



**SNBI**

Schweizerisches Netzwerk für Bildungsinnovation  
Swiss Educational Innovation Network



## Training of Trainers

**How can we train and support trainers and business coaches?**

**This working paper documents the exchange within the ICT4VET Community of Practice (CoP).**

Urs Gröhbiel (facilitation), 21.7.2020

With contributions of Anica Aleksova, Bettina Jenny, Boris Trimcev, Erka Caro, Fabian Wolff, Katrin Ochsenbein, Kurt Wüthrich, Ivana Georgievska, Sidita Dibra, Stefan Butscher (in alphabetical order)

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# Version history

If you make changes to this document, please describe them in a few words here. Thank you!

Version	Date	Author	Comment
0.1	9.7.20	Urs Gröhbiel	
0.2	13.7.20	All	Adding questions and experience
0.3	13.7.20	Urs	Draft of findings to be published
	20.7.20	All	Review of draft. Revision.
1.0	21.7.20	Urs, Marina	Finalize the document, upload to the <a href="#">public CoP-page</a>

## 1 Programme of CoP session on Tue, 14.7.

10.00-11.00 a.m., Zoom meeting

1. Welcome, up-date since last meeting
2. Discussion of questions, collaborative writing
3. Next meeting on July 21<sup>st</sup> 10 a.m. Topic: Project Evaluation

## 2 Discussed questions and examples

### Why should we train and support trainers and business coaches?

Before designing teacher training and support, it is beneficial to discuss with our team, why we plan to invest time and money into training and support. This will help us to focus the design of our training/support offers on the important aspects:

- To ensure quality (Anica)
- To encourage/equip teachers to change the way of teaching by introducing new ways. (Sidita)
- To build a community and to create a possibility to share/build good examples (Sidita)
- To transfer knowledge and expertise in VET providers (Sidita)
- To enhance collaboration (and ways how to do it) among trainers (Bettina)
- To train to harmonize sectoral knowledge and mainstream new ideas and concepts (Fabian)
- To create awareness for key aspects of participatory learning (Urs)
- To reduce fear, e.g. of changes, new forms of teaching, use of technology (Kurt)
- To support and foster the motivation of all the stakeholders (Urs)
- To improve sustainability and scale: teachers can be multipliers (Ivana)

Which aspects should we investigate in our **analysis** to **identify training and support needs?**

### **And how?**

- Analyse both pedagogical and technical prerequisites of teachers: develop a curricula/plan, using methods and tools, developing learning materials, assessment, monitoring and reporting.

We shouldn't forget the organizational aspects and include both school administrators and support/coordination function in our analysis.

How: include teachers in the design, base it on needs; start by EARLY ADOPTERS, develop a community and knowledge management (Sidita)

- In view of digitalization of teaching profession, a set of teachers competencies (standard) can be developed and be a guidance. There are several initiatives in this regard: [Digital Teaching Professional Framework](#), [European Framework for Digitally-Competent Educational Organisations](#), [UNESCO ICT Competency Framework for Teachers](#) (UK, EU) (Sidita)
- Competences of current training concepts: are they sufficient and if not, where do they need to be adjusted or supplemented? In general: What are the market-driven needs? (Fabian)
- Focus on minimum necessary need: identify the most important needs (Anica)
- Skills assessment, not only needs assessment: What are the requirements, based on the curriculum and the needs of the school and stakeholders? What are the needs perceived by the teachers? Which needs will we be able to address? (Erka)
- Include reflection in ToT about which tasks students need to perform and which content to know; prior knowledge and experience of students – how to make use of it in trainings (Bettina)
- Collect information from company-based instructors on needs of the businesses (Stefan)

#### Which **forms of training** are promising?

- F2F interactive and applying a constructivist approach (Sidita)
- Online/blended (Sidita, see examples below, “Experience, Best Practice”)
- Online mentoring via WhatsApp: reflecting on practice, feedback to assignments (Urs)
- Industry training including practitioners (Sidita, see examples below)
- Instructional videos on YouTube, Moodle etc. (Sidita, see below, “Experience, Best Practice”)
- Foster learning communities, draw on expertise of “champions” and different stakeholders (Anica)
- Teacher training at the workplace (real conditions) (Boris)
- In Moldova we are going to use so called champions mainly company-based instructors to engage them to train and coach the VET school instructors to learn about on-line learning. Internship or catching up with new technologies of school instructors is a systemic problem even before the pandemic (Stefan)
- Training qualifications would need to be tested before certification. (Fabian)

#### Which **forms of support** are promising?

- Coaching and peer support, peer teaching (Bettina)
- Champions/Superusers can serve as examples, discussion partners, motivators, problem-solvers (Urs)
- Continued support and promote CoP. (Erka)
- Online support 24/7, especially for IT and new tools introduced (Sidita)
- Documenting examples and good practices to teachers (Ivana)
- Access (platform, links, etc.) to teaching and learning material and methods (e.g. OER open educational resources, learning videos, etc.) (Bettina)
- Support the institution (directors, administrative staff) to monitor and report on distance online learning (Erka)

#### **Experiences? Challenges? Best Practices?**

I am interested in hearing about experiences of how to train trainers (teachers or in-company trainers) in shifting to distant learning. What are challenges encountered and what are best practices? (Katrin)

- (Sidita) At S4J we applied a variety of modalities and approaches based on needs and aiming high **engagement/involvement** so the **participants could experience themselves**.
  - The best ToT we had during distant learning was a "digital learning materials development" training were the (5 week) program **combined webinars and coaching sessions**. The participants were organised in groups and each week they had a task to perform which was contributing to a final project presented. Tools presented in the training could be easily replicated for teaching/learning purposes.
  - Providing opportunity to **share experiences**. A series of 5 webinars was organised (on planning, learning materials, tools, assessment, students psychological support) where teachers contributing with their cases. Currently we are in process of documenting best cases using a predefined format that can be used also for the VET excellence price in the frame of European Week ([ETF Innovation & Skills Award](#))
  - Create **communities of practice** and foster **collaborative working** – the most effective ones were subject based where teachers of the same subject could exchange materials/tools but also collaborate to prepare the supporting learning materials and contribute in peer learning.
  - Develop short **MOOCs** for topics of interest. Besides presenting online learning as a modality, the course design had a purpose per se. Currently at mesovet.al there are 5 MOOCs on pedagogy of online/distant learning, learning materials development – especially videos and use of mesovet.
  - **Video video video** – it is easier to share instructional videos. Record webinars and share the link to reach more people.
  - **Innovate** – compared to F2F, when online it takes a lot to have the participants attention and one should apply new modalities.
  - **Lead by example** - provide the training as you would like the teacher to teach.
  - Provide **coaching** opportunities so innovative teachers could master certain techniques. Not every new tool/method is effective and propet guidance should me made available.
  - Engage the institution leadership to ensure **transferring of training** and supporting innovative teachers. In each S4J school, there is a training coordinator who develops the CPD plan with internal trainings where innovative teachers share experience and/or provide internal trainings they received (e.g last year trained teachers on video pedagogy trained their colleagues, in some cases students as well) or external ones where training experts are engaged.
  - **Challenge**: feeling of jealousy toward the "best/capacitated" teachers, leads to resistance to absorb new practices; teachers low digital and foreign language skills
- Sidita mentioned many important points above. To add: Important to tackle different topics like media didactics, Didactic or instructional design and scripting, Systems and tools for online learning, Support to students, e-Assessment, etc. (Bettina)

### **Pedagogical Skills or Media Skills - Which is the bigger challenge?**

I would imagine on the one hand, trainers have to learn how to use the technology and on the other how to adapt their pedagogical skills when using such technologies. Which one is the bigger challenge for trainers and hence needs more attention? (Katrin)

- Pedagogical skills, without any doubt, needs more attention (Sidita)
- It is key that the trainer has the didactic, pedagogic and the thematic knowledge and experience to make a sound didactic design in a digital setting. In addition, she/he needs to know the potential of and how to make use of key digital tools, and collaborates with experts and peers and try to get support where needed. (Bettina)
- In the beginning of training, I would usually focus on pedagogical skills, slowly introducing the use of media step by step in the context of the implementation of pedagogical “innovation”. For the acquisition of basic media skills, I would plan quite short training intervals, most of the teachers learn quite quickly to handle the tools. For the application of pedagogical skills, change of teaching practice and mastery of media usage I would plan for much longer learning phases, including work-based learning and mentoring. (Urs)

### Engaging Superusers?

Is it helpful to have something like a superuser within each school that can support fellow trainers, or can it be integrated as part of continuous training of teachers? (Katrin)

- Yes! (s. comments above under “Why”, “Analysis” and “Forms of training and support”)
- The training of superusers as coaches, mentors or facilitators also contributes strongly to the sustainability of projects. Although some of them might leave the school/organisation, the majority of them usually stays at the school.

### How to motivate teachers to innovate? (Sidita)

- Recognition (Ivana)
- Benefits outside of the classroom (applying acquired skills in other areas of life and work)
- Compensation by engaging them as trainers/replicators (Sidita)
- In Zimbabwe we have made also negative experiences with compensations, as teachers have started to focus on the compensation, envy each other. But for some areas such as OER production, we continue to offer compensations (Urs)

**Example:** The utilisation of the **Canvas LMS** which enabled distant learning for students led by school teachers, but also the business partner, involved **training of the teachers and business instructors** for utilisation of the platform by the company (Canvas). They trained a group of people (the business partner who initiated the usage of this LMS) who then multiplied the training to a greater number of teachers. (Ivana)

**Further reading:** FAO (2011). E-learning methodologies. (not a recent publication, but illustrates very well how to design e-learning courses and could be used partly in a ToT). (Bettina)

## 3 Expertise of CoP members

Area of expertise	Name	Contact
Wide expertise with different forms of ToT, mentoring, CoP for teachers	Sidita	Sidita.dibra@swisscontact.org
Wide expertise in monitoring and evaluation	Erka	Erka.caro@swisscontact.org
Didactic aspects in digital learning	Bettina	Bettina.jenny@helvetas.org