</b>	-	<ul style="list-style-type: none"> <li>- Use in practice knowledge on training techniques in group facilitation</li> <li>- demonstrate the facilitation of a learning activity in groups.</li> </ul>	
<b>11.15 -11.30</b>	<b>Break</b>			
<b>11:30 – 12:30</b>	<b>Session 7 Assessing learning &amp; evaluating a training event</b>	<ul style="list-style-type: none"> <li>- Assessing participants' learning</li> <li>- Principles and methods of assessment and evaluation</li> <li>- Kirkpatrick's levels of evaluation</li> <li>- Feedback techniques</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the principles and challenges of assessing participants' learning and evaluating training programmes</li> <li>- Understand and know how to apply Kirkpatrick's levels of evaluation</li> <li>- Be able to use some informal assessment methods</li> <li>- Give feedback to participants</li> </ul>	
<b>12.30 – 13:00</b>	<b>Action Plan and closing</b>	<ul style="list-style-type: none"> <li>- Review expectations and objectives for the workshop</li> <li>- Summary of the event</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect upon fulfilment of their expectations and own learning progress,</li> <li>- Summarize the training.</li> </ul>	