



European Awareness & Committed Citizenship Train the Trainers module

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According to the Romanian occupational standard, the role of the trainer is to design a training programme, develop appropriate training activities and materials, organise, and facilitate the learning process. Additionally to evaluate the trainee's competences developed during the training, the performance of the trainer and the impact of the whole course. This chapter presents some methodological, methodical and practical options aimed to raise and strengthen the European Awareness and the Committed Citizenship through a Train-the-trainer course carried out in Constanța, Romania, in February 2017, having as target group 19 participants from seven European countries, involved in the ELICIT+ project.

Summary of the chapter

- I. Preparing a Train the Trainers module – methodological approach
- II. Implementing a Train the Trainers module – methodical suggestions
- III. Evaluating – practical demarche
 - 1. Evaluating trainees individual attitude
 - 2. Evaluating the training module
- IV. Bibliography

I. Preparing a Train-the-trainers module

Preparing a Train the Trainers course is not an easy assumption: the participants are adults, already acquainted with more or less training methods/techniques and they are aware of the difficulties to manage (and to conquer) a heterogeneous group. Therefore, they will expect to learn (and practice) new training strategies and to acquire a range of abilities/capabilities. In conceiving-planning-performing-assessing the effectiveness of any training and learning activity, according to the target group and the specific training circumstances, several metagogic (pedagogic and andragogic) options should be taken into consideration and various methodological decisions and choices should be made.

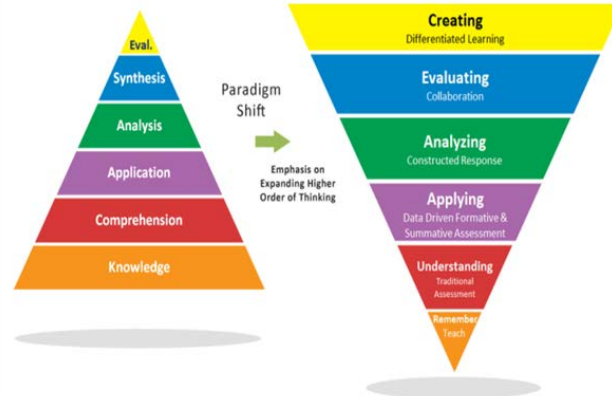
Aspects to be taken into consideration

- 1. The aim of the training activity:** informing, transforming or forming? Which pedagogical requirements should be addressed: knowledge, perceptions, attitudes, behaviours? What results does the training activity presume?
- 2. The mental processes** that will be favoured. For the three types of teaching-learning objectives (cognitive, affective and conative), specialists set different taxonomies.

a. Bloom's/Anderson & Kratwohl's taxonomy

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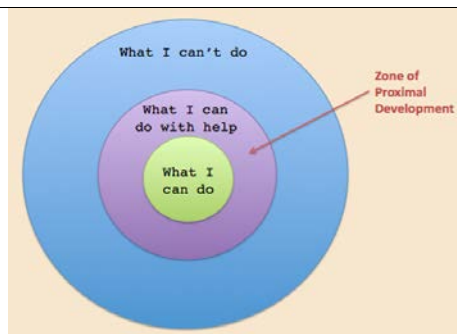
- Knowledge/Remembering
- Comprehension/Understanding
- Application/Applying
- Analysis/Analysing
- Synthesis/Evaluating
- Evaluation/Creating



b. Lev Vygotsky's learning spiral

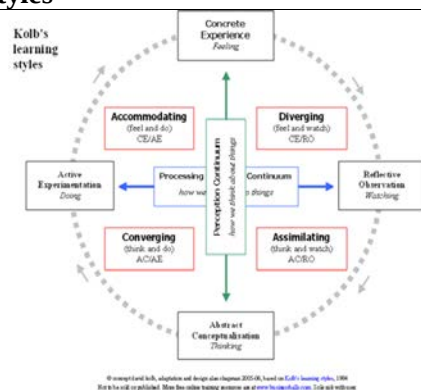
Full cognitive development requires social interaction in order to perform:

- Achievements with assistance
- Achievements independently
- Future achievements independently (ZPD – Zone of Proximal Development)



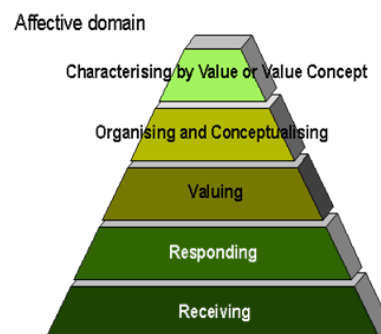
c. D. Kolb's experiential learning cycle and learning styles

- Concrete experience (CE)
Diverging: feel & watch
- Reflective observation (RO)
Assimilation: think & watch
- Abstract conceptualization (AC)
Converging: think & do
- Active experimentation (AE)
Accommodating: feel & do



d. B. Bloom & D. Krathwohl taxonomy

For the affective learning, D. Krathwohl's and B. Bloom's taxonomy set behaviours indicating attitudes of listening, awareness, interests, attention, concern, responsibility, as well as the capability to interact with others and to apply values and principles to concrete situations.



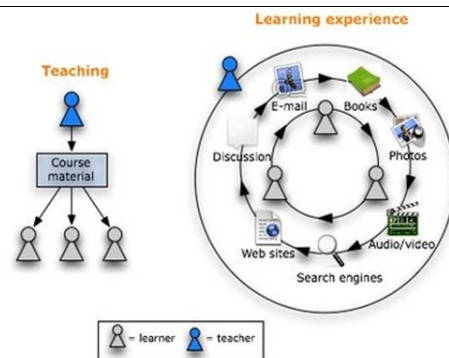
iPAD Apps

Nowadays days, the symbolization of almost all mental, affective or psychomotor action is a generalized phenomenon well supported by the modern electronic devices and an efficient way to think in a connected path.



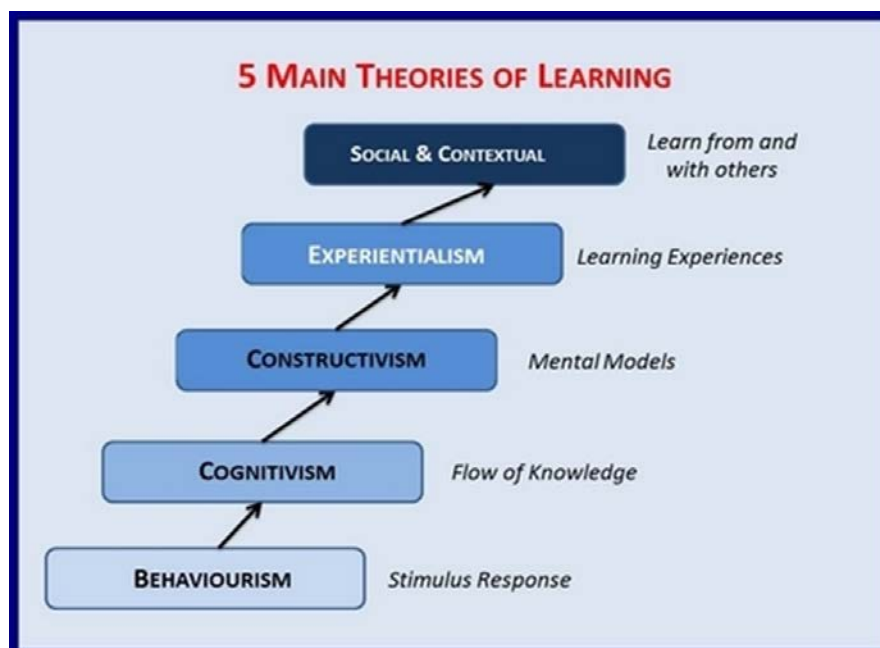
3. The preferred/selected teaching-learning strategy to be implemented in the majority of the training activities.

The trainer is choosing whether his training approach will be a trainer centred (the trainer decides on the instruction goals, on the specific guidelines and on the assessment format) or a trainee/group centred one (the trainee/the group, responsible for his own learning, works, explores and think critically, puts questions, solves problems and learns through team work).



Meghan Grout – 2013 - Teaching strategies for learning in the classroom

Some opinions² discern five main teaching/training paths



² Carlton Reeve - Head of School for Media, Design & Technology, Bradford, United Kingdom

a. Behaviorism

The learning process is proved by a change in learner's behaviour: reward or punishment (positive/negative reinforcement) is encouraging or discouraging the antecedent attitude.



www.lookfordiagnosis.com

b. Cognitivism (Instructivism)

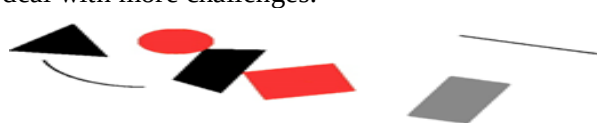
For the trainer this approach means to pre-plan a curriculum by dividing a discipline/topic into parts and to deliver them to the trainee in a gradually guided process. For the trainee, the learning process means to be directed in integrating the given external reality in his own, continuously changing mental structures. Favoured mental processes: memorizing and reproducing.



<http://eduskills.de/tag/cognitivism>

c. Constructivism/Constructionism

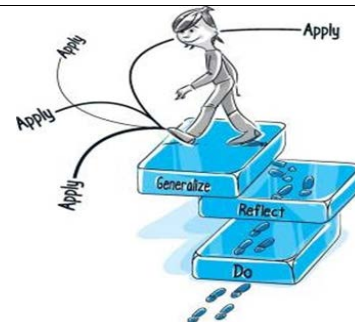
The constructivist/constructionist approach considers that knowledge and meaning arise from own experience and ideas. The trainer guides the trainee in dealing with the topic, to his own understanding. He is not telling, but asking, providing guidelines, creating the proper learning environment, favouring critical thinking, reflection, collaboration and creation. The trainee is actively involved in the learning process: he constructs his own understanding, looks for meaning and order in the real world, even without full-organized information. He gains self-confidence and becomes motivated to deal with more challenges.



<http://art.and.facts.site.free.fr>

d. Experientialism

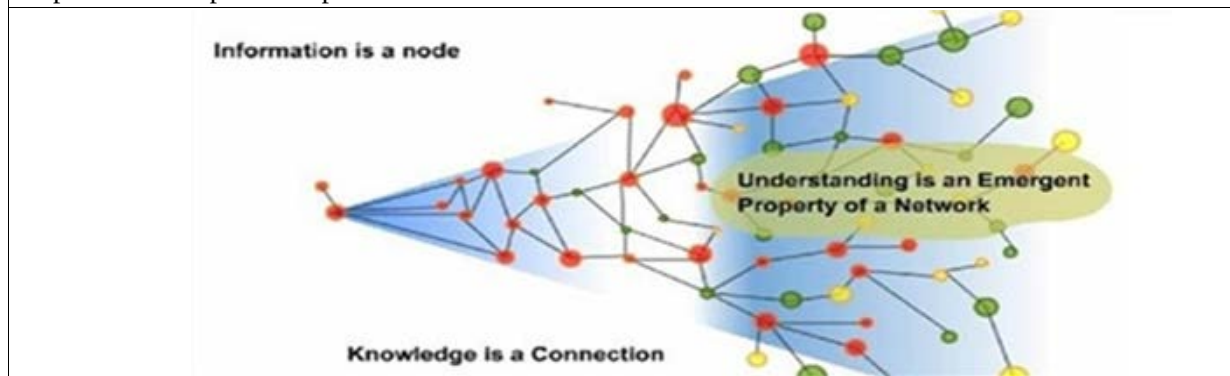
People learn from experience and learning is a cycle of experiential stages and learning styles. Learning by doing is getting involved in an activity and, through the process of doing this activity, learning about how that activity works, how one finds (or feels about) the activity, what the activity makes think about, and what it enables people to do.



www.cstoresund.wordpress.com

e. Connectivism

In the connectivist approach, meant as a learning model for the digital age, the central idea is that “the ability to learn what we need to know for tomorrow is more important than what is known today”. Learning and knowledge rests in the diversity of opinions and the core skill to be acquired by the trainees is the ability to see connections between fields, ideas and concepts. The trainer’s and trainees’ main activities are thinking, sharing, practicing and creating (George Siemens, 2004). <http://www.scopecampus.ca>



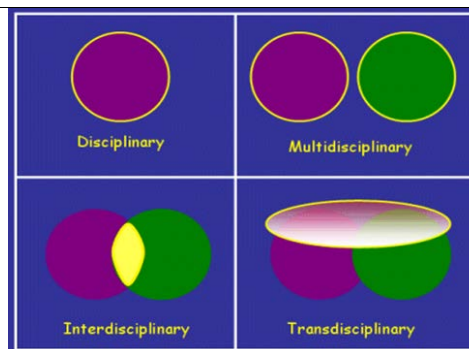
4. The instructional strategies (communicating/exploring/acting) and the preferred/ selected interactive didactical methods/techniques, according to the specificity and the interest of the target group, the time limits, the actual learning resources, the training expertise and the selected taxonomy.

Suggestion for those methods, depending on the level of the trainees’ mental activity (Anderson & Krathwohl taxonomy):

- **Remembering:** summary, referral, reportage, reflexive diary, explanation, description, stories...
- **Understanding:** observation, experimentation, demonstration, logical scheme, conceptual map, grape, causes-effect diagram, cognitive chains...
- **Applying:** exercises, practical work, simulation, role play, graphical organizer, mosaic, multiple intelligences, mutual teaching-learning, lotus flower, work on stations, group portfolio, interview, inquiries, investigation, mysterious voyage, Philips 6/6...
- **Analysing:** fishbone, spider web, case study, creative controversy, Venn diagram, four corners, roundtable, lighted cards...
- **Evaluating:** thinking hats, critical incident, carousel, research group, multi-voting, matrix...
- **Creating:** essay, brainstorming, brain writing, operational approach to creativity, buzz groups, Delphi, Frisco, stellar explosion, synectics, diamond...

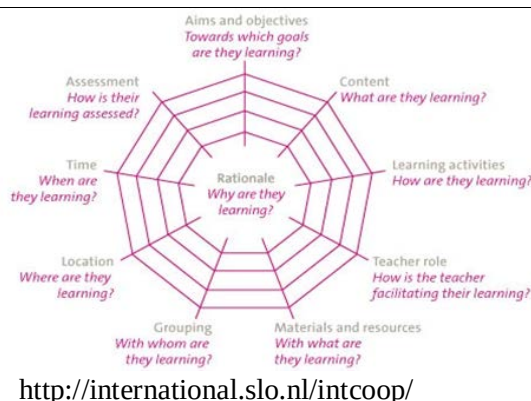
5. The didactical approach

- Disciplinary
- Multidisciplinary
- Interdisciplinary
- Transdisciplinary (it focuses on authentic learning, new perspectives, current issues within the context of multiple disciplines).



<http://www.greenwickschools.org/>

- Curricular (the learning topics are aiming to interconnect goals, objectives, contents, methods and sequences in order to develop multifunctional skills and solid competences)



- Cross-curricular – it should be a synthesis of knowledge, skills and understandings from various subject areas. It means to set connections through relevant contents and learning processes, to understand and re-conceptualize contents within broader contexts of learning, to keep links between trainees' prior learning and experience, to motivate and encourage trainees' learning in connection with their life experience.

- Global and cultural understanding
- Create opportunities
- Use multiple literacies: media, computer,
- Identify and solve complex problems
- Think critically, innovate
- Manage information
- Know how to learn
- Communication skills and team spirit
- Identify and apply career and life skills



Apud Jonathan Savage - *Supporting innovation in education*

6. The intelligence type that should be favored (Howard Gardner)

- Linguistic (words, sentences),
- Logical-mathematical (figures, questions),
- Visual-spatial (images, imagination),
- Musical (sounds, rhymes),
- Physical (body language, physical exercises),
- Interpersonal (empathy, teamwork),
- Intrapersonal (awareness, reflexion),
- Naturalist (exploring, understanding nature),
- Philosophical (commitment in referring to ethical and moral rules).



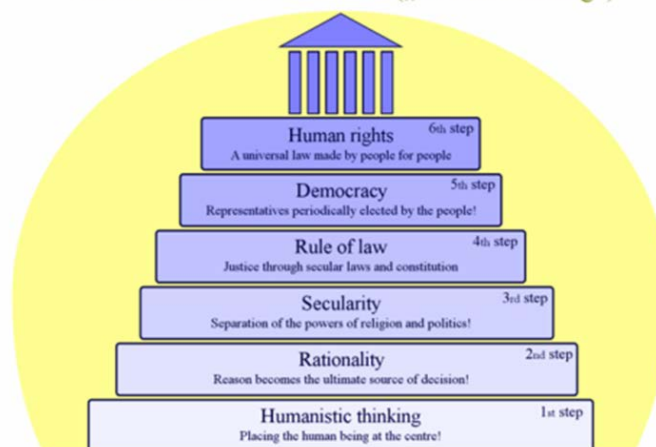
7. The relevance of the title

How much it is saying, how much it is implying and how much it is inflaming the curiosity of any reader: key words.

Ex: *European Awareness & Committed Citizenship*

8. The European values and principles the completely training course is valuing, debating, practicing and promoting.

Humanistic view of the world („Weltanschauung“)

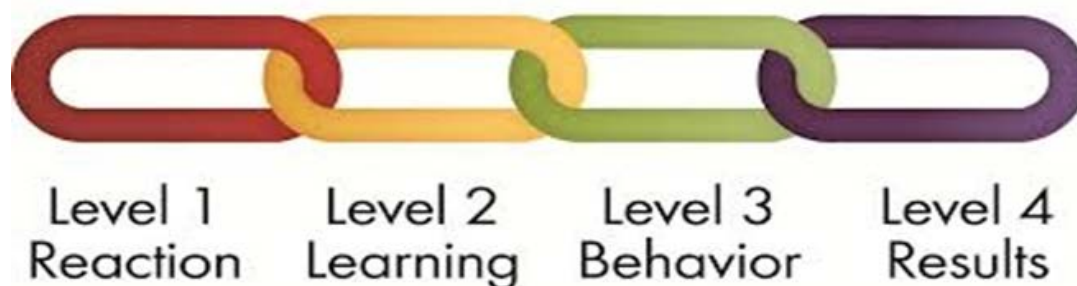


9. The communication aids

Aiming to stimulate and to keep trainees attention, state of well and interest in the topic: the teaching-learning materials, the classroom arrangements, the subtlety of the images on the walls, the expressivity of the trainer's verbal, nonverbal and para verbal language, the safety of the whole training atmosphere, the magnetic personality of the trainer.

10. The evaluation process - Kirkpatrick's 4 Level Training Evaluation

The continuous and final evaluation approach (appreciative inquiry, beneficiary assessment, contribution analysis, participatory evaluation, empowerment evaluation, horizontal evaluation, most significant change, outcome harvesting/mapping, ...) and its meaning for both, trainer and trainees.



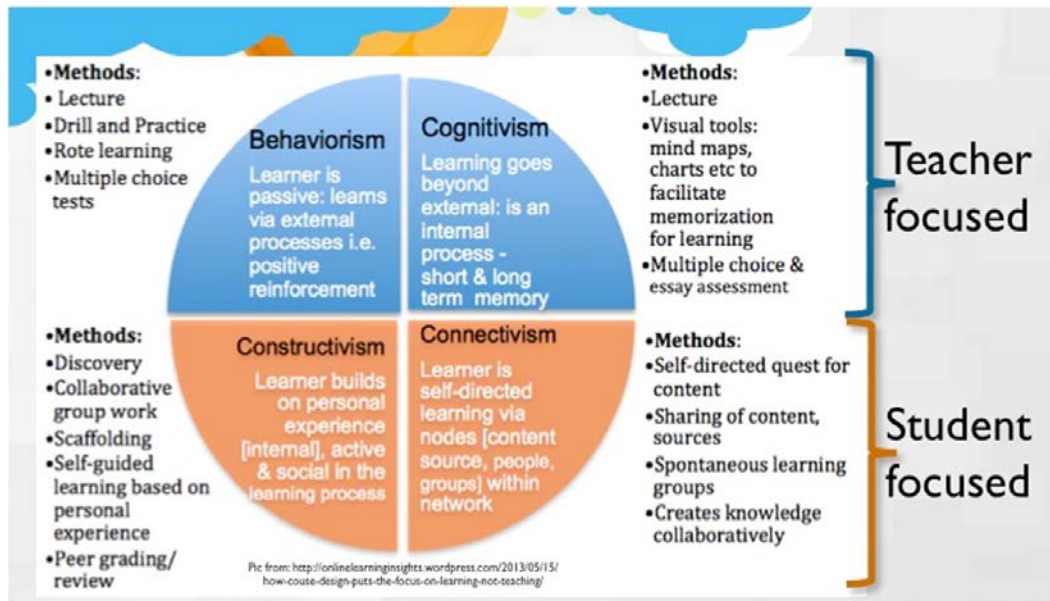
Conclusions

A Train the Trainers course is expected to be an intensive learning process, aimed to impress and convince the participants. They should have the intimate conviction that they acquired a new training attitude and that these abilities would allow them to practice a more effective training approach. The training course should be an event, which relate in all ambiguous training situations.

II. Implementing a Train-the-trainers module

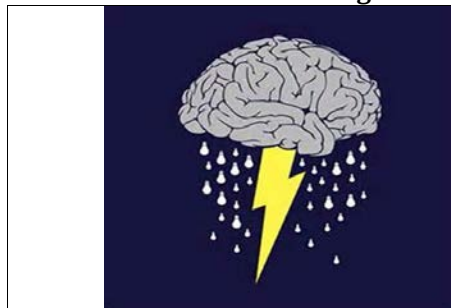
Projecting, organizing, implementing, monitoring and evaluating a Train-the-trainers course represents a difficult demarche, involving both management and training competences for the training provider. The implementation of the planned activities, supposed to lead to assumed results, constitutes the main part of the course, where each training sequence should be designed as a brick for the new personality facets under constructions. Trainers' creativity should turn training sequences in unforgettable training events, each one different from the others, but adding new value for each trainee.

Co-operative teaching-learning strategies

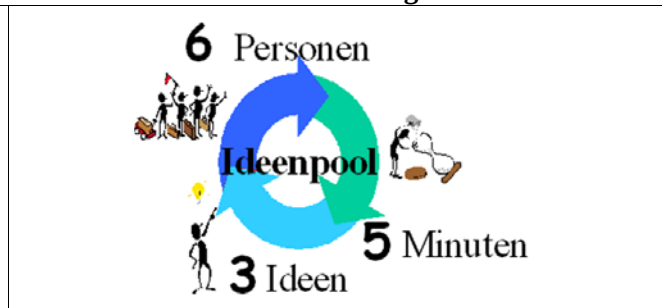


<http://www.pindex.com>

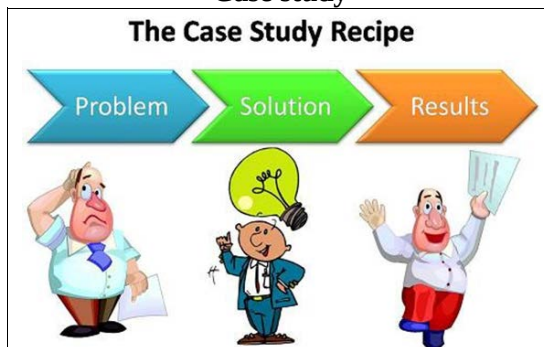
Brainstorming



Brainwriting



Case study



Buzz groups



Go round



Fishbowl



Round Four corners table



Focus group



Philips 6/6



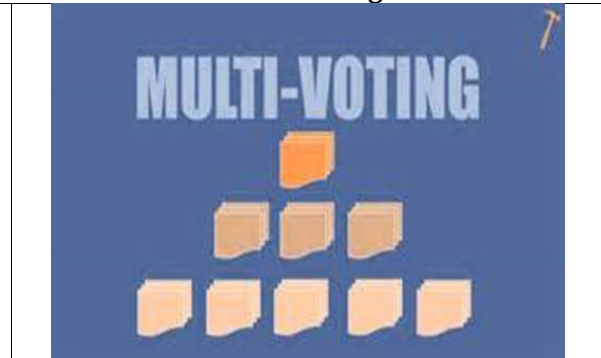
Group interview



Delphi method

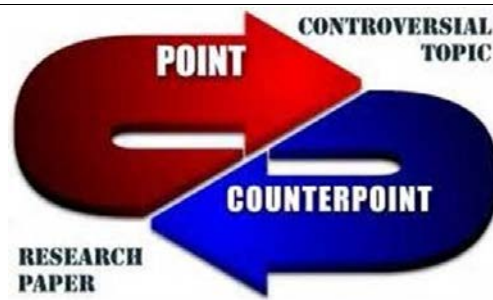
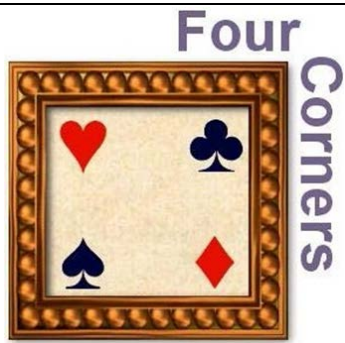


Multivoting



Point vs. Counterpoint

Four corners



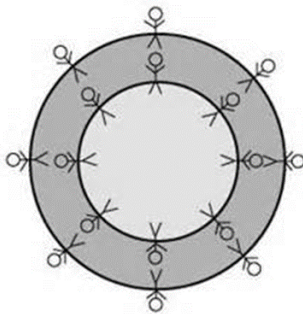
Thinking hats



Starbursting



Share pair circles



Snowball



Cube



Grape



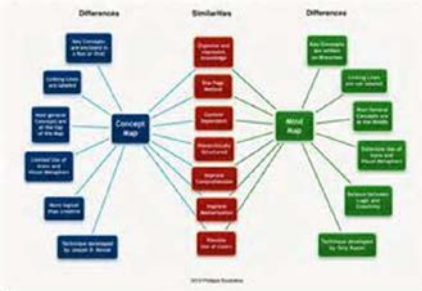
Waterfall



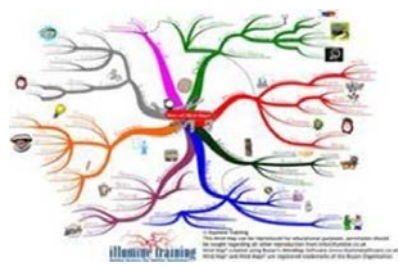
Lotus blossom

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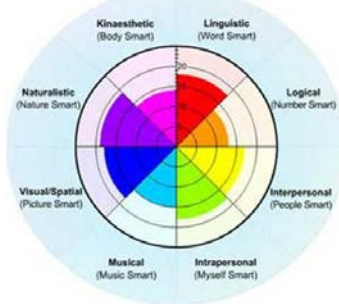
Conceptual map



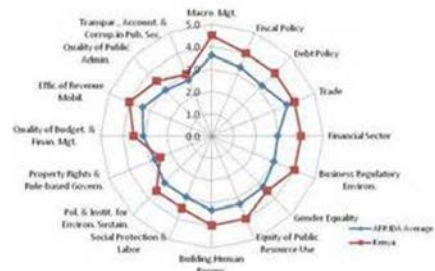
Mindmap



Camembert

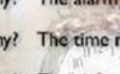


Spiderweb



The 5 Why?

Woke Up Late



Why? The alarm clock did not go off.

Why? The time reset to 12:00am.

Why? The alarm clock lost power.

Why? Backup battery not installed.

Why? We did not have one.

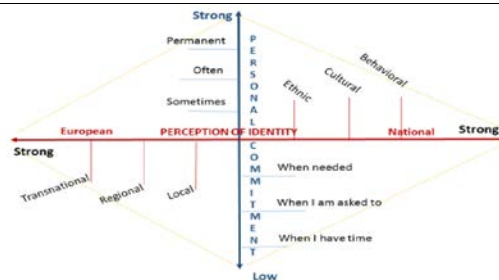
Venn



World Cafe



Kite



III. Evaluating – practical demarche

*"If you can't measure it, you can't improve it"*³

"Evaluation is the collection of, analysis and interpretation of information about any aspect of a programme of education or training as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have."⁴

While measurement, assessment and monitor refer to the micro-level of the investigation, the evaluation represents the criterial collection of information regarding the worthiness, appropriateness, goodness, validity, effectiveness, efficiency and satisfaction of something already monitored, measured and assessed.



Factors open to consideration and investigation in our evaluation study

- a. Effectiveness: positive changes in trainee's cognitive and affective skills
- b. Relevance: satisfaction concerning the scope of the content.

1. Evaluating trainees individual attitude

The individual development of trainee's perceptions, attitudes and behaviour during a short (40 h) train-the-trainers course is a matter of observation, spontaneity and sincerity. It implies a deep follow-up, supported by irrefutable evidences, for both trainers and trainees.

In this respect, the ADKAR model, aims to investigate five main aspects: were the trainees aware of the need for change, do they really wanted to change, had they enough knowledge to support the change, did they acquired the necessary abilities for the change and was there the possibility to keep and improve these changes in their jobs.

The Prosci ADKAR Model
Learning what to look for during change



<https://www.prosci.com/about>

Definition of the **active citizen**: that person who wants to make a positive difference to the local community or to an individual person, or make something good happen.

Active citizenship means⁵:

- Democratic values: democracy. Intercultural understanding human rights;
- Representative democracy: engagement in political parties, voting turnouts, women participation in political life;
- Community life: providing unorganized help, engagement in religious, business, cultural and social organizations;
- Protest and change: protest, engagement in trade unions, in environmental organizations, in human rights organizations.

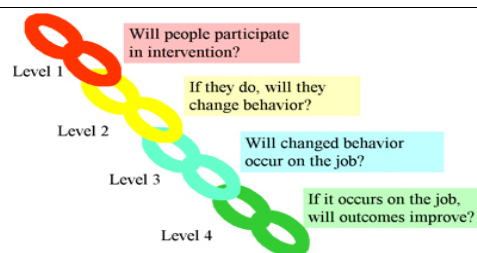
Our "European Awareness & Committed citizenship" course intended to investigate trainee's availability to assume different social roles, involving each ones awareness for having a real, although small influence on the wellbeing of the community.

³ Lord Kelvin (1824 – 1907)

⁴ Mary Thorpe in "Handbook of Education Technology" (Ellington, Percival and Race, 1988)

⁵ Hoskins and Mascherini, 2009

Therefore, we invited the trainees to reflect on possible concrete actions, proving their committed citizenship, keeping a hope that, according to Kirkpatrick's evaluation scale, some of the "Yes" answers would become true even after the course.



A. As an Active European Citizen would I ...

- a. ... take part in consultations and questionnaires about EU issues?
- b. ... put pressure on the council or Government by taking part in direct actions concerning the European Union?
- c. ... assist or provide advice to a public institution dealing with human rights, democracy, tolerance?
- d. ... take part in decision-making that affect a community belonging to the European Union?
- e. ... write on Facebook/Twitter/... about the EU citizenship?

Yes	Perhaps	No
68	33	10

B. As an EU Voter, would I like to ...

- a. ... be informed about EU issues by reading newspapers/listen to radio/ watching TV/surfing the web?
- b. ... be informed about the possible European representatives?
- c. ... vote for the European Parliament and choose the right people?
- d. ... make sure that I am on the register of electors?
- e. ... register for a postal vote if I have mobility issues?

Yes	Perhaps	No
91	20	3

C. As a Good European Neighbour, would I

- a. ... help foreign persons by giving information about local services?
- b. ... help foreign people to be less dependent on public services?
- c. ... keep a watch on our foreign neighbour's home while they are away?
- d. ... shop at a local, family owned business, belonging to a foreign?
- e. ... start a reading club in the area, in order to inform foreign people about our national literature?

Yes	Perhaps	No
63	32	7

D. As an EU Responsible Citizen would I ...

- a. ... protect the environment: start recycling my waste, clean up rubbish along a river, beach or park?
- b. ... donate unwanted clothing/toys/books/the old computer to a charity shop/ library/school?
- c. ... attend open evenings, support local charity events?
- d. ... answer questionnaires, respond to surveys, give feedback, attend neighbourhood meetings about EU?
- e. ... put notice boards at service providers about EU issues?

Yes	Perhaps	No
74	25	5

E. As an European Volunteer, would I ...

- a. ... do some office work for a foreign organization?
- b. ... plant flowers/trees in public areas that could use some colour?
- c. ... volunteer at Red Cross helping foreigners?
- d. ... visit senior citizens at a nursing home?
- e. ... give blood ?

Yes	Perhaps	No
69	30	15 +1

Yes	Perhaps	No
73	29	5

F. As a Community Activist would I ...

- ... take action to change a local situation: campaign, write to parliamentarians/to the editor of the local newspaper?
- ... establish a network, group, set up, or sign a petition, make lobby for an European/national decision?
- ... join an organization promoting democratic values?
- ... organise an event to raise awareness of a community problem?
- ... advise and help making decisions about local services?

Yes	Perhaps	No
74	27	4

G. As an EU teacher would I ...

- ... include in my lessons discussions about EU institutions and decisions?
- ... explain to students and parents the meaning of the EU belongingness?
- ... create in school a centre of debates about European values?
- ... help my students to edit a school revue about the EU ?
- ... liaise with local institutions and to reinforce the sense of national and European citizenship?

Trainees had also new ideas

- To organize with school students cultural events promoting the culture of other European nations: contests, spectacles, exhibitions, ...
- To willingly look after outdoors historical monuments.
- To organize cultural exchanges/trips between schools preceded by a serious pre-documentation.
- To initiate a Facebook group of school students debating citizenship problems.

Our investigation concerning the individual changes asked answers to other questions too.

- Which was my current state at the beginning of this training? Why?
- What did I want to find out/learn? What did I found/learned?
- What did I want to change? What did I change?
- Which barriers avoided more changes in my personality? Did I defeat them?
- What do I intend to do in a different way? Do I have chances to succeed? Why?

Conclusion

National identity means one's sense of belonging to one state or to one nation, as a cohesive whole, as represented by distinctive traditions, culture, language and politics. European identity must be more than the sum of the individual identities. National identity is "an awareness of difference", a "feeling and recognition of 'we' and 'they'".

European identity needs to have a group reality: a group of people that define themselves as Europeans and are ready to behave in specific ways according to their 'Europeanises', and within an institutional framework that supports this identity.



2. Evaluating the training module

Set on a triangle structure, our evaluation template covers three main areas:

a. The module/sequence management (course documentation, planning-motivation, content relevance, andragogic approaches, psycho-pedagogical climate);

b. The trainers proved competences (professional, methodical, social, personality, socio-pedagogical behaviour, professional and moral authority);

c. The trainee's attitude (as individuals and as a team).

The evaluation template structures the assessed aspects in an easy to be followed manner and proposes specific and suggestive terms for each one. It would be desirable for the evaluator to be familiar with the evaluation sheet before starting the evaluation demarche and to approach the evaluated criteria by fulfilling the lines as the training process progresses: sequentially, daily, or weekly.

The assessing process is easy to be carried out, as long as the evaluator encircles/underlines the chosen words for each subtitle and adds, if necessary, his own comments in the for this purpose empty spaces. The „Spider” graphic helps to offer a synthetic representation of the trainer/trainers performance, while the trainee's matrix indicates briefly the followed andragogic direction of the training.

The evaluation sheet constitutes as well a practical and easy to use instrument for the module/training sequence evaluation, as a methodical tool for the training process. It „teaches” how to approach the process as a whole and to identify „professional” evaluation criteria.

The evaluator has also the possibility to express his own opinions concerning the development of the training and to add all other measurement instruments he used to test one or another aspect of the training.

IDENTIFICATION

Title of the:

Target group: Persons attending the training:

Country, town: Date:

Trainer(s):

.....

Evaluators:

Visited training activities:

Used investigation methods and techniques.....

.....

I. TRAINING ACTIVITY – Aimed aspects

A. 1. Course documentation: content support, didactical aids, logistic elements

.....

A. 2. Planning-motivation: professionalism of the language, coherence, relevance of the approaches from the ET 2020 and ELICIT+ perspective

.....

A. 3. Relevance of the content for the target group: integration to the social and cultural environment at the local, regional and national level, sustainability of the acquisitions, transferability of the results

.....

A. 4. Andragogic approaches: interactive training methods, use of ITC, organization of in the group and out of room activities, inclusion of informal learning aspects

.....

A. 5. Psycho-pedagogical climate: ambiance & atmosphere

.....

II. THE TRAINER – Aimed competencies

C. 1. Professional competencies

- Knowledge: mastery, organization, processing and delivering of the information,
- Abilities: critical thinking, team building, encouraging, motivating, inspiring
- Attitude: cheered values, affection, behaviour

C. 2. Methodical competencies: selection of the training methods, dosage and density of the training activities, caption and maintain of the trainees' interest, quality of the training support and control

C. 3. Social competencies: sociability, communicability, language registers, promotion of the self- and inter-evaluation

C. 4. Personality competencies: emotional balance, resistance proof, ingeniousness, creativity, flexibility, availability for self-improvement,

C. 5. Socio-pedagogical behaviour: didactical enthusiasms, pedagogical Eros

C. 6. Professional and moral authority: leader & mentor & moderator & facilitator:

III. THE TRAINEES – Aimed dominants: individual and team

I. D. 1. Verbalized/non verbalized acquisitions: quality, quantity, connexions, implementation,

I. D. 2. Availability for intellectual activity: analysis and synthesis, intelligence types.

I. D. 3. Competencies for individual activity: epistemic curiosity, ambition for excellence.

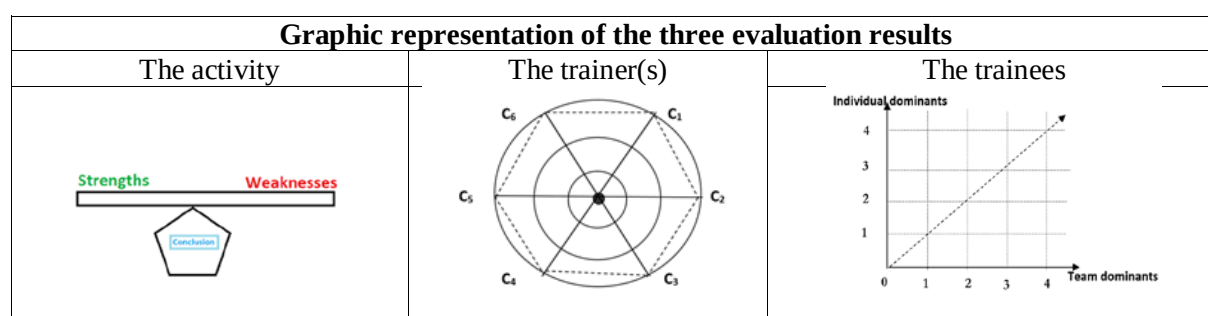
I. D. 4. Status and role during the training: listener, interested participant, contributor

T. D. 1. Availability for teamwork: collegiality, individualism, commitment

T. D. 2. Status and role in the training activities: performer, spectator, collaborator.

T. D. 3. Attitude toward the training itself: positive, indifferent, and negative.

T. D. 4. Sustainability of the developed abilities:



Evaluators' signature,

Trainer's signature,

Other comments

Conclusions

What do trainees appreciate in a training activity?		
A friendly work atmosphere?	Yes, but more	a challenging work atmosphere.
The density of the proposed topics?		the relevance of the manner to approach the topics.
The diversity of the training methods and techniques?		the realism and feasibility of the used methods/techniques.
The originality of the practical activities?		the conclusiveness of the proposed activities.
The motivation to reach the proposed objectives?		the intimate conviction that the training led to a real change.
The humour of trainers' speech and performance?		the solidity of the trainers' ideas and competences.

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