

O2 - ToT part I

Course for trainers of using new technologies in education, combining „traditional” tools and methods with new technologies

Description from the application form:

O2. Program of ToT will cover theoretical concepts, methodologies, methods, instruments, tools and techniques of a training course.

Educational aims: to improve knowledge and competencies regarding technology and usage of technology in process of adult learning. Particularly:

a/ e-learning, b-learning, distance learning - different approaches, different tools, different results

b/ open educational resources - what is it, where is it, how to use it (technically, legally)

c/ methods of e-education, combining "traditional" elements with "modern" - replacing and substituting, "big picture" and "detailed work".

Methodologist background of the course

It is a training program for trainers of adult education, particularly important in the context of informal education.

The training aims to:

- structure the knowledge of trainers of adult education of using distance learning tools and new technologies
- Identify practical ways of teaching with using the simple online tools and free software to make the training more attractive
- Increase and structure the practical knowledge of using Open Educational Resources in a proper (legal) way
- Encourage trainers to look for ways of make the training more efficient and attractive by using distance learning tools.

The training is addressed to a group of 10-20 trainers, and assume the usage of active methods of education, such as teamwork, discussion. Depending on the advancement of the trainers in using of new technologies, the program can be modified by increasing / decreasing the part relating to the Open Educational Programs, and adding more exercise.

Assumptions of substantive of the program

- We assumed that there are 4 models of training with the use of new technologies ¹. We present them in the table below:

No	Name of the learning model	description

¹ za: Brzezińska, A. I., Hornowska, E., Kaliszewska-Czeremska, K., Matejczuk, J. (2011). E-learning: nowe wyzwania rozwojowe i edukacyjne? Remedium, 9 (223) 1- 3.

1	Internet-supported	supporting traditional activities with electronic didactic materials (e.g. examples, presentations, films); traditional training content = electronic materials content
2	web-enhanced	expanding traditional activities with new didactic content (e.g. solving additional tasks, discussing issues mentioned during the training, forum discussions)
3	blended (mixed)	- e-learning elements are the integral and inseparable part of the whole educational process
4	fully online (e-learning)	- the whole educational process is carried out via the Internet; direct contact with the teacher is limited

- Still, in each of the above training models, a trainer plays a major role. The two first models assume strong commitment of a trainer in the creation and dissemination of content related to the subject of training. Third model, blended model, with part of training at the training room, and part work the participant will do alone with the usage of resources hold on e-learning platform. This model based on flipped classroom method, allows the participants to know the theory before the meeting in the classroom, and focus on practical exercises during the meeting with trainer. The last, fourth model, assumes that the learners neither meet in real life nor do they meet a person leading the training. Course materials, content and tasks are delivered by the use of new technologies. The trainer is an expert, who moderate the discussion on the internet forums, and group works in virtual space.

- Trainer can use free Open Educational Resources (Educational Resources uploaded in the net) to create the courses, but he should know how to use them in a legal way . He or she can enrich his/her own course by using OER, working in one of four models described above.

Training framework – shorter version of training (8 hours)

Resources - projector, screen, flipchart, markers, color cards

Introduction

40'	<p>Introduction of trainer</p> <p>Introduction of participants with giving the information about experiences of using new technologies in training</p> <p>Presentation of the agenda and educational aims, rules of the training</p> <p>Expectations for training</p>
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Part I - E-teaching, the role of trainer and participant

45'	<p>Clarify of the concepts joint with distance learning</p> <p>4 models of teaching</p> <p>Discussion</p>
60'	<p>- identify the role of trainer in each of presented models, relations trainer-participant (teamwork),</p> <p>- identify of recourses needed to implement the training in each of the models</p> <p>- discussion of the experiences a trainer and a trainee.</p>

Part II – Open Educational Recourses

60'	<p>Low conditions of Open Educational Recourses, clarify of the concepts and categories</p>
60'	<p>Practical ways of using Open Educational Recourses, best practices</p> <p>Discussion</p>

Part III – Open software and e-tools – review and implementation

90	<p>The choice of tools should depends on knowledge and e-competence of participants</p> <p>prezi, kahoot, symbaloo</p> <p>work in the cloud, padlet, facebook</p> <p>moodle,</p>
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15'	Sum up
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Framework training – longer version, 4 meetings for 3 hours

First day- 3 hours

Resources - projector, screen, flipchart, markers, color cards

Introduction

30'	<p>Introduction of trainer</p> <p>Introduction of participants with giving the information about experiences of using new technologies in training</p> <p>Presentation of the agenda and educational aims, rules of the training</p> <p>Expectations for training</p>
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Moduł I - E-teaching, role of the trainer and participants

45'	<p>Clarify of the concepts joint with distance learning</p> <p>4 models of teaching</p> <p>Discussion</p>
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- 60' - identify the role of trainer in each of presented models, relations trainer-participant (group work),
- identify of recourses needed to implement the training in each of the models
- discussion of the experiences a trainer and a trainee.

Second day - Open Educational Recourses

- 60' Low conditions of Open Educational Recourses, clarify of the concepts and categories
- 90' Practical ways of using Open Educational Recourses, best practices
Discussion

Third and Forth days - Open software and e-tools – review and implementation

- 2 days – 135' each The choice of tools should depends on knowledge and e-competence of participants (in this version we can offer more exercises to the participants
- prezi, kahoot, symbaloo
 - work in the cloud, padlet, facebook
 - moodle,

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- 15' Sum up
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