Activity Code: IO-10

In Service Learner Workbook

Prepared by Meath Partnership

SYNERGY

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Introduction to the Learner Workbook

The Learner Workbook is designed to act as a portfolio for learning for participants of the SYNERGY Train the Trainer (TTT) programme. Learners taking part in this training programme are experienced and competent VET trainers, who are seeking to up-skill to be able to use the latest techniques and tools in e-learning and micro-learning to produce a suite of resources which are relevant and useful to members of the European SME business community. This Workbook has been designed to support VET participants to complete the TTT programme and support their engagement with the SYNERGY Exchange Platform through the creation of mini-learning format resources.

The Learner Workbook is a key intellectual output (IO10) of the SYNERGY Project: Harnessing the Learning Assets within the SME Business Community funded by the Irish National Agency, Leargas through the Erasmus+ Programme.

Recommended: It is recommended that the Learner Workbook is used in conjunction with the Train the Trainer Curriculum (IO06) and the In-service Tutor Manual (IO09); created as open educational resources for the VET community and available for free from www.projectsynergy.eu.

The Train the Trainer Programme will be delivered through a series of informal discussions, formal input from the Tutor through PowerPoint Presentations, small group work activities and individual assignments. As part of this programme, learners will be encouraged to:

- Identify their own learning style
- Conduct a training needs analysis and apply it to an e-learning audience
- Develop a lesson plan for e-learning and micro-learning resources
- Understand and implement best practice in evaluation and assessment techniques for e-learning and micro-learning.

This workbook provides you with an overview and introduction to the SYNERGY TTT curriculum, including an overview of each unit, information on the delivery and accreditation of this course, the rationale behind the training, and an overview of the specific learning outcomes for each of the four units.

Introducing the SYNERGY Train the Trainer Programme

The SYNERGY Train the Trainer Programme 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.

Learners on the programme will develop the technical skills and expertise needed to facilitate their progression towards e-tutoring; to enhance their knowledge and understanding of e-didactics and to be able to use software and equipment available to produce a series of short media-rich learning resources for the SME business community.

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

This Learner Workbook 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

- Introduction
- Training Needs Analysis
- Creating your E-learning needs analysis
- Types of Needs Analysis or Assessment
- How to effectively analyse your E-learning course audiences

Unit Three: Systematic training and instructional system design and Development.

- Introduction
- Systematic training
- Instructional Design Models
- The Dick and Carey Model
- The ADDIE Systematic Training Model
- Instructional Design Principles
- Didactical Methods
    - o   Learning Resources
    - o   Authenticity and Action orientation
    - o   Training and Presenting
    - o   Sequence and Structure
- Systematic Instructional Planning
- Developing course aims and outcomes
- Developing course content
- Developing a lesson plan
- How to get started with your E-learning Course.

Unit Four: Evaluation and Assessment Techniques

- Introduction
- Systematic evaluation
- The four-side model of evaluation
    - o   Evaluating at learning level
    - o   Evaluating at behaviour level
- Assessment Techniques

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

In Service Learner Workbook

Key Elements of this Training

This training programme comprises three core elements:

- Theory
- Practice
- Reflection

In relation to **Theory**, the aim is to provide a critical overview of established and emerging theoretical foundations in relation to Train the Trainer Curricula. **The Practical Experience** includes a mix of presentation of teaching methods and pedagogies as well as experiential learning in challenging environments. Reflection is a core element of the SYNERGY Train-the-Trainer programme. **Reflection** is part of the presentation and debate of theory and it complements the practical exercises. Reflection is enabled at the individual level as well as at a group level.

Course accreditation

In order to successfully achieve accreditation for QQI Level 6, module 'Training Delivery and Evaluation' participants completing this programme 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.

What will you learn?

The following is an overview of the specific learning objectives which will be achieved in each of the four units of this Train the Trainer programme:

Unit 1: E-learning and Adult Learning Theory

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.

Unit 2: Training Needs Analysis

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.

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

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.

Unit 4: Evaluation and Assessment Techniques

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.

1.1 Template for Learner Record

The learner record is required to record key reflective points from the participants' learning experience. Each day the participant should keep a record of the topics covered. Participants will be required to write a reflective piece which analyses the information covered by the day's session.

The learner journal should include the following;

• Details of topics covered as well as activities and tasks undertaken;

• Participants' thoughts about what they have learned during the course.

When completing a Learner Record, the following questions may be useful to bear in mind. These questions act like a guide for writing a learner record.

Daily questions for Participants to consider:

1. What have you learned? Briefly describe the topics covered and how it was delivered

2. Why it is relevant to you? How useful are the methods used, how useful are the tools or exercises?

3. How might you use your learning in the future? Can you use this learning on the SYNERGY project but also in other ways?

4. What did you enjoy most or least? Was any aspect of the training particularly enjoyable or interesting to you? Was any aspect of the training not particularly enjoyable or interesting to you? Please comment on this? Why was it enjoyable or not enjoyable?

5. Is there anything you would change regarding training delivery? Suggestions or recommendations.

Questions relating to the Participants' skills demonstration:

1. How did your skills demonstration go? Comment on how satisfied you were with your skills demonstration? Did it follow the 5 step model? Did it deliver the learning outcomes? Were you confident in your delivery?

2. What were your strengths and weaknesses? What went well for you? What did not go so well? What might you do differently?

3. What feedback did you get? How might you use that feedback?

4. Overall review of the course: What was your overall experience of the course? Did it reach your expectations?

Day 1 –Learner Record

Day 2 –Learner Record

Day 3 –Learner Record

Day 4 –Learner Record

Day 5 - Skills Demonstration

Action Words for Bloom's Taxonomy					
Knowledge	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalize	collect	diagram	critique	collect

Bloom's Taxonomy (Revised)
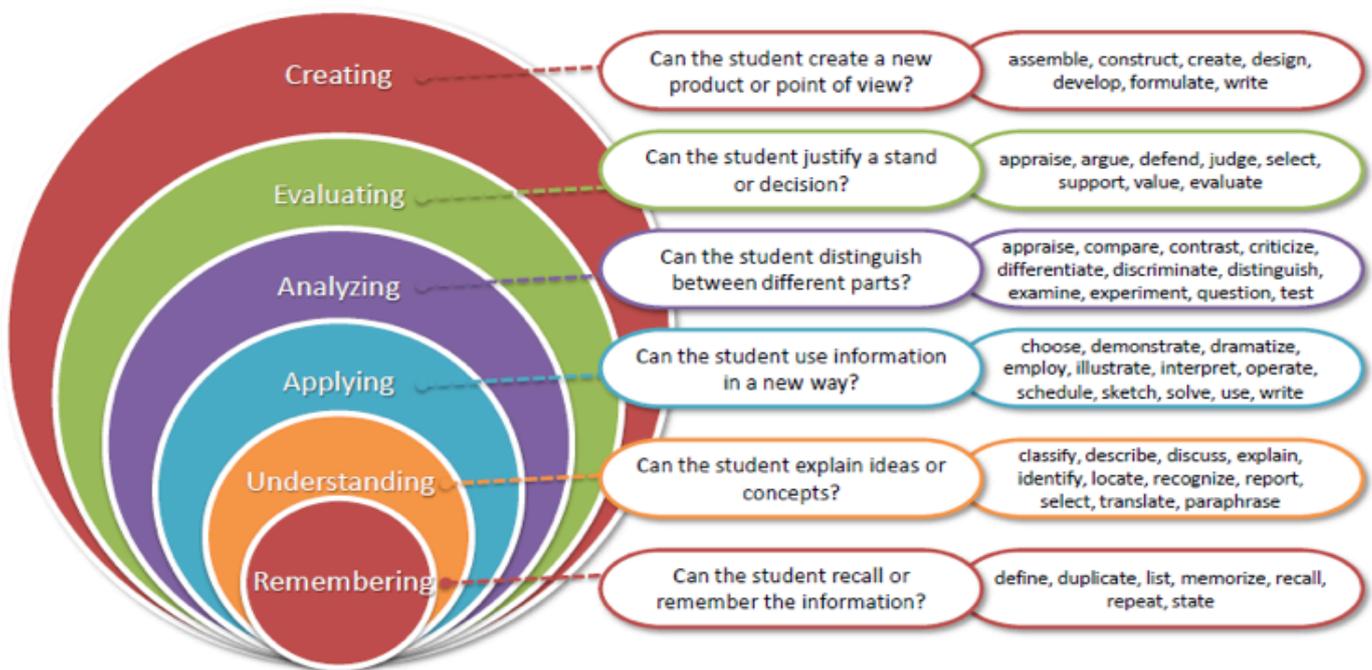
Title of SYNERGY mini-learning resource: *give your MLR a name e.g.: "Tips for the effective use of Social Media platforms"*

Session number: If you are delivering a number of sessions, number each of them for convenience. e.g. 3/5

Mini-learning resource description: This section should include the following three points:

1. **Context of mini-learning resource:** How will the session be delivered e.g. use of PowerPoint, voiceover.

2. **Profile of learner group:** How many learners will there be? What is their background? What do you already know?

3. **MIni-learning Resource aim:** A generalised statement of an intended direction

Always start with the word 'To...' e.g. To increase the competence of learners in effective use of Social Media platforms.

MLR Learning outcomes: They describe what a learner should know, understand or be able to do at the end of that programme or session.

Start Learning outcomes with the phrase:

"On successful completion of the session, learners will be able to..."

or, better still:

"On successful completion of the session, you will be able to..."

Remember, a learning outcome contains only one action verb (Action verb is linked to Blooms taxonomy of words)

A maximum of two Learning outcomes are required for your online learning resource

Time	Learning Content	Resources/ Materials required	Steps to be taken	Learning outcomes expected
How long will you spend on each section? Remember, you have 15 mins	What will you deliver? Do you need to research the content? Remember to make sure that it is valid and reliable information.	What will you need to facilitate this session? e.g. PowerPoint presentation	Explain each step you will take from start to finish	What should the learner know, understand or be able to do at the end of this piece of input?

A mini-learning resource should have a standard structure outline 1-5 following:

1. Opening
2. Learning outcome
3 Steps to be taken - 1, 2 etc...
4 Feedback
5 Closing

Facilitators Notes / Reflection:

1 Is the Learning outcome achieved?
2 What were the strengths/weaknesses/gaps/challenges?
3 What would you do differently next time?

1.4 Template for Creating a Mini-learning Resource

Planning for your Mini-Learning Resource

Participant Name: _____

Title of Mini-Learning Resource _____

1. What training needs and gaps are you aiming to address through your Mini-learning resource?

2. What is the learning outcome(s) of your mini-learning resource? (Please refer to Bloom's Taxonomy action verbs)

3. Who are your target audience (learners)

4. What materials and resources do you need to create your mini learning resource?

5. What ideas do you have for delivery format of your learning resource? Discuss how the session will be delivered e.g. use of voice over PowerPoint.

6. How will you introduce yourself? (Short and concise-announce the title of the course; state the learning outcome(s) and outline the main content areas of the course)

7. What is your key learning content? (Actual learning content that targets a very specific problem context or thematic issue must be communicated in this phase - this will account for 8 minutes of your presentation, which is no longer than 1100 words)

8. Reflection and Transfer: (Provide a short summary of the key learning points, highlighting the link between the content and the business environment and offer some questions or statements to help the learner reflect the content against the background of their own problem, this section will be 1-2 minutes long)

9. How will you know the learning outcome had been achieved? Will you provide a self-assessment tasks, resource and/or quiz? This phase is critical to the learners to support successful learning processes

1.5 SYNERGY Exchange Screen Plan Template

Instructional Video "Design Plan"

Name of the session:	
Presenter:	
Estimated Duration	
Slides Attached	
Additional Documents / Links	
Description • Context • Audience • Learning outcomes • Topics to be covered	Outline of the activity following elearning video

1. **Opening section:**
   - Welcome & Introductions
   - Context & WIIFM
   - State the learning outcomes
   - Agenda
   - Plan for 2 minutes

Screen Number	General Description & Timelines	Audio / Narration / Script	Animation / Slide / Visual
1			
2			
3			

2. **Middle section:**
   - Key learning content / demos
   - Blend of narration and animation
   - Link to business environment
   - 5 – 6 minutes

Screen Number	General Description & Timelines	Audio / Narration / Script	Animation / Slide / Visual
1			
2			
3			

3 **Close section:**
   - Summary of key points
   - Link to the business environment
   - Questions for consideration
   - Provide an outline of additional resources
   - Set the task or activity e.g. additional reading
   - Plan for 2 – 3 minutes

Screen Number	General Description & Timelines	Audio / Narration / Script	Animation / Slide / Visual
1			
2			
3			

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?

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 you 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.

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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