In Service Tutor Manual

SYNERGY

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Introduction to the Tutor Manual

The Tutor Manual is designed to act as a guide for trainers delivering the Train the Trainer Curriculum (IO06) designed and developed as a core output of the SYNERGY project. This manual is designed to actively involve the participants in the learning process. It is a key intellectual output (IO09) of the SYNERGY Project: Harnessing the Learning Assets within the SME Business Community funded by the Irish National Agency, Léargas through the Erasmus+ Programme.

Recommended: It is recommended that the Tutor Manual is used in conjunction with the Train the Trainer Curriculum (IO06) and the In-service Learner Workbook (IO10); created as open educational resources for the VET community and available for free from www.projectsynergy.eu.

Sessions in this Train the Trainer (TTT) programme include discussions, identification of learning style, training exercises, conducting training needs assessments, developing lesson plans, developing visual aids, training practice sessions and evaluation techniques. This Tutor Manual also offers specific advice on understanding e-learning, designing learning resources for business and using e-learning and micro-learning techniques to deliver bespoke training for micro-enterprise owners and businesses.

The Tutor Manual comprises three elements:

1. Overview and introduction to the course

2. Advice on using course materials, e.g. content, templates and exercises

3. Assessment criteria required for accreditation purposes

This Tutor Manual follows the structure of the SYNERGY Train the Trainer curriculum, and consists of 4 units with corresponding modules as follows:

Unit One: E-learning and Adult Learning

- Introduction to E-learning and Micro Learning
- Communication Skills
  - o The Communication process
  - o The four-side model of communication
- Adult Learning Theory
  - o How to apply adult learning theory to E-Learning
  - o Knowles five adult learning assumptions
  - o Kolb's experiential learning cycle.
  - o Learning styles
  - o VARKS Learning styles

Unit Two: Training needs identification and analysis

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- The ADDIE Systematic Training Model
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Unit Four: Evaluation and Assessment Techniques

- Introduction
- Systematic evaluation
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  - o Evaluating at learning level
  - o Evaluating at behaviour level
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Notes for the Tutor

1. These units are designed to provide flexibility in planning, conducting and evaluating the training programme. The curriculum is designed to allow trainers to formulate their own training schedule, based on the results of their training needs assessments. All of the content required for the delivery of the programme is contained within the Train the Trainer Curriculum (IO06) downloadable from www.projectsynergy.eu.

2. This is a modular curriculum so the units can be used independently of each other and can also be lengthened or shortened depending on the level of training and expertise of the participants; however all assessment requirements must be met in order to attain accreditation at QQI Level 6.

3. In order to foster changes in behaviour; learning experiences have to be in the areas of knowledge, attitudes and skills. In each unit, the overall objective and general and specific objectives are presented in terms of achievable changes in these three areas.

4. Training references and resource materials for trainers and participants are identified.

5. Each unit is presented in the following format:
   a. Introduction;
   b. Unit Learning Objective;
   c. Specific Learning Objectives;
   d. Training Delivery;
   e. Evaluation Techniques;
   f. Materials for Tutor to Prepare in Advance;
   g. Time Required;
   h. Lesson Plan.

6. The In-service Learner Workbook (IO10) is referenced in the Training/Learning Methods sections of the Manual and includes materials and templates for participants comprising a portfolio of learning recording their activities and exercises.

7. The In-service Learner Workbook (IO10) should be distributed to participants in a folder or on an USB key to ensure that they are kept together as a resource after the training course has ended.

8. The Participant Evaluation Form contained at the end of this Manual is also present in the Learner Workbook.

Introducing the SYNERGY Project

SYNERGY is an innovative project which aims to bring together Vocational Education and Training (VET) tutors and practitioners from across Europe, to explore the learning needs of business owners and, through the use of innovative learning solutions, to create an online library of relevant resources and training materials for business owners. SYNERGY is aiming to reduce the 'real-world distance' between the training opportunities which VET offers micro-enterprise owners and the requirements of business owners in terms of training, development and up-skilling.

Learning opportunities and exchanges will be created and supported at a time and in a format that is suitable and appropriate to time constrained business owners. Through the use of social networks, SYNERGY brings together business owners, trainers, mentors and enterprise support agencies to foster a culture of learning within the micro-enterprise sector promoting smart, sustainable and inclusive growth. In consultation with small business owners across Europe, SYNERGY is developing a series of mini-learning training courses, free to use information resources and toolkits and online masterclasses that address the real training requirements of the micro-enterprise and SME sector.

Introducing the SYNERGY Train the Trainer Curriculum

The SYNERGY Train the Trainer Curriculum has been designed to support the progression of VET professionals who work in the traditional VET setting to become competent e-tutors who can accurately and competently respond to the needs of micro-enterprises through the design, development and delivery of a suite of mini-learning resources. Participants using the curriculum will develop the technical skills and expertise they need to facilitate their development as e-tutors; to enhance their knowledge and understanding of e-didactics and enabled to use software and equipment available to them to produce a series of short media-rich learning resources for the business community.

This Curriculum offers participants the opportunity to attain accreditation at QQI (Quality Qualifications Ireland) Level 6 by successfully completing the assessments for module 6N3326: 'Training Delivery and Evaluation'.

Curriculum Aims and Objectives

- Promote the exchange of good practice in designing training courses and learning resources for business

- Deepen understanding and improve ability to apply pedagogical frameworks in the context of e-learning

- Create, nurture and grow a peer to peer teaching and learning community

- Provide an opportunity for participants to design and develop their own SYNERGY mini-learning training course

- Promote creativity and innovation in training design and delivery

Course accreditation

In order to successfully achieve accreditation for QQI Level 6, module 'Training Delivery and Evaluation' participants completing this curriculum need to satisfy the following assessment requirements:

- Develop and present a 15 minute mini-learning resource to be published online on the SYNERGY Exchange platform. This mini-learning resource will be marked and assessed for submission to QQI (Quality Qualifications Ireland);

- Submit a written learner record of approximately 1,000 words;

- Submit a 2,000 word project addressing specific points relating to training delivery and evaluation.

Why the Synergy Train the Trainer Curriculum is needed and necessary

Developing a learning culture among micro-enterprises remains a real challenge that requires concerted interventions at practice and policy levels. In a rapidly developing and changing global market the need for appropriate, on-going interaction between businesses and VET providers is critical. Empirical evidence confirms that management training improves company performance, productivity and profitability and reduces corporate failure rates (OECD, 2008) but research also highlights the low uptake of training by owner-managers of small firms.

Reasons cited for this relate to (a) the time commitment required to participate in generic courses which are often of long duration; (b) the cost of available training, which often reflects the financial capacity of larger businesses; (c) the lack of relevance of available management training to the needs of small businesses; (d) the attitude of managers of micro-enterprises towards learning/continuous development, where they do not

view it as a priority for their business (Forfás, 2010).

Micro-enterprise owners and managers are the key to learning in the micro-enterprise sector and if engaged with management development there is a better chance they will promote learning among other staff. Poor management skills and awareness of training needs are recognised as a problem worldwide in the sector. The OECD have singled out managerial weaknesses, inappropriate training offers, time poverty and poor linkages between educational bodies and micro-enterprises as key factors in the failure of small businesses. Each year some 150,000 corporate insolvencies wipe out around 1.5 million jobs in the EU with micro-enterprise failures accounting for the vast majority. The aim of this training to ensure VET tutors can provide short, concise, relevant and effective training content to support the business community and ensure their continued success into the future.

The Do's and Don'ts of Delivering this Training Programme

The following "do's and don'ts" should always be kept in mind by the trainer during any learning session.

Do's:

- Prepare in advance
- Involve participants and encourage participation
- Use visual aids and refer to www.synergyexchange.eu
- Speak clearly and bridge one topic to the next
- Use logical sequencing of topics
- Encourage questions and provide feedback
- Summarise and recap at the end of each session
- Use good time management
- Be aware of the participants' body language
- Keep the group on focused on the task
- Evaluate as you go

Don'ts:

- Don't talk to the flip chart
- Don't block the visual aids
- Don't stand in one spot--move around the room
- Don't ignore the participants' comments and feedback (verbal and non-verbal)
- Don't read from curriculum
- Don't shout at participants

Unit 1: E-learning and Adult Learning Theory
Introduction

The principles of adult learning are the keystone of any effort to provide training to service providers. Training courses must provide experiential learning, which will be applicable to participants in performing their jobs, in this case as VET tutors. Your role in delivering this curriculum and training is to facilitate the experiential learning of the participants in designing, developing and producing their own mini-learning resources for business, based on the SYNERGY Exchange platform. Before you guide participants through the process of creating their own mini-learning resources, it is important to first introduce adult learning theory, with a specific emphasis on applying adult learning theory to e-learning and micro-learning techniques and technologies.

Unit Learning Objective

To prepare participants to identify and apply the principles of adult learning; and to support participants to understand the main principles and practices involved in the design and development of e-learning and micro-learning resources.

Specific Learning Objectives

By the end of the unit, the participants will be able to:

1. Define and understand the concepts of e-learning and micro-learning.
2. Understand the unique features of e-learning and micro-learning.
3. Understand the advantages and disadvantages of e-learning.
4. Identify the characteristics of micro-learning.
5. Develop a session plan for a mini-learning resource.
6. Understand the Blended Learning Framework.
7. Understand the Communication Process.
8. Understand the Four-Side Model of Communication.
9. Identify the three basic principles of adult learning.
10. Identify the characteristics of adult learning.
11. Apply adult learning theory to e-learning.
12. Identify the five major factors in retaining and recalling knowledge.
13. Understand and apply Knowles' Theory of Adult Learning.
14. Understand and apply Kolb's Experiential Learning Cycle.
15. Understand and apply the VARK theory of learning styles.

Training Delivery

- Trainer presentation or training aids;
- Group discussion;
- Group exercises;
- Individual learning exercise;
- Learner Workbook;
- Completing the Learner Record.

Evaluation Techniques

- Observation and assessment during group work and presentations;
- Participant Evaluation form;
- Review of participant entries to the Learner Record;
- Direct verbal feedback;
- Reflections.

Materials for Tutor to Prepare in Advance

1. Copies of Learner Workbook which include:
   - Template for Learner Record [1.1]
   - Blooms Action Word Handout [1.2]
   - Session Plan template with explanations [1.3]
   - Template for creating a mini-learning resource [1.4]
2. PowerPoint Presentation:
   - Presentation on developing a Mini-Learning Resource
3. Flipchart with key phrases
4. Participant Evaluation Forms

Time Required

This unit takes approximately 5 hours of face-to-face classroom-based learning to complete; plus additional autonomous study as required.

LESSON PLAN

Introduction

Time: 15 minutes

- Welcome participants and complete session sign-in sheet;
- Distribute the Learner Workbook and highlight the Template of Learner Record [1.1] to all participants and explain how this template should be filled;
- Set the group rules and establish a short group contract with the participant group;

Materials required:

Sign-in Sheet

Flipchart and markers

Copies of Learner Workbook

Introducing e-learning and micro-learning

Time: 45 minutes

- Review PowerPoint slides to introduce participants to the concepts of e-learning and micro-learning (slides 2-13);
- Explain the advantages and disadvantages of e-learning and micro-learning;
- Introduce participants to the Blended Learning Framework (detailed in curriculum); and highlight the key definitions to the participant group, i.e. Blended Learning; Synchronous Learning; Asynchronous Learning; Social Learning.

Materials required:

PowerPoint on creating mini-learning resource [1.5]

Computer

Projector

Communication Skills

Time: 30 minutes

- Through a group discussion, introduce the key elements of the Communication Process;
- Detail what makes a good communicator and present the Four-Side Model of Communication to the group.

Materials required:

Flipchart with key phrases from the Communication Process and the Four-Side Model of Communication

Markers

Adult Learning Theory

Time: 90 minutes

- Introduce participants to the characteristics of adult learners and adult learning theory; including how this theory can be applied to e-learning;
- Detail Knowles' Theory of Adult Learning and Kolb's Experiential Learning Cycle;
- Identify the different learning styles adult learners can have and detail the VARK model for addressing these differing styles;
- Introduce participants to writing Learning Outcomes (PowerPoint on creating mini-learning resources [1.5] (slide 14-20);
- Introduce participants to Bloom's Taxonomy (Section [1.2] of Learner Workbook and see slide 21-26 from PowerPoint on creating mini-learning resources [1.5]).

Materials required:

PowerPoint on creating mini-learning resource [1.5]

Blooms Action Work [1.2]

Developing a Session Plan for a mini-learning resource

Time: 60 minutes

- Reference the Session Plan Template with explanations [1.3] of the Learner Workbook to participants;
- Break the group into smaller working groups or pairs. Ask each group or pair to brainstorm some topics and relevant content for a mini-learning resource which targets the learning needs of the SME business community. Get groups or pairs to think of a description for their potential mini-learning resource and to list possible learning outcomes, materials and resources required and expected learning outcomes for this resource;
- Gather feedback from small groups or pairs and discuss the brainstormed mini-learning resources with the larger participant group.

Materials required:

Session Plan Template with explanations [1.3]

Flipchart & markers

Designing a mini-learning resource

Time: 45 minutes

- Introduce the 'Template for Creating a Mini-Learning Resource' [1.4];
- Working as individuals, ask participants to use their sample session plan to complete this template. Allow 30 minutes for this exercise;
- For 15 minutes, host a short group discussion and feedback session. Ask participants to reflect on how easy or difficult they found this process of designing a mini-learning resource.

Materials required:

Template for Creating a Mini-Learning Resource [1.4]

Flipchart and marker

Learner Record

Time: 10 minutes

- Give participants a short break to write down their thoughts following the first session and to note these thoughts in their Learner Record.

Materials required:

Template for Learner Record [1.1]

Closing Round & Final Questions

Time: 5 minutes

- Ask participants for their thoughts/feedback on today's session
- Answer any outstanding questions

Unit 2: Training Needs Analysis
Introduction

In the training cycle, the training needs analysis (TNA) is the first step of systematic training. In order to ensure that the mini-learning resources developed and produced by the participants are efficient and effective training resources, it is important that the participants understand how to apply a systematic approach to identifying training needs. This unit will help participants to take the first step in creating their online mini-learning resource: it will help them to figure out what they are creating and who they are creating it for.

Unit Learning Objective

The aim of this unit is to equip participants with the theory and techniques to be able to conduct a comprehensive Training Needs Analysis and to apply the findings of this process to develop relevant learning resources using e-learning and micro-learning technologies.

Specific Learning Objectives

By the end of the unit, the participants will be able to:

1. Define and understand a Training Needs Analysis (TNA).

2. Undertake an e-learning needs analysis.

3. Identify the different types of needs assessment, i.e. Needs, Audience, Task, Instructional, Environmental and Technical Analysis.

4. Apply the principles of Training Needs Analysis to an online audience.

5. Complete the SYNERGY Exchange Screen Plan template based on their TNA.

Training Delivery

- Trainer presentation or training aids;
- Group discussion;
- Group exercises;
- Individual learning exercise;
- Learner Workbook;
- Completing the Learner Record.

Evaluation Techniques

- Observation and assessment during group work and presentations;
- Participant Evaluation form;
- Review of participant entries to the Learner Record;
- Direct verbal feedback;
- Reflections.

Materials for Tutor to Prepare in Advance

1. Copies of Learner Workbook:
    - SYNERGY Exchange Screen Plan Template [2.1]
2. Flipchart with key phrases
3. Participant Evaluation Forms

Time Required

This unit takes approximately 5 hours of face-to-face classroom-based learning to complete; plus additional autonomous study as required.

LESSON PLAN

Introduction

Time: 15 minutes

- Welcome participants and complete session sign-in sheet;
- Using the flipchart and marker, conduct a short group brainstorming exercise where you ask group members to define Training Needs Analysis (TNA);

Materials required:

Sign-in Sheets

Flipchart and markers

Understanding Training Needs Analysis

Time: 60 minutes

- Introduce participants to the concept of Training Needs Analysis (TNA) and explain the key terms;
- Discuss the difference between a TNA for a traditional, classroom-based training programme and a TNA for e-learning and online micro-learning;
- Using a flipchart and marker, initiate a group discussion to answer the 6 key questions in relation to assessing the needs of an online audience. Ask your participants to answer the following questions in a group setting:

  1. What is the primary goal or objective of your e-learning audience?
  2. What are your learners' educational background and/or learning abilities?
  3. When and where will the learners be learning?
  4. What information and skill-sets will the learner need to acquire?
  5. What are the audiences' technical requirements (or limitations)?
  6. What are your audiences' learning preferences?

Materials required:

Flipchart and marker

Understanding Needs Assessments

Time: 30 minutes

- Introduce the group to the different types of needs assessment, i.e. Needs, Audience, Task, Instructional, Environmental and Technical Analysis;

Materials required:

Flipchart with key definitions (listed above) and markers

Conducting a Training Needs Analysis

Time: 120 minutes

- For the purpose of this exercise, the group should be split up into smaller working groups or pairs. Distribute to the participants, copies of the National Audit Reports (IO04) completed by project partners in the first 6 months of the SYNERGY project and a copy of the Training Needs Analysis template [2.1];
- In their groups or pairs, ask participants to review the findings of the Audit Report and to devise a Training Needs Analysis based on the needs identified during the audit process;
- Using the Training Needs Analysis template [2.1], ask participants to write a short Training Needs Analysis and a short Cost-Benefit Analysis;
- Gather feedback from small groups or pairs and discuss the TNA process with the larger group; during the feedback session, ask participants how they have altered their TNA to address the needs of an online audience and also the business community.

Materials required:

Training Needs Analysis template [2.1]

Flipchart & markers

Completing the SYNERGY Exchange Screen Plan Template

Time: 60 minutes

- Use the SYNERGY Exchange Screen Plan Template [2.2] with participants.
- Working as individuals, ask participants to complete the Screen Plan Template to map out the format, media and content to be used in the production of their mini-learning resource.
- Gather feedback from participants and ask them to reflect on the process of completing the Screen Plan.

Materials required:

SYNERGY Exchange Screen Plan Template [2.2];

Flipchart & markers

Learner Record

Time: 10 minutes

- Give participants a short break to write down their thoughts following this session and to note these thoughts in their Learner Record.

Materials required:

Template for Learner Record [1.1]

Closing Round & Final Questions

Time: 5 minutes

- Ask participants for their thoughts/feedback on today's session
- Answer any outstanding questions

Unit 3: Systematic Training and Instructional Systems – Design and Development

Introduction

A systematic approach to training provides a robust foundation for activities such as training needs analysis, course design and development, course delivery and course evaluation. It is a process of formal training that focuses on the development of knowledge, skills and attitudes required to perform a specific role or task to a specific standard. This unit focuses on the steps needed for a systematic method of training. In this unit, participants will be introduced to three different instructional design models namely; the Dick & Carry Model, Kemp's Instructional Design model and the ADDIE model. This unit will also look at how e-Learning methods can be incorporated within the use of these models.

Unit Learning Objective

The aim of this unit is to enhance the participants' understanding of the various instructional design models, and to support them to be able to apply these models to the techniques of e-learning and micro-learning.

Specific Learning Objectives

By the end of the unit, the participants will be able to:

1. Understand systematic training and the dominant concepts which underlie it.

2. Define and understand the instructional deign models, namely, the Dick & Carry Model and the ADDIE Model.

3. Apply the structure of both models to the design of e-learning and micro-learning training programmes and resources.

4. Identify the key stages in lesson planning and course development.

5. Complete a lesson plan for a mini-learning resource.

Training Delivery

*   Trainer presentation or training aids;

*   Group discussion;

*   Group exercises;

*   Individual learning exercise;

*   Completing the Learner Record.

Evaluation Techniques

*   Observation and assessment during group work and presentations;

*   Participant Evaluation form;

*   Review of participant entries to the Learner Record;

*   Direct verbal feedback;

*   Reflections.

Materials for Tutor to Prepare in Advance

1. Flipchart with key phrases

2. Participant Evaluation Forms

Time Required

This unit takes approximately 5 hours of face-to-face classroom-based learning to complete; plus additional autonomous study as required.

LESSON PLAN

Introduction

Time: 15 minutes

- Welcome participants and complete session sign-in sheet;
- Complete a short ice-breaker exercise.

Materials required:

Sign-in sheets

Introduction to Instructional Design Models

Time: 30 minutes

- Introduce participants to overall concept of Instructional Design theory and introduce the prominent Instructional Design Models.

Materials required:

Flipchart with key phrases and definitions and marker

The Dick and Carry Model

Time: 45 minutes

- Using a flipchart and marker, outline the key characteristics of the Dick and Carry Model;
- In small working groups, get participants to brainstorm how the Dick and Carry Model can be applied to an e-learning context;
- Bringing the group back together, detail how the Model can be adapted to be used on the SYNERGY Exchange platform.

Materials required:

Flipchart with key definitions and markers

The ADDIE Model

Time: 45 minutes

- Using a flipchart and marker, outline the key characteristics of the ADDIE Model;
- In small working groups, get participants to brainstorm how the ADDIE Model can be applied to an e-learning context;
- Bringing the group back together, detail how the Model can be adapted to be used on the SYNERGY Exchange platform.

Materials required:

Flipchart with key definitions and markers

Introducing Didactical Methods

Time: 45 minutes

- On a flipchart, write the words 'Training' and 'Presenting'. Introduce some of the different didactical methods which are commonly used in VET and ask participants to ascertain whether they relate to training or presenting;

- Discuss the various didactical methods with the group to identify which are most relevant to the needs of the SME business community and to online learners. Outline to participants the differences between Training and Presenting and introduce some different didactical methods;
- Introduce Sequence and Structure – introduce participants to the 6 stages of sequencing in instructional design and discuss with the group.

Materials required:

Flipchart & markers

Course Development

Time: 30 minutes

- Introduce participants to the key stages in developing course content;
- Define course aims and learning outcomes. Give examples of how participants can set learning outcomes in their mini-learning resources, with a particular focus on the language used in writing learning objectives as outlined in the curriculum;
- Discuss with the group how learning outcomes and objectives can be applied to an e-learning context.

Materials required:

Flipchart with key definitions and markers

Gagné's Nine-Stage Lesson Plan

Time: 75 minutes

- Introduce participants to Gagné's Nine-Stage Lesson Plan;
- Working as individuals, ask participants to review their session plans from Unit 1 and to revise the content of the Lesson Plan based on Gagné's Nine-Stage model;
- In a group setting, discuss how to apply Gagné's Nine-Stage Model to an e-learning context.

Materials required:

Participants will need their Session Plan templates from Unit 1

Flipchart with key definitions and markers

Learner Record

Time: 10 minutes

- Give participants a short break to write down their thoughts following this session and to note these thoughts in their Learner Record.

Materials required:

Template for Learner Record [1.1]

Closing Round & Final Questions

Time: 5 minutes

- Ask participants for their thoughts/feedback on today's session
- Answer any outstanding questions

Unit 4: Evaluation and Assessment Techniques

Introduction

Training courses and programmes aim to increase participants' knowledge, facilitate change in participants' behaviour and improve participants' personal competence. In essence, effective training strives to ensure that participants will perform better as a result of having participated successfully in a training programme; that training will deliver benefits to participants. The aim of this unit is to help participants on this Train the Trainer programme to be able to competently evaluate and assess the effectiveness of their training programmes to ensure they deliver high-quality training opportunities to their participants, through both online and face-to-face training delivery.

Unit Learning Objective

The aim of this unit is to ensure that the SYNERGY Train the Trainer participants are given the skills, tools and techniques required to be able to evaluate the effectiveness of their training programmes and of the mini-learning resources they develop; and to introduce them to some common and effective assessment methodologies.

Specific Learning Objectives

By the end of the unit, the participants will be able to:

1. Understand the main purposes of systemic evaluation

2. Identify and implement the Four-Level Model of Evaluation

3. Implement evaluation procedures to evaluate learners at the Reaction, Learning and Behaviour Level.

4. Define Diagnostic, Formative and Summative Assessment.

5. Select and implement appropriate evaluation and assessment techniques for their mini-learning resources.

Training Delivery

*   Trainer presentation or training aids;

*   Group discussion;

*   Group exercises;

*   Individual learning exercise;

*   Completing the Learner Record.

Evaluation Techniques

*   Observation and assessment during group work and presentations;

*   Participant Evaluation form;

*   Review of participant entries to the Learner Record;

*   Direct verbal feedback;

*   Reflections.

Materials for Tutor to Prepare in Advance

1. Flipchart with key phrases

2. Participant Evaluation Forms

Time Required

This unit takes approximately 5 hours of face-to-face classroom-based learning to complete; plus additional autonomous study as required.

LESSON PLAN

Introduction

Time: 15 minutes

- Welcome participants and complete the session sign-in sheet;
- Complete a short ice-breaker exercise.

Materials required:

Sign-in sheets

Why is it important to evaluate learning?

Time: 30 minutes

- Using a flipchart, ask participants to list reasons why it is important to evaluate learning;
- Introduce participants to the importance of evaluation and to some of the key definitions in evaluation

Materials required:

Flipchart with key phrases and definitions and marker

Four-level Model of Evaluation

Time: 45 minutes

- Using the PowerPoint Presentation 'Making evaluation relevant to e-learning and SYNERGY' [3.1] introduce participants to the Four-Level Model of Evaluation (also termed the Kirkpatrick Evaluation Model) and offer examples of what type of evaluation takes place at each level.

Materials required:

Presentation 'Making evaluation relevant to e-learning and SYNERGY' [3.1]

The Evaluation Process

Time: 90 minutes

- Using a flipchart and marker, draw a diagram to represent the evaluation process to learners;
- Describe in detail how they can create an Evaluation Sheet to evaluate at Reaction, Learning and Behaviour levels;
- Working as individuals, ask participants to spend 60 minutes creating 3 sets of evaluation sheets for their proposed mini-learning resource; one at each of the 3 levels (Reaction, Learning and Behaviour)

Materials required:

Flipchart with key definitions and markers

Introducing Assessment Techniques

Time: 30 minutes

- Using a flipchart, introduce participants to the main forms of assessment, namely: Diagnostic, Formative and Summative; explain the rationale for using each form of assessment and give examples.
- Introduce participants to the various tools and techniques of assessing learning i.e. written tests, practical tests, oral presentations, project-based, observation, skills demonstration, examination, etc.

Materials required:

Flipchart & markers

Understanding Assessment Techniques

Time: 75 minutes

- Working as individuals, ask participants to work autonomously for 45 minutes to produce an appropriate assessment for their mini-learning resource.
- Once they have chosen and drafted their assessment for their mini-learning resource, give each participant 2-3 minutes to present their chosen assessment technique to the group. This can be done in an informal setting with the Tutor writing down each assessment technique on a flipchart for review by the group at the end of the session.

Materials required:

Flipchart and markers

Learner Record

Time: 10 minutes

- Give participants a short break to write down their thoughts following this session and to note these thoughts in their Learner Record.

Materials required:

Template for Learner Record [1.1]

Closing Round & Final Questions

Time: 5 minutes

- Ask participants for their thoughts/feedback on today's session
- Answer any outstanding questions

Appendices
A: Assessment Brief 1

Module Title: Training Delivery and Evaluation

Assessment technique: Skills Demonstration

Guidelines:

Participants will be required to deliver a 20-minute skills demonstration to include a presentation of your Mini Online Learning resource (10 Minutes Approx.) to the workshop audience using appropriate training content and materials and utilising a range of training aids. Candidates will also be required to evaluate the effectiveness of the session in meeting the stated Learning Objectives.

The training sessions will be video recorded and participants will be required to submit supporting documentation (lesson plan template)

This will carry a total of 40 marks and will be broken down as follows:

Assessment Criteria:

ASSESSMENT CRITERIA	MAX MARKS
Shows evidence of planning and preparation	10
Presentation	10
Uses Appropriate materials and training aids, with explanation of purpose and rational for use	10
Use of appropriate evaluation tools, techniques and approaches	10
Total Marks	40

Issue Date: _____

Submission Date: _____

Learner Name: _____

I hereby acknowledge this is my own original work;

Signed: _____

Date: _____

B: Format of skills demonstration

1. Planning and developing your learning resource

(5 Minutes)

Discuss your experience of developing your mini learning resource to the group. Highlight any particular issues or themes that you feel are relevant. You may use the following questions as a guide:

- What were the steps you took to develop your mini-learning resource? (planning and preparation and development)
- How did you source the material for your mini-learning resource content?
- Why did you choose to use this particular training aid?
- Who is your target audience?
- Any other relevant points?

In Service Tutor Manual

2. Present your mini learning resource

(10 minutes)

3. Feedback and Evaluation

(5 minutes)

Reflect on your mini leaning resource using the following questions as a guide:

• What did you enjoy most about working new media or with a new target group?

• Identify any gaps within your mini-learning resource

• What would you do differently next time?

• How will your mini-learning resource be evaluated?

• Any other relevant points?

C: Assessment Brief 2

Module Title: Training delivery and Evaluation

Assessment technique: Learner Record

Guidelines:

Participants will be required to compile a reflective learner record throughout their participation in the SYNERGY workshop. This record will aim to critically analyse participant learning and development as training professionals throughout the module. They will be required to describe specific learning experiences, activities, responses and skills acquired. They will be expected to analyse the learning from workshop sessions, outline how they dealt with any challenges they encountered at any stage throughout the programme and make recommendations for programme improvements/enhancements.

A template and guiding questions for this learner record is available in the Learner Workbook.

Assessment Criteria:

ASSESSMENT CRITERIA	MAX MARKS
Clear understanding of concepts and theory	5
Clear understanding of delivery methodologies	5
Evidence of the challenges faced in training delivery and evaluation	5
Evidence of self-evaluation	5
Total Marks	20

Learner Name: _____

I hereby acknowledge this is my own original work;

Signed: _____ **Date:** _____

D: Participant Evaluation Form

Dear SYNERGY Participant, please use your experience of the Train-the-Trainer Programme to rate the following statements.

TRAINER: _____ DATE: _____

COURSE TITLE: _____

Rating Scale:	Agree				Disagree
OVERALL RATING					
The training was worth attending.	5	4	3	2	1
The training programme met my expectations.	5	4	3	2	1
The training programme exceeded my expectations.	5	4	3	2	1
TRAINING DESIGN					
The objectives were clearly communicated and met to my satisfaction.	5	4	3	2	1
The topics were well organised and easy to understand.	5	4	3	2	1
The pace of the training was appropriate for the topics covered.	5	4	3	2	1
The level of difficulty of the content was appropriate for me.	5	4	3	2	1
I feel confident after this training that I can create Mini-Learning Format Resources using the SYNERGY Exchange platform.	5	4	3	2	1
TRAINER					
The trainer(s) performed well overall.	5	4	3	2	1
The trainer(s) is knowledgeable about the subject matter.	5	4	3	2	1
The trainer(s) practiced effective time management.	5	4	3	2	1
The trainer(s) answered my questions to my satisfaction.	5	4	3	2	1
The external facilitators were knowledgeable and enhanced my learning with their expertise	5	4	3	2	1
TRAINING DELIVERY					
The practical workshops were interactive and useful for producing Mini-Learning Format Resources using the SYNERGY Exchange platform.	5	4	3	2	1
The theory-based workshops enhanced my knowledge of e-learning design and using the SYNERGY Exchange platform.	5	4	3	2	1
The workshop on instructional design for e-learning was informative and enhanced my knowledge in this area	5	4	3	2	1
TRAINING EXERCISES					
I found the exercises valuable in learning how to apply the concepts.	5	4	3	2	1

I found the Learner Journal to be a useful tool in allowing me to document and reflect upon my learning.	5	4	3	2	1
I found the Training Needs Analysis exercise to be useful in understanding the learning needs of the business community in my country and in creating the lesson plan.	5	4	3	2	1
I found the exercise of creating content and scripting my Mini-Learning Format Resources to be useful in planning the content of this resource.	5	4	3	2	1
I found the skills demonstration and the feedback session to be a worthwhile exercise.	5	4	3	2	1
TRAINING APPLICATION					
I will apply what I learned to my job and/or other VET settings.	5	4	3	2	1
I will apply what I learned networking with VET tutors through the SYNERGY Exchange platform.	5	4	3	2	1
I will apply what I learned in training other tutors in my network when I return home.	5	4	3	2	1
LOGISTICS					
The seating arrangements were appropriate for the session.	5	4	3	2	1
I was able to see and hear the presentations without distractions.	5	4	3	2	1
Ample breaks were provided without disrupting the flow of the session.	5	4	3	2	1
Adequate beverages and food were provided.	5	4	3	2	1

COMMENTS

1. What topics would you have liked to have spent more or less time on?

2. What did the tutors do that worked well and what would you suggest to improve his or her effectiveness

3. What was most useful about the exercises?

4. What changes would you recommend to improve the course and make it more effective?

5. What recommendations would you make to the overall Training Curriculum and the Learner Workbook that you were provided with?

Erasmus+

SYNERGY

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