

GUIDELINES/STRUCTURE FOR THE TRAINING COURSE



The Training Course is based on the Training Materials developed to support Higher Education Institutions (HEIs) in responding to Digitalization.

There are six ESCALATE modules. Each module is subdivided into individual units (typically 3 units). The units include theoretical knowledge as well as good practices, examples and reflections.

1. Digital education disruption – the role of online learning and digital technologies
2. Enabling open-source technology and innovative solutions for educators and students
3. New educational opportunities created by digital technologies and barriers to going digital
4. Labour market and new sectoral responses to digitalization
5. Innovations in skills, policy design and education system governance
6. Unintended consequences and the ethics of digitalization

Recommendations for using the training materials for a training session:

Design the training session

- Clarify goals and framework conditions (Here we recommend working with about 4-6 targets)
- Who is your target group? (Education providers (universities) and labour market actors (teachers, learners, training providers, funders, businesses))
- What does the target group need to know?
- Which are the main ideas/ key concepts you want to transmit?
- How do you want to raise awareness on the topic?
- Which resources can you use besides the developed training materials?

Plan time sequences

- A welcome and introductory words explaining the following procedures.
- Possibly also a round of introductions of the participants
- Breaks
- Meal and refreshment times
- Time for discussion, discussion of individual topics and questions
- Preparation time for the use of certain methods (rearranging tables, forming groups, setting up equipment, etc.)
- Time for a little small talk

Structure the training/workshop in phases

- **Opening:** find an exciting introduction. A film clip, a presentation or a keynote speech will get to the heart of the topic. Then lead into the next phase of the workshop with an open question.
- **Work phase:** The actual discussion of the topic. How you organize this depends entirely on the topic, the objectives and the number of participants. If new knowledge is to be imparted, you take centre stage and play the role of teacher. However, you should also encourage the participants to join in. Because what has already been actively tried out by the participants sticks in their minds much better.
- **Consolidation:** Afterwards, the results of the discussion round and the group work are collected and recorded. Especially in workshops where knowledge is imparted or competencies are practiced, you can include a small test: If the participants independently carry out all the steps learned in the course of the workshop, the new knowledge is consolidated.
In this third phase, also look ahead: What strategy, what approaches to action can you develop from the collected ideas? In which situations can the participants apply what they have learned in the future?

Structure content well

- It is important in a training/workshop/seminar that what is said "sticks" as well as possible with the participants
 - only then is the seminar of any value to them. There are different methods to achieve this. For many years, the sandwich principle has proven its worth in education: Here, lectures and activities of the participants alternate in a regular rhythm. This works very well to maintain attention and also to consolidate the acquired knowledge by putting it into practice (solving exercise examples, further deepening the topic itself, making reflections).
- Possibly follow the PITT model for structuring content:
 - Problematize
 - Inform
 - Training
 - Transfer

In the first phase, **problematizing**, the participants' relationship to a topic is established: What do I need this for, how and where can I use it, why does this help me? This creates positive motivation and attention among the participants for the topic, as it logically benefits them practically. In the **information** phase, the participants receive the basic information on the topic (but they can also partly work it out for themselves). In the **training** phase, the participants then deal intensively with what they have just learned on their own, because in the subsequent **transfer** phase, the participants then begin to plan the implementation of what they have learned concretely in their individual everyday lives.

Template training concept „ title of the event “



| | | |
|-------------------------------|--|---|
| Objective | <ul style="list-style-type: none"> - Learning objectives (What should participants be able to learn/experience (e.g. increase in knowledge about a certain topic), Which competencies should be promoted? (e.g. what competencies should be promoted, what knowledge should be increased, what problem or question should be dealt with). | |
| Content | <ul style="list-style-type: none"> - Topics, aspects, what should be taught? | |
| Teaching/learning methods | <ul style="list-style-type: none"> - Trainer input, exercise, group work, discussion, exchange of experiences | |
| Target group | <ul style="list-style-type: none"> - Education providers and labour market actors teachers, learners, training providers, funders, businesses | |
| Benefit | <ul style="list-style-type: none"> - What is the benefit for the participants? (Why should this event be attended? List the benefits. How will this help me? What problem can be solved? | |
| Type of event | <ul style="list-style-type: none"> - seminar - lecture/ information format - workshop | <ul style="list-style-type: none"> - Presence - Digital |
| Duration | 90 min. (x...) | |
| Group size | n-participants (max.) | |
| Prerequisite for the lecturer | <ul style="list-style-type: none"> - Moderation skills - Digital media security - Methodological competence | |



Template Schedule

| When? (Time) | What? (Target) | Method | (Technical) Tools | Who? (Responsibility) |
|-----------------------------------|--|--|--|--|
| around 15 min | Welcome and opening | | | |
| | Arrive: Getting to know the participants, creating trust | | | |
| Time from - to Duration in min | Which goal is to be achieved in the respective phase? | For example, presentation Group work Discussion Brainstorming Questioning | On site e.g.: Flipchart or pin board, pens, moderation cards <ul style="list-style-type: none"> ▪ Oncoo ▪ Mentimeter ▪ Zoom ▪ Doodle ▪ PowerPoint presentations (PPP) ▪ Internet links (e.g. YouTube video) | Person A, B, C (e.g. all participants or facilitator, trainer, lecturer) |