

Allegati al Toolkit per la formazione blended

Progetto E+ "Learning the Blended Way"



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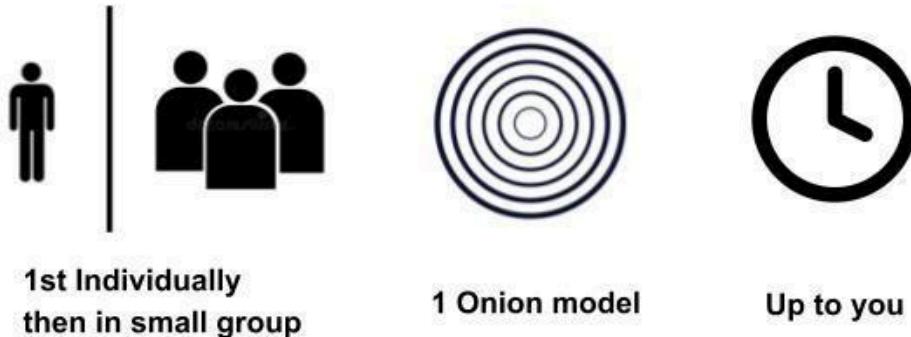
Formazione trasformativa attraverso un approccio blended

TITOLO DEL PROGETTO	Capacity Building for Trainers and Teachers: Learning the Blended Way
RIFERIMENTO AL PROGETTO	2020-1-RO01-KA204-080401
PRODUZIONE INTELLETTUALE	Intellectual Output 2b (IO2b) Toolkit per la formazione blended - Per una transizione verso l'apprendimento blended Titolo: "Toolkit per la formazione blended. Attività e strumenti per la progettazione e realizzazione di percorsi di formazione e apprendimento blended"
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PAROLE CHIAVE	Progettazione formativa, formazione e apprendimento trasformativi, formazione blended / mista, ambienti di apprendimento, strumenti e attività per l'apprendimento blended, Educazione alla Cittadinanza Globale.
ABSTRACT	<p>Questo documento raccoglie alcuni strumenti formativi, analogici e digitali, per supportare l'integrazione di una prospettiva blended all'interno di un processo di formazione.</p> <p>Considerando la prospettiva specifica per formatori/formatrici di formatori/formatrici (TOT - Trainers of Trainers) adottata in questo Toolkit, gli strumenti formativi sono concepiti come tutti gli strumenti per svolgere le attività relative al processo formativo: dalla fase di progettazione a quella di erogazione, monitoraggio e valutazione. In base alla loro funzione all'interno e nel corso del processo formativo, gli strumenti sono articolati e raggruppati in modi diversi a fini analitici. In una prospettiva mista (blended), tutte le categorie suggerite contengono sia strumenti analogici che digitali, e la selezione, l'uso o la categorizzazione degli strumenti variano in termini di ambiente di apprendimento a cui si riferiscono o in cui vengono applicati. Seguendo l'articolazione suggerita, alcuni strumenti e attività sono descritti in dettaglio evidenziando potenzialità e limiti del loro utilizzo in specifici ambienti di apprendimento.</p> <p>Tutti i ragionamenti che animano il Toolkit sono stati sviluppati a partire dalla formazione per TOT (febbraio-luglio 2022) sperimentata nell'ambito del progetto internazionale Erasmus+ "Learning the Blended Way".</p>
AUTRICI	Silvia Destro, formatrice esperta e progettista della formazione, CCI - Centro per la Cooperazione Internazionale (Trento, Italia, www.cci.tn.it) Elisa Rapetti, formatrice esperta e progettista della formazione free lance

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> Self-reflection around the “Onion model” / Il “modello a cipolla”

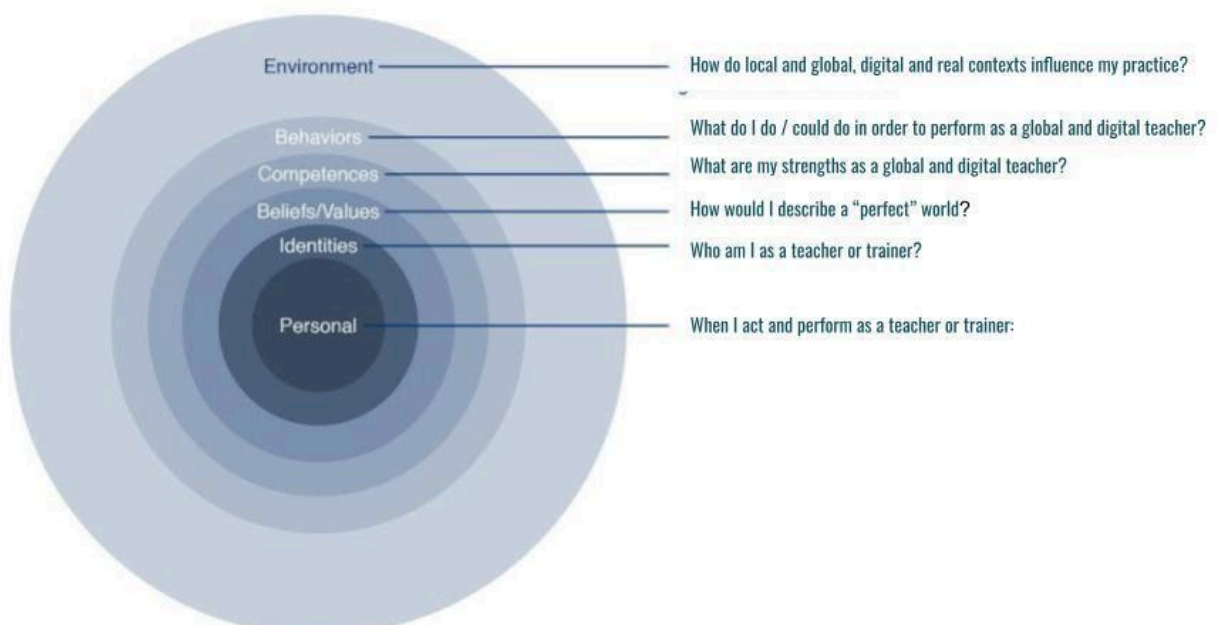


We invite you to take some time and reflect on your practice as a teacher or trainer. If possible, find a quiet place and a comfortable posture that allows you to concentrate. We suggest first developing your reflection alone, but warmly invite you to consider then to share your thoughts with other team members.

As a teacher or trainer, you have to (and will) come up with your own definition and experience of “global transformative” education or training and how a “blended” approach is able to enhance it. Still, to help you deal with the complexity of the approach and of the topic, we propose the **“Onion model”**: the tool was originally developed within an european funded project called [“Global Schools”](#) and is intended to facilitate a process of reflection (where do I fit in?) and professional development (where do I want to go?).

Here we propose a revised and adapted version of the model, specifically conceived to help you reasoning on your relationship with both: the global transformative dimension of education and training and the digital and blended as means to foster it.

The onion model





We invite you to move through the different circles of the model and try to answer the questions: it is not necessary to answer all the questions, but let them inspire your reflection. We invite you to take some notes of your reflections in the provided boxes. When you have finished, you can decide to share your reflections with some of your team members. Keep your reflections as part of your learning process, they will be very useful when you will be dealing with the design of a blended training process.

When I act and perform as a teacher or trainer:

Who am I as a teacher or trainer? (Identities)

Every teacher and trainer, like any other person, possesses multiple identities, works in different contexts and has to find the right balance between different roles and expectations (for example: representing an "institution" and having one's own priorities and opinions, or being an activist and being a public servant at the same time...). Every teacher is guided by ethical, legal and moral principles and is at the same time a multitasking person.

What kind of teacher or trainer are you?

How would you describe yourself as a professional?

Please write down some of your thoughts here:



How would I describe a "perfect" world? (Beliefs and values)

Our values and our vision for a better world are at the heart of how we behave and develop as individuals and as professionals. In a perfect world, diversity would be enhanced.

Collaboration and solidarity would replace competition, blame and punishment. Education would help children become critical thinkers, interested in problem solving and discussion, rather than only in themselves and their own interests. The needs of future generations and ecological sustainability would be respected.

What is your worldview?

What kind of future do you hope for?

Please write down some of your thoughts here:



What are my strengths as a global and digital teacher? (Competencies)

Our learning journey as teachers, trainers and learners never ends. A global teacher should train the ability to cross boundaries, to see the links between aspects of different disciplines and subjects. Awareness of a wider world is important, and even more important is the ability to give pupils and learners the right tools, to support them in exploring different perspectives; to create knowledge together with them, through dialogue, to be able to really listen, and to learn from them.

What are your strengths as teacher and trainer?

What are your weaknesses?

How can the “digital” integrate and enhance your strengths?

How can “digital” fill my weaknesses?

Please write down some of your thoughts here:



What do I do / could do in order to perform as a global and digital teacher? (Behaviours)

Behaviour is a direct manifestation of our thoughts, attitudes and beliefs. If a person's actions are different from their stated values and beliefs, it is difficult to generate trust.

Are your actions consistent with your thoughts and beliefs?

Are there any aspects you want to change about your style of teaching or training?

Please write down some of your thoughts here:



How do local and global, digital and real contexts influence my practice? (Environment)
What happens globally has a local impact. Digital transformation produces effects on our daily lives on both, a personal and a societal level. Our school system, the way students and adults approach learning, learning processes themselves, are influenced by what is happening in the world. Similarly, the actions we take in our small local contexts, real or digital environments, can play a role in shaping global changes.
*What contextual constraints or limitations do you experience in your teaching practice?
(Think of structures and infrastructures, relationships, rules, ...)*
Can you take action on some of these? How?
*What opportunities does the context offer you?
(Think of resources, tools, relationships,...)*
Could some of these inspire your practice?

Please write down some of your thoughts here:



> Drafting and implementing the Learning Needs Assessment (LNA) / Strumenti per la valutazione dei bisogni di apprendimento

With this activity we are entering the design phase of a training process. The first step in the training design is referred to as the “Learning Needs Assessment” (LNA).

This activity is divided into two steps:

- Step 1 asks you to profile the learning needs of your target group starting from your assumptions and to plan your LNA.
- Step 2 invites you to implement your LNA, collect information and check your assumptions.

LNA can be defined as follows:

Needs Assessment is the process of **identifying and evaluating needs** in a community or other defined population of people. The identification of needs is a process of **describing “problems”** of a target population and **possible solutions** to these problems. Needs assessment focuses on the future, or what should be done.

A need can be described as:

- A gap between “what is” and “what should be.”
- A gap between “real” and “ideal” that is both acknowledged by community values and potentially amenable to change.

Source: A. L. Titcomb. ICYF Evaluation Concept Sheet, 2002

Step 1: Start profiling the learning needs of your target group. To help you, you can refer to the following worksheets.

Worksheet 1: Description of your target group

Draft a first description of the target group of your training. You can refer to the chart below.

Target audience _____

Characteristic	Description
Occupation(s)	
Average age	
Education level	
Experience in the topic addressed by the training	
Main aspects/elements of the topic they face in their work	
Experience with "digital" environments and tools	
Main digital-related issues they face in their work	

Worksheet 2: Your first perception of the learning needs of your target group

Describe your first perception of your target group's learning needs. Think about the actual level of knowledge and competence in the different learning domains – cognitive, socio-emotional and behavioural – and the ideal level they would and could achieve.

You can refer to the chart below.

Learning domains ¹	Actual	Ideal
Cognitive:		
Socio-emotional:		
Behavioural:		

¹ Domains

Global citizenship education is based on the three domains of learning – the cognitive, socioemotional and behavioural. These correspond to the four pillars of learning described in the report 'Learning: The Treasure Within': Learning to know, to do, to be and to live together.

- Cognitive: knowledge and thinking skills necessary to better understand the world and its complexities.
- Socio-emotional: values, attitudes and social skills that enable learners to develop affectively, psychosocially, and physically and to enable them to live together with others respectfully and peacefully.
- Behavioural: conduct, performance, practical application and engagement.

The key learning outcomes, key learner attributes, topics and learning objectives suggested in this guidance are based on the three domains of learning mentioned above. They are interlinked and integrated in the learning process and should not be understood as distinct learning processes.

Source: UNESCO (2015) *Global Citizenship Education TOPICS AND LEARNING OBJECTIVES* (p.22), <https://unesdoc.unesco.org/ark:/48223/pf0000232993>

Worksheet 3: Consider the broader social and professional contexts referred to your target group

Consider the professional context (organisation) of your target:	
Who is at the origin of the training?	
Why is this training needed?	(Look at the reasons why, and at the supposed goal of the training)
What are the expectations (explicit and implicit) in terms of learning(s)?	
What are the possible constraints on training?	
Specifically, how would you describe the organisation's understanding of the topic?	
Specifically, how would you describe the organisation's understanding of digital related-issues?	
Consider the social and cultural context of your target:	
What are the main characteristics of the context?	
How do international/global dynamics impact on the local context?	

Worksheet 4: Determine how you will check your assumptions (design your need assessment plan).

Questions	Description (processes, tools, numbers...)	When?
How will you check that your understanding of the actual and ideal situation is correct?		
Who will you contact to check that your information is correct?		
What tool(s) will you select and use to collect the information needed?		
What additional information do you need to develop the training?		
How will you get this information?		

Step 2: Implement your needs assessment plan:

- **collect more information and evidence on your assumptions applying the tools you planned**
- **test and check your assumptions (go back to your worksheets and integrate new information)**

> Defining the goal, possible training objective(s), and learning outcomes for your training / Tabelle per la definizione di finalità, obiettivi e risultati della formazione

With this activity we are inviting you to practice writing teaching-learning objectives to match the learning needs you assessed.

This activity is divided into two steps:

- Step 1 asks you to discuss and explore some questions around the training process to take place in your training and the specific problem (in terms of issues, topics, contents) that the training should address
- Step 2 invites you to focus on the main findings of your discussion and to draft the goal, training objectives and learning outcomes of your training



Goals and Objectives can be defined as follows:

A goal is a broad statement about the projected outcomes of the training event.

An objective is typically more specific, expressed in measurable, observable terms. It expresses what a learner should be able to do after a training event.

As trainers, setting a goal and determining objectives for our training activities helps us to be clear about what we want to achieve. We have to know where we are going before we decide how to get there.

Stating a goal and objectives for a training activity ensures that all efforts are directed towards achieving only the desired results. The key to developing objectives is to use ACTION WORDS, denoting something that can be measured or observed. For example, understanding is extremely difficult to measure. Words like state, show or solve are precise and measurable.

Clearly stated objectives enable participants to better understand what we (the trainers, facilitators) intend to do and also what is the expected outcome for them throughout the process.

Source: T. W. Goad. *Delivering Effective Training*. San Diego: University Associates, 1982: 63-76.

Step 1: In your group, discuss and explore ideas and assumptions around the training process to take place in your training and the specific problem (in terms of issues, topics, contents) that the training should address. You can refer to the chart below.

Worksheet 5:

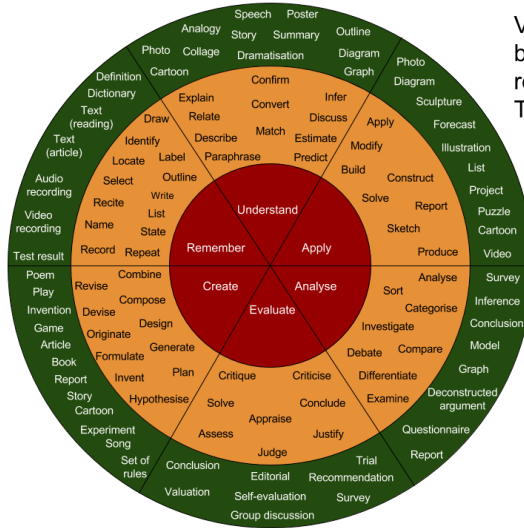
Ideas, assumptions and information about learning processes as referred to your specific target and context and on the specific problems (issues / contents) that the training should address.

Learning processes:	
What new knowledge would you like your target group to acquire?	

What new competences would you like your target group to develop?	
What kind of profile should participants develop by the end of the training?	
How do you intend to involve participants within the training process?	
Your keywords on approach to training and on methodology:	
Specific problems (issues / contents) that the training should address:	
What is the matter, the main issue (the main object), at the core of the training?	
What is the main and specific “part of the big problem” to be tackled through the training?	
What are the main messages to be passed?	
Your keywords on the problem/issue to be tackled: ...	

Step 2: Moving from the main elements of your previous discussion, try to write the overall training goal, the training objectives and the learning outcomes of your training. Write them directly within the Curriculum Template

Verb wheel based on the revised Bloom's Taxonomy



- Domain
- Verb (measurable, observable)
- Learner artefact/evidence

----- Lower order
----- Higher order

Remade by Dr Ashley Tan
Twitter: @ashleytan

Reference: <http://bit.ly/105826af>
This resource: <http://bit.ly/1ne602et>

> Il modello di curriculum

Traccia proposta formativa

Titolo della proposta formativa:

...

Contesto e vision

Background, contesto all'origine dell'idea o del bisogno formativo.

Profilo dell'organizzazione/committente/proponente; ambiti di interesse e di impegno dell'organizzazione rispetto al tema o all'oggetto di lavoro.

Posizionamento organizzativo e professionale rispetto alle teorie della formazione-apprendimento (ad esempio, apprendimento trasformativo, apprendimento emancipativo, pedagogia critica, intelligenze multiple, apprendimento attivo, ecc.) e all'approccio blended in particolare.

In un'epoca complessa e contraddittoria, caratterizzata da enormi progressi in tutti i campi ma al contempo da enormi disuguaglianze, l'Educazione alla Cittadinanza Globale ha come orizzonte di riferimento la **costruzione di una nuova cittadinanza globale**, alla ricerca di cambiamenti profondi e strutturali per contrastare le disuguaglianze e le ingiustizie globali. Rappresenta una sfida per il mondo dell'educazione e della formazione perché propone un modello educativo capace di produrre pensiero critico e azione responsabile, che insiste allo stesso tempo su valori, conoscenze, competenze e comportamenti.

In questa prospettiva, **l'apprendimento è trasformativo** in primo luogo per le persone poiché le coinvolge in tutte le loro dimensioni: cognitiva (del sapere), socio-emotiva (delle relazioni), comportamentale (delle azioni).

La **trasformazione digitale** resa possibile dalle Tecnologie dell'Informazione e della Comunicazione (TIC) rappresenta una grande opportunità e una grande sfida per le società contemporanee e per il mondo dell'educazione e della formazione. Considerare la tecnologia come un'opportunità per l'apprendimento trasformativo delle persone significa analizzarne i pro e i contro e le implicazioni, sviluppando una comprensione critica degli effetti generati dalla trasformazione digitale in atto sulle società e sulle democrazie contemporanee e sul modo, i contenuti e i fini per cui ogni individuo apprende.

L'approccio blended alla formazione, definito come "l'integrazione organica" di metodi e strumenti selezionati e complementari, faccia a faccia e online, è orientato a creare processi di apprendimento efficaci, sfruttando i diversi ambienti di apprendimento analogici e digitali.

Destinatari e bisogni formativi:

- *Chi sono i partecipanti alla formazione? (Profilo)*
- *In quale ambito avviene la formazione (educazione formale, non formale...)?*
- *A quali bisogni risponde il curriculum/la proposta formativa?*
- *Come sono stati identificati questi bisogni?*
- *Qual è il rapporto dei gruppi target con la sfera digitale?*

- Qual è il livello di competenze digitali dei gruppi target (individui)? È omogeneo o eterogeneo?
- C'è possibilità di suddividere i percorsi formativi e/o prevedere una fase di sviluppo di competenze per coloro che ne hanno bisogno? Se no, quali strategie si potrebbero mettere in atto?
- Qual è il livello di consapevolezza dei gruppi target in merito alle conseguenze della trasformazione digitale nella società, nella loro professione e organizzazione?

...

OBIETTIVI:

Obiettivo generale

L'adozione di un approccio blended per un'educazione trasformativa è considerata particolarmente coerente con i contenuti, la metodologia e l'approccio trasformativo promossi dall'ECG, in quanto **approccio inclusivo**, orientato a mescolare ambienti, mezzi e strumenti, rispondendo così alle diverse competenze, a stili ed esigenze di apprendimento diversi, alle diverse condizioni sociali ed economiche delle persone.

Nel contesto dell'ECG e dell'EDU inoltre, l'approccio blended può essere considerato un'ulteriore opportunità per **favorire una prospettiva internazionale aperta al mondo**, e gli strumenti digitali possono essere visti come mezzi non solo per raccogliere informazioni ma anche per creare connessioni significative con territori e persone "altre".

In che modo il curriculum/la proposta formativa concorre a realizzare tali obiettivi?

...

Obiettivi formativi specifici (risultati dell'apprendimento) e competenze

- Quali sono i passi da compiere per raggiungere l'obiettivo generale?
- Quali sono gli obiettivi formativi che rispondono ai bisogni identificati?
- Quale cambiamento vogliamo ottenere nei partecipanti?
- Cosa vogliamo che i nostri partecipanti sappiano, sentano o siano in grado di fare al termine della formazione?
- E' corretto, utile, efficace includere un obiettivo specifico relativo alle competenze digitali?
- Ci sono argomenti o focus specifici relativi all'ambito digitale che è necessario sviluppare per raggiungere gli altri obiettivi della formazione?
- Può essere utile aumentare il livello di alcune competenze digitali specifiche nei partecipanti?

...

METODOLOGIE E STRUMENTI

L'esperienza è un elemento chiave per migliorare, consolidare o acquisire le competenze. Per generare cambiamento a partire da se stessi è necessario lavorare al proprio posizionamento e, da lì, assumere nuove prospettive e sviluppare nuove comprensioni. Per questo le persone devono essere coinvolte a partire dalla loro esperienza, per attivare una comprensione e un apprendimento "situato" e concreto, radicato nei contesti di vita e, per questa ragione, rilevante.

L'apprendimento trasformativo è quindi strettamente connesso all'approccio metodologico dell'apprendimento esperienziale. L'apprendimento esperienziale si sviluppa attraverso i metodi dell'educazione non-formale che vedono il coinvolgimento fisico ed emotivo della persona come condizione facilitante l'apprendimento, in contrapposizione ai modelli di apprendimento di tipo trasmissivo. L'apprendimento esperienziale fonda le sue basi nel contesto reale vissuto dalla persona e il ciclo di apprendimento inizia e termina con la fase dell'esperienza concreta generando nuove conoscenze che producono nuovi modi di fare e di pensare. L'approccio esperienziale favorisce l'evoluzione della propria visione del mondo e i possibili cambiamenti.

L'utilizzo di un approccio blended nella formazione consente di mescolare ambienti, mezzi e strumenti rendendo il processo formativo potenzialmente più ricco di esperienze e articolato. In una prospettiva blended, la scelta degli strumenti deve guardare alla strategia blended nel suo complesso e considerare attentamente l'effetto della loro applicazione in e rispetto ai diversi ambienti di apprendimento.

Più in dettaglio, ciò che l'esperienza suggerisce (in termini generali) è che almeno un "set minimo" di strumenti digitali è necessario per gestire il processo e le singole sessioni di lavoro:

- Una piattaforma o Sistema di Gestione dell'apprendimento (Learning Management System - LMS) (es. Moodle)
- Uno strumento di collaborazione basato sul Cloud (es. Google Drive)
- Una lavagna virtuale / online (es. Jamboard, Miro)
- Uno strumento per conferenze web (web conferencing) (es. Zoom)

Per armonizzare al meglio l'insieme degli strumenti, soprattutto in una strategia mista, è importante chiarire e specificare il più possibile la funzione (o le funzioni) di ciascuno di essi.

La presente proposta formativa, come intende sviluppare e sostenere il processo di apprendimento?

Quali ambienti di apprendimento intende integrare e con quale funzione specifica?

Quali strumenti digitali intende utilizzare e con quale funzione specifica?

Monitoraggio e valutazione della formazione e del processo di apprendimento

Quando e come viene monitorata la formazione (tenuta e sviluppo delle ipotesi)?

Quando e come viene monitorato il processo di apprendimento?

Quali competenze vengono monitorate?

...

FORMAT E PROGRAMMA DELLA FORMAZIONE

Il format (o struttura) del corso corrisponde al programma di formazione: ogni tabella fa riferimento ad un momento (sessione, incontro, ambiente di apprendimento) del percorso progettato (replicare le tabelle se necessario per aggiungere incontri o momenti formativi).

1° SESSIONE / INCONTRO

Durata:

Ambiente/i di apprendimento (digitale o analogico)	
Obiettivi formativi	
Risultati di apprendimento	
Contenuti / Temi principali	
Attività previste, strumenti, materiali, (digitali e analogici) durata, ruoli,...	
Altro (riferimenti bibliografici, risorse, note, ...)	

TEMPLATE FOR THE CURRICULUM

(1) TITLE OF THE CURRICULUM/TRAINING PROPOSAL:

(2) CONTEXT AND VISION:

Background, context and underpinning theory/ies or philosophy of teaching-learning (e.g., transformative learning, emancipatory learning, critical pedagogy, multiple intelligences, active learning, etc.). It also has to do with my/our identity as a trainer(s) (ref. The "Onion model"), and or with the vision, mission and goals of the organisation we belong to.

(3) TARGET GROUP AND LEARNING NEEDS:

- *Who are the learners/participants in this educational project?*
- *Where are they situated (formal education, non formal education context, physical location, etc.)*
- *What are the needs that your curriculum is going to address? Why are they interested in participating in a training process/action?*
- *How did you assess these needs?*
- *Course requirements / Participants profile*

CURRICULUM OUTLINE:

(4) Goal/s

Where do we want to go with this training?

What is the general aim or broad, long-range purpose of education that this training intends to contribute to?

(5) Training Objectives

What steps do we need to take in order to achieve the goal?

What are the training objectives that respond to the needs?

(6) Learning Outcomes

What change do we want to achieve in participants?

What do we want our learners/participants to know?

What do we want our learners/participants to feel or care about?

What do we want our learners/participants to be able to do?

(7) Methodology

How do we develop the training/learning process?

(8) Training Proposal Description/Course Format

- *Very brief description of your training proposal. What do we propose as a learning path?*
- *Structure*

- *Main contents/themes*
- *Period (three days, one week, one month, year long, how many hours, etc.)*

(9) Course Assessment

(10) DETAILED DESCRIPTION OF CURRICULUM

You can write this in tabular form or a succession of sessions as long as the following parts are described:

SESSION 1 OR DAY 1

Objectives:

Content:

Teaching-Learning Activities:

Evaluation:

Readings/Resources/Equipment

SESSION 2 OR DAY 2

and so on

OR

SESSION 1 OR DAY 1

LEARNING OBJECTIVES	CONTENT	TEACHING-LEARNING ACTIVITIES	EVALUATION	READINGS RESOURCES EQUIPMENT

SESSION 2 OR DAY 2

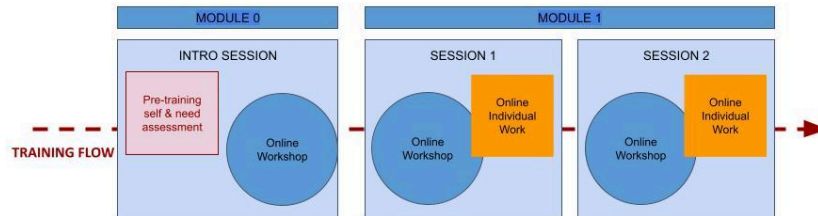
LEARNING OBJECTIVES	CONTENT	TEACHING-LEARNING ACTIVITIES	EVALUATION	READINGS RESOURCES EQUIPMENT

REFERENCES: ...

> The training process outline / Lo schema di formazione

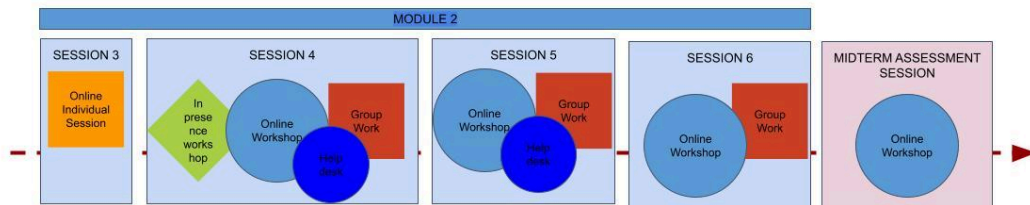


TRAINING PROCESS FLOW - OUTLINE

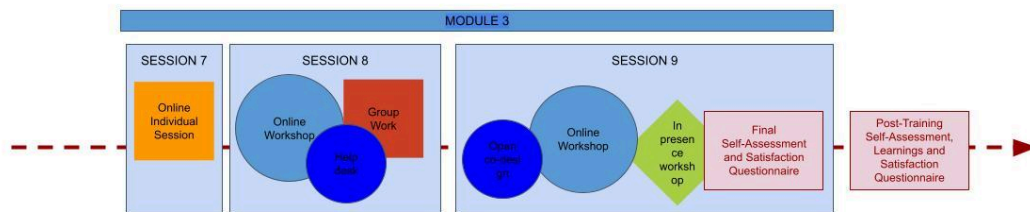


Introductory module: Introduction to the training, getting to know each other among participants and with the trainer team, first steps of team-building

The premises of the work on the core topics: Global Citizenship Education (GCE) and Digital Transformation and their relationship with training-learning processes



The practice of a transformative and blended training-learning approach: Overview on training-learning processes and focus on the overall design of a training process



The practice of a transformative and blended training-learning approach: Focus on the detailed design, delivery and assessment of a training process

MODULE TITLE	OBJECTIVES	MAIN THEME/TOPIC	ORGANISED LIST OF CONTENTS	LEARNING ENVIRONMENTS
M 1		T 1	C 1	
			C 2	
		T 2	C 1	
			C 2	
			C...	
M 2				
M ...				

> The training programme format / Modello di programma di formazione

Training Title

Subtitle

From 00.00.0000 - To 00.00.0000

PROGRAMME

MODULE 1 TITLE

Session 1

Day: | Time: from... to... (Duration: 0.0hs)

Learning Environment: (ex. Online Workshop, Online Individual Work, F2F, ...)

Contents: ...

→ Type of activities / General methodology... (ex. Group work activities, Discussion in groups, ...)

Session ...

Day: | Time: from... to... (Duration: 0.0hs)

Learning Environment: (ex. Online Workshop, Online Individual Work, F2F, ...)

Contents: ...

→ Type of activities / General methodology... (ex. Group work activities, Discussion in groups, ...)

MODULE 2 TITLE

Session ...

Day: | Time: from... to... (Duration: 0.0hs)

Learning Environment: (ex. Online Workshop, Online Individual Work, F2F, ...)

Contents: ...

→ Type of activities / General methodology... (ex. Group work activities, Discussion in groups, ...)

> The detailed session design grid / La griglia di progettazione di dettaglio della sessione

Title of the training

DETAILED SESSION DESIGN GRID: TEACHING-LEARNING ACTIVITIES

PHASE/DURATION/TIME	ACTIVITY	OBJECTIVE	ROLES/PERSONS	MATERIALS
Start ex 30' ex 8.30-9.00				
Warming up				
Focus				
Consolidation				
Closure				

> The list of control questions / Le domande di controllo delle ipotesi

Below is a list of possible control questions referred to different elements at the basis of a blended training strategy. It is not exhaustive and many other specific questions can be added to complete it and refine it:

On the assessed learning needs:

- Have you investigated thoroughly the technical, digital and logistic constraints of the context (referred to organisation and society)?
- Do you feel you have enough information on the learning needs of your target group? Also about your target audience's relationship with the digital world? their fears and resistances, their skills and resources, their interests and expectations?
- Would you be able to describe them to a colleague of yours? And to a “digital” expert?
- Are you sure this is not your prejudice? Have you investigated thoroughly your own experience with the “digital” (for example using the “onion model”)? your fears and resistances, your skills and resources, your interests and expectations?
- Are you aware if and how much your experience with the digital is affecting your point of view?
- Do you feel you have enough knowledge or competences on digital issues to tackle the needs expressed by your target audience? If not, what do you plan to do? What kind of resources (technical, human, other...) can you activate to fill this gap?
- How will you check that your understanding of the actual and ideal situation is correct?
- Have you shared your point of view with someone else? with whom? Can he/she be considered an expert in context or needs analysis? Can he/she be considered a digital expert? In what sense?
- Can their feedback be considered reliable? Why?
- Do you consider their feedback sufficient for now? Why?

On the results chain and the expected change:

- Would you be able to describe what the core question is? What kind of change would your target audience be willing to experience?
- Is it a change that has to do with digital? Are you able to define and describe it?
- Are the objectives identified with a learning blended approach or fit more to a digital or analogue learning process? Why or why not?
- Is digital a key or explicit element of your training goal or objectives? Why or why not?
- Is digital a key or explicit element of the expected learning outcomes? Why or why not?

- Is digital one of the core content elements of your training process? Why or why not?
- If it is, are you pretty sure that it is appropriate for the level of knowledge and skills of the target audience? How can you state this?
- Do learning outcomes clearly focus on what participants should know and realistically be able to do on and with the digital by the end of the training?
- Can this knowledge or skill be realistically achieved within the timeframe of the training period?
- Are you sure that it is appropriate for your level of knowledge and skills? Why?
- If not, what do you plan to do? What kind of resources (technical, human, other...) can you activate to fill this gap?

On the planned training strategy:

- Even if the digital is not an object of the work in itself, have you taken it into consideration while designing your learning environments? Why and how or why not?
- Does the formulation of the objectives affect the effectiveness of the different learning environment?
- In which way/ how the learning outcomes in the learning environments contribute to the achievement of the objective?
- How each of the analogue/traditional learning environments you planned for your training will contribute to the learning process? Why have you chosen it?
- If you replaced it with a digital environment or integrated it with digital elements, would it be more or less effective? Why?
- How each of the digital learning environments you planned for your training will contribute to the learning process? Why have you chosen it?
- If you replaced it with an analogue/traditional environment or integrated it with analogue elements, would it be more or less effective? Why?
- Have you planned to have blended learning environments (moments or patterns where analogue and digital training are both present and managed)? What purpose for and when within your training strategy? or why not?
- Are you able to describe how learning environments interrelate with each other (the expected flow)? Is their sequence consistent with the whole strategy designed?
- Do you think you have sufficient knowledge and practice in managing the planned digital environments? If not, what do you plan to do? What kind of resources (technical, human, other...) can you activate to fill this gap?

Control questions are very useful to monitor not only the design but also the implementation of the strategy during the delivery of the training. Below are some guiding questions:

On the group of participants:

- Does the group of participants correspond to the expected target group?

- Do their needs and expectations match the learning needs assessed? If not, in what sense and why? Focusing on participants' relationship with the digital world: does it correspond to the assessed condition? If not, in what sense and why?
- Are those differences relevant to the designed training strategy? In what sense and why?
- If different elements have emerged concerning the digital expectations and needs, how would you tackle them?
- Do you feel you have enough knowledge or competences to deal with them? If not, what do you plan to do? What kind of resources (technical, human, other...) can you activate to fill this gap?

On the learning process:

- Are all the intended learnings developing as expected?
- Focusing on outcomes related to digital aspects: are the related learnings developing as expected? If not, in what sense and why?
- Do the designed learning environments work as planned? Are they consistent with the whole learning process?
- If you replaced one or more of the designed analogue/traditional learning environments with a digital or blended environment or integrated it with digital elements, would it have been more or less effective? Why?
- If you replaced one or more of the designed digital learning environments with an analogue/traditional environment, would it have been more or less effective? Why?

> The observation grid / La griglia di osservazione

TEACHING TEAM

- **Team composition:**
 - It lacks of the role(s) of
 - Well balanced
 - Too many roles! The role(s) of..... isn't/aren't needed
- **Relationship** among the **roles played** considering the learning objectives (Are the roles clear? How do they work together (connected, well-tuned or not? Etc.)

Poor level	--	-	+	++	High level
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CONTENTS

Considering the time given for the role-play and the training objectives, how is the:

- **Relevance** of the **topics/contents/activities selected**

Low	--	-	+	++	High
-----	----	---	---	----	------

- **Coherence** of the **structure of the training** and topics/activities sequence/steps

Low	--	-	+	++	High
-----	----	---	---	----	------

- **Suitability** of the **time** given for each topic/content/activity

Low	--	-	+	++	High
-----	----	---	---	----	------

METHODOLOGY, TOOLS, SUPPORTS AND LEARNING ENVIRONMENT

- **Effectiveness** of the **methodology** implemented considering the learning objectives

Low	--	-	+	++	High
-----	----	---	---	----	------

- **Effectiveness** of the **tools** used during the training (ex: lecture, facilitation, work groups, etc...)

Low	--	-	+	++	High
-----	----	---	---	----	------

- **Effectiveness** of the **supports/training aids** used during the training (ex: slides, maps etc...)

Low	--	-	+	++	High
-----	----	---	---	----	------

- **Effectiveness** of the **setting** proposed considering some possible room (or online) constraints (is the setting promoting the learning process?)

Low	--	-	+	++	High
-----	----	---	---	----	------

TRAINING STYLE ► turn the page...

TRAINING STYLE

How do you define the training style? Mainly in terms of participants' involvement and relationship with them... (select the appropriate slice)



OBSERVATION GRID

Take notes on the different focuses and feel free to add more focuses not mentioned in this grid that you think are relevant...

> PHASES & STEPS IN THE TRAINING PROCESS / Griglia di sintesi delle fasi e dei passaggi della progettazione formativa

PHASE	STEPS	ACTIONS	TOOLS	STAKEHOLDERS/ ACTORS	MAIN QUESTION(S)	CRITICAL ASPECTS POINTS OF ATTENTION
<p>Phase1:</p> <p>THE OVERALL DESIGN OF THE TRAINING PROCESS</p> <p>From the assumptions to the focus of the training (object of the work)</p>	<p>Diagnosis Needs</p>	<p>Context (social, organisational) analysis</p> <p>Target analysis Needs and Expectations/Learning Needs Assessment Checking constraints and resources (personal, organisational, context)</p> <p>Collection of data and information</p> <p>Put questions</p> <p>Formulate hypotheses and assumptions Draft target profile Draft training-learning process Draft main problem to tackle</p> <p>Analysis of project frame (if applicable)</p>	<p>Training-learning needs</p> <p>Assessment tools Interviews Focus group ...</p> <p>External sources of information (report, document, analysis...)</p> <p>Onion model</p> <p>Concept note (or other tools to take all elements: grids of assumptions, worksheets 1-4)</p>	<p>Training designer/ officer Clients Donor Project Manager (if applicable) Organisation staff in charge of the training Target groups</p>	<p>What are the needs you want to address?</p> <p>What is the relationship of your target with the core topic of your training?</p> <p>What is the relationship of your target with the digital related issues?</p> <p>What is the core and leading assumption of the training?</p>	<p>Being aware of implicit assumptions, habits, prejudices...</p> <p>Trying to make them explicit as much as possible...</p> <p>Assumptions come from the analysis and the reflection upon external input and information</p> <p>Assumptions as a flexible and dialogic product</p> <p>In the practice steps do not go necessarily in chronological order, sometimes overlap let's move forth and back in the design cycle to test step by step our assumptions...</p> <p>Sometimes we follow those steps almost unconsciously</p> <p>Important to pay particular attention to the context (assumptions must be strictly connected to the context)</p> <p>Risk management: to be included (to manage adaptation)</p> <p>Questions and questioning as one of the core tools to assumptions...</p> <p>To take the transformative goal into account (GCE background)</p> <p>To take the digital (blended) component always into account</p> <p>Mixed target group implies that different</p>

						<p>expectations have to be met</p> <p>To understand the digital competences of target</p>
	<p>Objectives</p>	<p>Building the positionality</p> <p>Make explicit the underpinning training philosophy or training approach</p> <p>Building the Training intentionality</p> <p>Defining the results system/chain</p> <ul style="list-style-type: none"> Defining training goal Defining training objectives Designing learning outcomes <p>Defining the focus, the main object of the work, the part of the problem to be tackled during and through the training</p> <p>Drafting the assessment process/plan: its focus and content, main tools (approach to it)</p> <p>Defining the main topics to be tackled during the training (core content elements)</p> <p>Start building the training strategy</p>	<p>Concept note (or other tools to take all elements: grids of assumptions, worksheets 5-6)</p> <p>Curriculum template/form</p> <p>(Bloom's revised or others') taxonomy to formulate objectives and outcomes</p>	<p>Clients</p> <p>Donor/Project Manager</p> <p>Organisation in charge of the training</p> <p>Training designer</p>	<p>What are the learning objectives necessary to respond to the needs?</p> <p>What's the focus of the training?</p> <p>How to choose the DIRECTION/STRATEGY?</p> <p>How to translate the assumptions into evaluating questions?</p>	<p>Need to keep the balance between coordinating the process and being open to changes and external inputs...</p> <p>Keep the focus on the "blended" approach also in the objectives</p> <p>Keep simple and time-bounded (realistic) outcomes or divide them</p> <p>Training intentionality as "our" answer to the training needs</p> <p>Assessment and evaluation should be included from the beginning: important to develop indicators and to decide what to monitor</p>
<p>Phase 2:</p> <p>THE DETAILED DESIGN OF THE TRAINING PROCESS</p> <p>From the focus to the programme</p>	<p>Defining and organising the content(s)</p>	<p>Drafting the training process outline:</p> <p>Selecting contents</p> <ul style="list-style-type: none"> Discuss and clarify the elements added in the list and group similar elements together (step 2) Make titles for the groups of elements. What is it that makes them a group? (step 3) Arrange the modules (and contents inside them) into a program flow (focusing on why you are organising 	<p>Training structure and modules layout (steps 1-5 on curriculum format)</p> <p>List of topics</p> <p>List of modules</p> <p>Training outline</p> <p>Training overall</p>	<p>Organisation in charge of the training</p> <p>Training team</p> <p>Training designer</p>	<p>What are the relevant contents and concepts to realise the objectives?</p> <p>How do you organise these concepts?</p> <p>How do the modules connect to each other?</p> <p>Why did you decide this specific priority among the</p>	<p>Risk to focus on the programme forgetting main assumptions...</p> <p>Who takes responsibility for the training process?</p> <p>Discuss core content elements and terminology: align different representations about topics within the training team</p>

	<p>them in that way: prioritising sense and chronological order) (step 4) To explicit the training-learning objectives for each module (step 5) Output: Training structure and modules layout</p> <p>Evaluating knowledge and competences as trainer/facilitator</p> <p>Defining the positioning of the trainer with respect to the topics</p> <p>Building the training team</p> <p>Building the training flow (included introductory and final phases)</p>	<p>timeline</p>		<p>topics and chronological sequence?</p> <p>Where do we start from? Where are we going? How do we get there?</p>	
<p>Selecting Learning Experiences</p>	<p>Defining methodology and tools</p> <p>Analysis of constraints and resources (time, budget, human resources, material resources)</p> <p>Detailing, for each content: the way in which you can tackle it and the approx. time needed define learning activities (propose, discuss, adapt, contextualise) Define the proper learning environment and the material and resources (analogue and digital) you will probably need (mix among: online live, in presence, remote)</p> <p>Define training sessions and their objective(s)</p> <p>Evaluating knowledge and competences as trainer/facilitator</p> <p>Defining the positioning of the trainer with respect to the activities (methodologies, techniques, tools, environments)</p> <p>Building the training team</p>	<p>List of sessions</p> <p>Detailed session design grid: teaching-learning activities (or other tools for the detailed design)</p> <p>Training programme format</p>	<p>Organisation in charge of the training Training team Training designer</p>	<p>What are the necessary activities/experiences to reach the objectives?</p> <p>How much time do we need to develop them?</p> <p>What learning environment is appropriate?</p> <p>What material (training aid) and resources will you probably need?</p> <p>What activities help motivate the participants? How can we create "innovative" contents and activities?</p>	<p>Important to refer to the expected participants group</p> <p>Have a calendar/timetable at hand</p> <p>Remember that you have to provide a blended training</p> <p>Techniques and tools used in the activities have to be coherent with the broader methodological approach adopted (see phase one)</p> <p>The programme comes after the planning and designing phases</p> <p>Structure outline and programme are also tools for communication and promotion</p>
<p>Organising Learning</p>	<p>Defining role and functions within the training team</p>	<p>Techniques and tools (ref tipologies of</p>	<p>Organisation in charge of the training</p>	<p>How do you organise these experiences?</p>	<p>Be aware of the specific purpose every technique/tool is used for (according to the</p>

<p>Experiences</p>	<p>Learning environments</p> <p>Checking Times</p> <p>Preparing learning materials</p> <p>Checking the Training process outline, checking the for Balance & Sequence Review the overall plan for appropriateness. Adjust if needed</p> <p>Defining roles and functions within the training team: front/back</p> <ul style="list-style-type: none"> - lecturer/expert - trainer - coach/mentor - facilitator - tutor - observer - technical back - digital expert - ... 	<p>techniques)</p> <p>Learning settings</p> <p>Learning materials</p> <p>Training-learning flow</p> <p>Detailed session design grid: teaching-learning activities (or other tools for the detailed design)</p> <p>Training programme format</p>	<p>Training team Training designer</p>	<p>How can learning experiences be organised for effective learning? (Organising experiences to maximise their effectiveness)</p> <p>What is needed to help participants acquire this specific knowledge or develop this specific skill?</p> <p>What will they gain in terms of knowledge or skill after the completion of this activity?</p> <p>Who will do what inside the training team?</p> <p>What training competences do we need in order to deliver the training?</p>	<p>session's objective)</p> <p>When choosing a technique pay attention to: purpose of the training learning environment characteristic of learners trainers' skills available time and resources</p> <p>Careful integration of both SYNCHRONOUS AND ASYNCHRONOUS forms of activity is essential for effective blended learning</p> <p>Being aware of our own competences and involve other if we need competences we do not have</p> <p>Recognizing / Making explicit the criteria upon which we select the learning environment:</p> <ul style="list-style-type: none"> - type of content - essential/not essential - type of activity - time available (our, participants') - external conditions - location (our, participants') - ...
<p>Definition of assessment criteria and tools</p>	<p>Defining pre-training assessment activities/tools</p> <p>Defining assessing criteria according to session's objectives</p> <p>Defining assessing activities for each training session</p> <p>Defining assessment tools (analogue and digital) for each training session</p> <p>Decide mid-term assessment and evaluation (learnings and satisfaction, needs and expectations)</p> <p>Decide final assessment and evaluation (learnings and satisfaction, needs and</p>	<p>Pre-Ongoing-Final and post-training Assessment tools:</p> <p>Pre-training questionnaire</p> <p>Observation grid</p> <p>Trainer's journal/report</p> <p>Participants' learning journal</p> <p>Blob tree</p> <p>...</p>	<p>Clients Donor/Project Manager (if applicable) Organisation in charge of the training Training team</p>	<p>How do you evaluate the outcomes?</p> <p>How can the effectiveness of learning experiences be evaluated (Checking the process and adjusting the areas that risk to be not effective)</p> <p>How do we monitor our assumptions throughout the training process?</p>	

		expectations)				
Phase 3: THE TRAINING DELIVERY From the programme to the realisation	Implementat ion	Communication and promotion Collecting applications Participants' selection Administration & Logistics Knowledge and competences as trainer/facilitator Testing the assumptions Checking and adjusting roles and functions within the training team Training action (roles and functions) Involving and updating other organisational roles/functions (communication officer, administrative officer, ...) Preparing and taking care of the setting	Pre-training questionnaire Learning settings Learning materials Daily Agenda Checklists	Training Designer/Training team Organisation in charge of the training Communication area Administration Participants	What is the actual profile of my participants? Does the profile of my participants match the target assumptions? Am I taking care of the assumptions I formulated? Is the training team working in a proper way? Is its work effective? Are we using the designed tools as we planned to? Do we notice unexpected inputs/outputs? What other competences do we need to put in place and deliver the training?	the risk is not to consider the actual group of participants, getting stuck on what was designed without adapting it to the real group The risk is to focus on realisation and forget the assumptions To tackle with unexpected results
Phase 4: EVALUATION AND FEEDBACK From the realisation to the final evaluation and feedback	Final evaluation	Assessing the learnings Checking participants' final satisfaction Developing an overall training evaluation Setting the final evaluation tools Giving feedback to third parties /participants Validating the assumptions	Final self-assessment Final satisfaction questionnaire Final experts'/training team's report	Clients Donor/Project Manager (if applicable) Organisation in charge of the training Training team Participants	What can we state about the training with respect to the initial assumptions?	Training evaluation as an opportunity to re-orient or re-design the training process

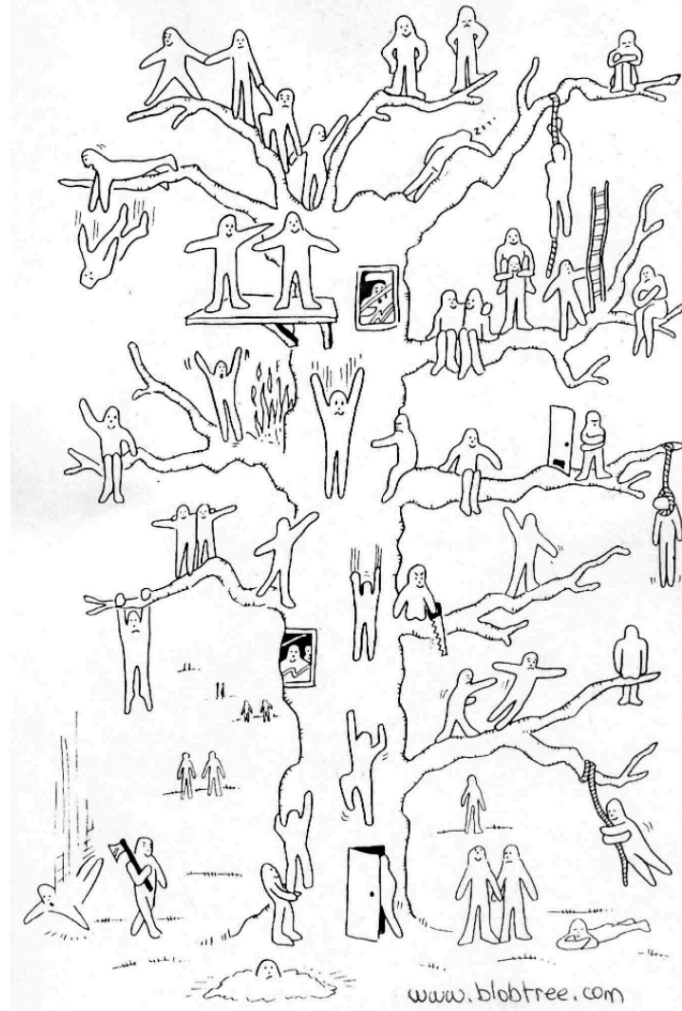
> The Blob tree / II “Blob tree”

Online Workshop ...

Instructions...

Choose one of the 20 characters in the tree whose attitude most closely reflects your feelings at the end of this training session

Click on the post-it button, write your name on it AND few words that explain the reasons for this state of mind



NAME _____

NOTES & THOUGHTS

THE BLENDED WAY
TRANSFORMATIVE TRAINING THROUGH
A BLENDED APPROACH
TRENTO, 14-17 JUNE 2022



15/06/2022

Individual & Group reflections activity

BEARING IN MIND THAT TODAY'S FOCUS WAS
ON **DETAILED DESIGN** AND **THE CHOICE OF**
LEARNING ENVIRONMENTS IN THE CONTEXT OF
A BLENDED TRAINING COURSE...

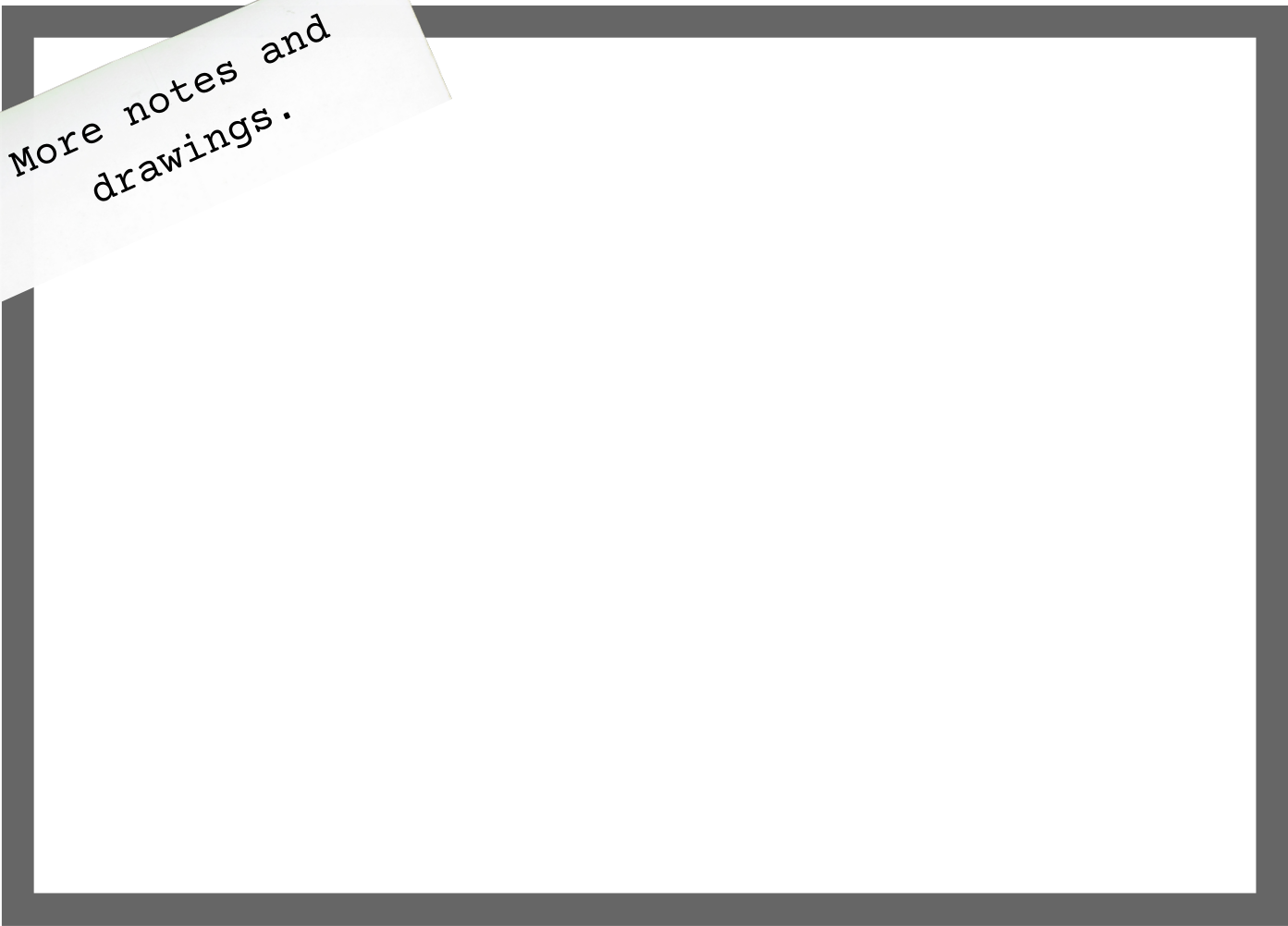
STEP 1 | TAKE 5' MINUTES FOR AN
INDIVIDUAL REFLECTION READING /ANSWERING
THE FOLLOWING QUESTIONS.

STEP 2 | AFTER THIS TIME,
WE ASK YOU TO GROUP IN 4 PEOPLE AND
SHARE YOUR THOUGHTS.

KEEP YOUR NOTES, WE WILL REVIEW THEM
TOMORROW!



More notes and drawings.



Handwriting practice lines consisting of ten horizontal dashed lines.



More notes and drawings.



A series of horizontal dashed lines providing a ruled area for writing notes.



15/06/2022

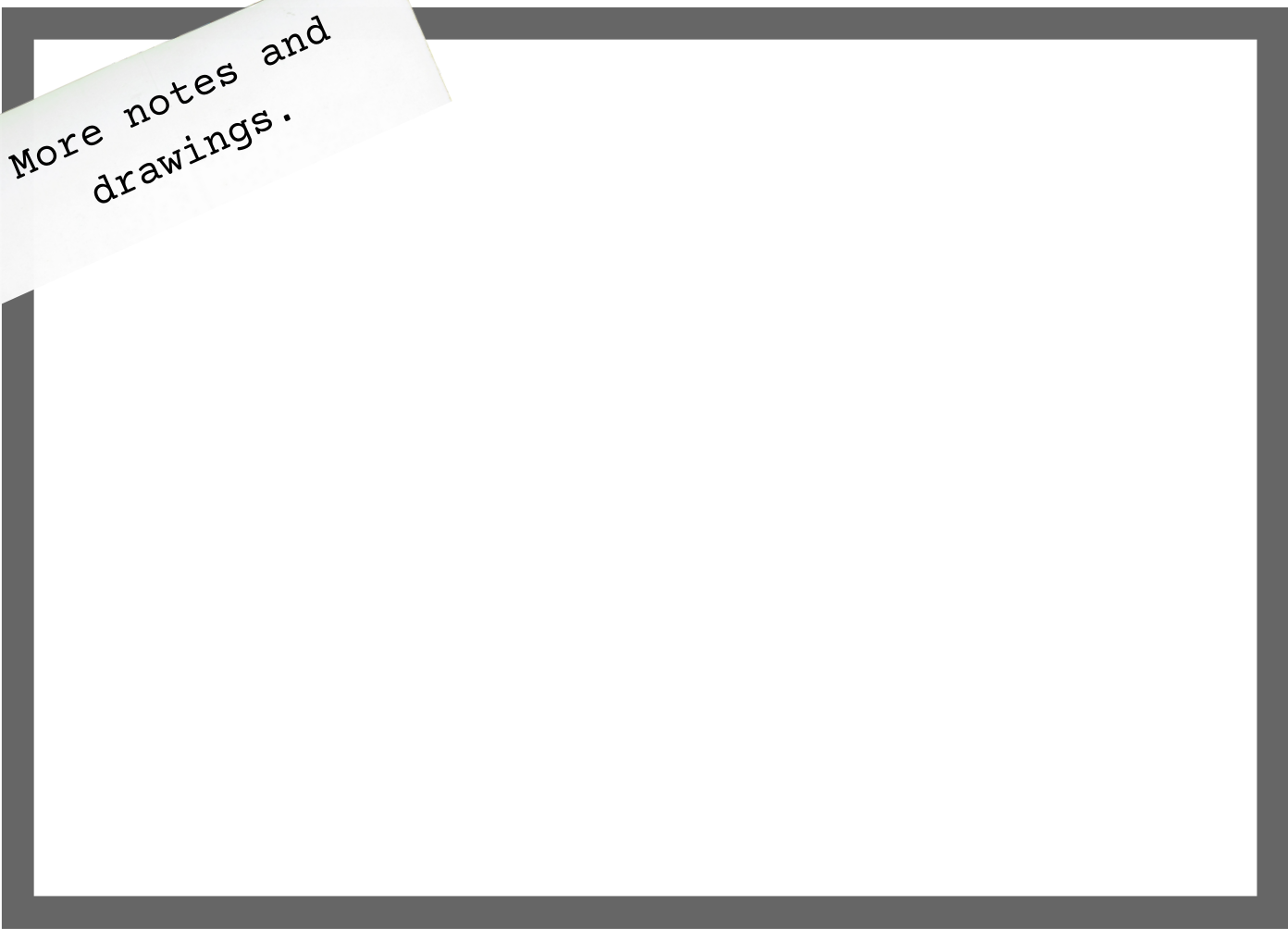
Individual & Group reflections activity

○ How was your personal participation during the day? And the participation of the other colleagues? Do you notice differences in the relation dynamics among plenary and national groups sessions?

TAG: Dynamics/relations



More notes and drawings.



Handwriting practice lines consisting of ten horizontal dashed lines.



16/06/2022

Individual & Group reflections activity

|ANOTHER WAY TO REFLECT ON

THE DAILY LEARNING PROCESS|

BEARING IN MIND THAT TODAY OUR FOCUS OF

ATTENTION WERE **FACILITATION DYNAMICS**

AND ROLES WITHIN THE WORK GROUP AS PART

OF A TRAINING COURSE...



16/06/2022

Individual reflections activity

○ IDENTIFY A METAPHOR FOR THE
FOLLOWING CONCEPTS /ELEMENTS

The **facilitator in a training process** is
like _____ because _____

**Questions, feedbacks and doubts in a
training process** are like _____
because _____

**Experience and action in a training
process** are like _____ because _____



If you prefer,
you can draw...

16/06/2022

Individual reflections activity



IDENTIFY A METAPHOR FOR THE
FOLLOWING CONCEPTS /ELEMENTS

The **facilitator in
a training process**
is like _____
because _____.

**Questions,
feedbacks and
doubts in a
training process**
are like _____
because _____.

**Experience and
action in a
training process**
are like _____
because _____.



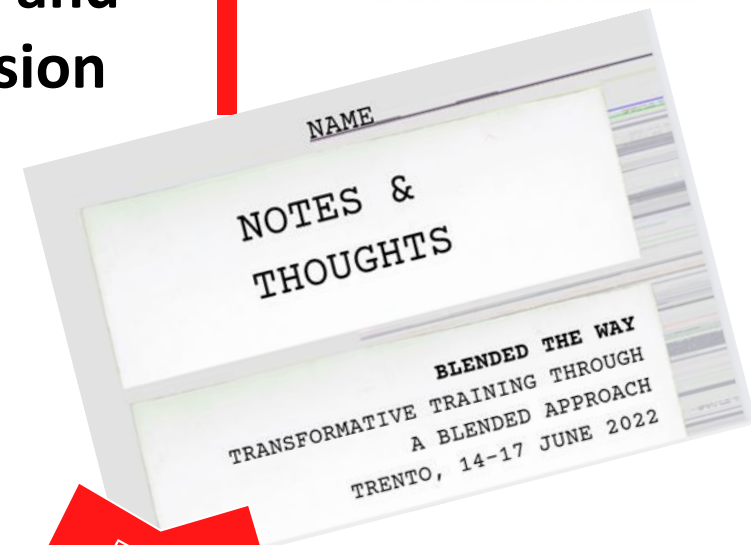


Reflection Groups / Gruppi di riflessione

Individual reflection and small groups discussion

30 minutes

- Participants splitted in 4 small mixed-countries groups
- **Individually**, read the questions contained in your learning Journal: ***“Notes & Thoughts”***
- **In groups**, share, discuss and write down your answers for the different questions.
- **Keep the paper** and be ready to share your notes in plenary...tomorrow!



Each person
receives a
Learning Journal,
BUT we ask you
to fill only one
document for
each group



| Activity 1 |

“All around the timeline”



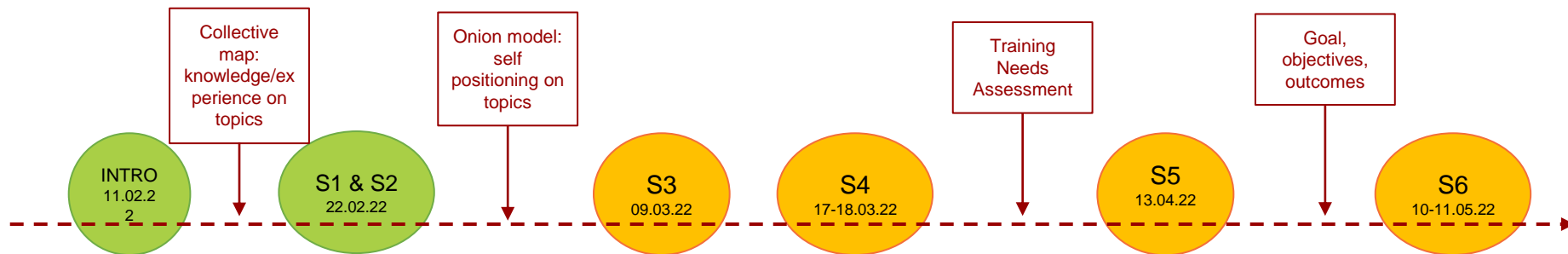
| Activity 1 | All around the timeline

Objectives:

- to resume and appreciate learnings developed so far and become aware of our learnings;
- to share different perspectives (...what others have learnt) and become aware of things we haven't thought about



TIMELINE...



Module 1

Blended Training and Learning as a tool for social change: context of our BL work

Introduction to the course and getting to know each other.

Training objectives, outcomes, programme and methodology
Expectations and training agreement.

The background concepts guiding the training.

1 Globalisation and global citizenship.
2 About the role of education and training in the digital transformation era: opportunities and challenges.

Module 2

Practicing a Blended Training-Learning approach: the overall design of a blended transformative training process

An overview on a blended training process.

The training-learning process: **phases and tools.**

Phase 1 - The overall training design: **the Learning Needs Assessment**

Collecting informations around the context and target analysis

Introducing the Project work

Phase 1 - The overall training design: **Goals, Objectives, Learning Outcomes**

Defining goals, objectives and outcomes according to positioning and intentionality
The Curriculum Template

Phase 1 - The overall training design: **monitoring and assessing the learning process**

Consolidating the "Results Chain"
Peer-review activity
Elements on the assessment: moments, contents, tools



In group: **choose your preferred timeline** (on Jamboard, Miro, Padlet), then:

Part A | Individually 10'-15'

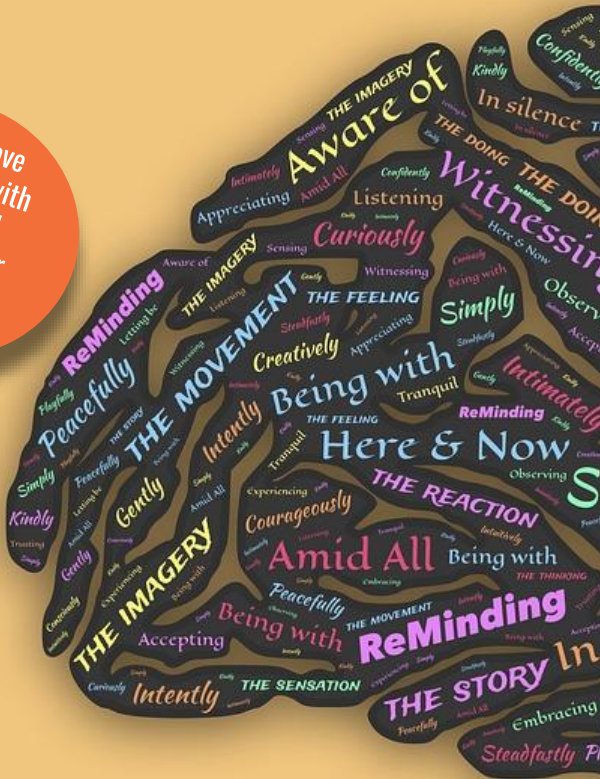
Go back with your memory and resume the training journey gone so far: refer to the timeline. Try to resume your major learnings and write them on the timeline.

Part B | In group 10'-15'

Look at the timeline with your collective learnings and comment on it:

- > are your learnings similar/different?
- > in what?
- > is there something that surprised you...you didn't think about...?

If you have problems with the digital tool, ask your teammates to help you!





EACH GROUP CAN CHOOSE ITS “FAVORITE” DIGITAL TOOL



JAMBOARD

[GROUP 1](#)

[GROUP 2](#)

[GROUP 3](#)



PADLET

GROUP 1

[GROUP 2](#)

GROUP 3



MIRO

GROUP 1

GROUP 2

GROUP 3



Output of the activity

- (3) Timelines & learnings on them
- Comments, reflections, thoughts
- Select speaker



Debriefing & Main reflections

Speaker from each group presents
main findings, comments, reflections,...



Elements and questions from the group work...



If we had to take note of some important
ELEMENTS / QUESTIONS on what we shared...

GROUP 1...

GROUP 2 ...

GROUP 3 ...



| Activity 2 |

SWOC Analysis

SWOC Analysis

Strengths - Strong training points that you can point out for this training

Weaknesses - Weak points from the training that need to be worked on or you would like to avoid

Opportunities - What opportunities you see inside the training such as resources, people, methods, concepts can you take advantage of to help you to achieve your goal?

Challenges - What challenges you might encounter in the training such as upcoming obstacles or contextual factors and what solutions would you suggest to ensure you reach your goals?

(GROUP 1) https://jamboard.google.com/d/1v4B1rNjEd-vtP_nnjA5aYLw1KG9sIMB5JlX4F7Beniw/viewer?f=0

(GROUP 2) https://jamboard.google.com/d/11096xcJU64kgchEAujov7J6PYTbaLj8rJvjF_OabvA/viewer?f=1

(GROUP 3) <https://jamboard.google.com/d/1fbDc6j9GLXXca1cEId8St5oFKyLyoXTrmLxsF1xarVk/viewer?f=0>

3 Elements from each sector of your SWOC...



If we had to choose and share up to 3 most important aspects to share:

GROUP 1:

our “Ss”

...

our “Ws”

...

our “Os”

...

our “Cs”

...

GROUP 2:

our “Ss”

...

our “Ws”

...

our “Os”

...

our “Cs”

...

GROUP 3:

...



| CLOSURE |

The Journey BOOKLET

...on learnings

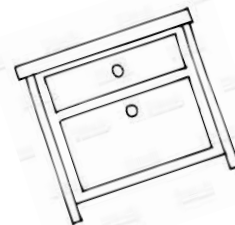


Something you take away from our journey (all the training process from February)



Something you would throw away

Something you would like to deepen



from a blended perspective...Something you would put in action





Warming up

Let's write our bill of rights and responsibility



Conditions that help create a safe (inclusive) open and effective learning environment

- In groups, **select 3 main elements** which assure a safe learning environment: rules, attitudes, behaviours that everybody should follow during the work together, and specific aspects related to trainer or facilitator

5 min

In particular, thinking about uncomfortable situations:

- long silence after a question or task explanation
- harmful or discriminatory sentences/discourse of a participant or trainer
- tensions and conflicts among participants





- Do we all feel comfortable with these guidelines?
- Do we all commit to respecting them?
- Have we forgotten any aspects that you feel are important to mention?
- Who should be responsible for monitoring compliance with agreed guidelines?
- Who should intervene when someone does not comply?
- What should we do if someone does not comply with any of the guidelines agreed upon?

BILL OF RIGHTS AND RESPONSIBILITIES OF THE TRAINING GROUP

- Everyone in this group (students, facilitator, and guests) has the right to work in a harassment-free, hostility-free environment; harassment of others and explicit or deliberate hostility are not tolerated (Positive atmosphere- respect; free to express your opinion/questions; facilitator should remind participants the common values; In case of harmful or discriminatory discourse, trainer or participants can stop the conversation; apologize and discuss the controversial themes during the break time)
- Everyone in this group (students, facilitator, and guests) has the right to be treated with respect and dignity at all times, even in the midst of heated disagreement (Positive atmosphere- respect; free to express your opinion/questions; saying "Hello" to everybody while entering the classroom; Apologize and discuss the controversial themes during the break time)
- Everyone in this group (students, facilitator, and guests) has the responsibility to act an active role for working together to create an environment in which active learning, including responsible and respectful questioning, is encouraged (Constructive feedback, Additional questions, encouraging people; sharing experiences; Identifying co-facilitators among the participants; being present and asking many questions).

BILL OF RIGHTS AND RESPONSIBILITIES OF THE TRAINING GROUP

- Facilitators should assure participants have a clear understanding about tasks, activities, and requests (trainer can ask for people to stand up if they understood the task and people to sit if they did not understand the task; plan about what will do; as a trainer I would not proceed without seeing everybody raising their thumb)
- Participants have the responsibility to ask for help when they need it; help is available from the facilitator, from other students.
- Everyone in this group (students, facilitator, and guests) should take care about communication processes (Guarantee everyone space and time to participate; respect the speech turn)
- Facilitator should foresee activities to create a finding common ground and values (Create specific clear rules at the beginning of the training) and give the opportunity to participants to knowing each other (icebreaking at the beginning; facilitator should remind participants the common values; free discussions about what they did yesterday afternoon or in week end if it is Monday)

BILL OF RIGHTS AND RESPONSIBILITIES OF THE TRAINING GROUP

- In general, but particularly in online sessions, it needs to avoid using mobile for other conversations or tasks and multitasking, and keep the webcam switched on. Facilitators should foresee the possibility to slow down the activities in case of IT knowledge (competences) or appropriate infrastructure/equipment
- Facilitators should guarantee the opportunity to have individual reflection time to participants if needed.
- Facilitators should take care if participants show a low interest in the subject, and participants should openly express the need to rearrange the agenda or to have a break in case of attention loss or fatigue

22/02/2022

Date

> Creating a common glossary / Glossario condiviso: Giochiamo con le parole attorno al blended

In-depth activity on Digital Transformation and Blended Training

When we start to explore a new field of work or activity, we need to master the language that defines that world. When it comes to 'new worlds' such as we can consider the 'digital' world, in some cases the meanings of words are still evolving and this makes things more complicated.

In order to integrate a blended approach to our training design we need to clarify some basic elements which affect the teaching and learning environment and process.

How do you understand and describe the following list of word pairs/ three-words group? Do you see the different shades of the meaning or do you think some words could be used as synonyms?

1. Blended & Hybrid
2. Remote (learning) & Distant (learning)
3. Online & E-learning & Digital
4. Offline & In presence

Some guiding questions could be:

- What is this (in other words...)
- What is like (ref. time/space)
- What are some examples...

Thinking about training activities, do you think it would be important to add other words?

Which ones?

How would you define them?

Which sources did you use for the proposed definition?

Are there some resources you would like to share with the group?

| Activity 1 |

Peer review: “Results Chain”





| Activity 1 | Peer review: “Results Chain”

Objectives:

- to exchange the perspectives and activate a reflective thought on the work done until now;
- to question, adjust and finetune training objectives around key aspects.



Peer review activity in groups



Step 1 - about 30'

Each group reviews the curriculum template on goals, objectives and outcomes (par. 4-5-6) of the other two groups:

- A. > On the online notice board(link) in the column “Project work activity” see the template for the curriculum (group 1, group 2, group 3)
- B. > using the [worksheet 6](#) (checklist) to analyse and give feedback to the template developed by the other national teams

Upload the worksheet on the padlet

Peer review activity in groups



Step 2 - about 20'

Each group receives the
feedbacks from the other
teams

- A. > On padlet (link) in the column “Peer Review” see the worksheet related to your template

- B. > integrate the comments and suggestion and further reflections risen by the the peer review and adjust/finalise the proposal to be presented in the plenary session



Output of the activity

- 3 curriculum template (par. 4-5-6) with the results chain finalised
- Main elements, questions, thoughts for the collective reflection
- Select speaker

Debriefing & Main reflections

Speaker from each group presents:

- final goal, objectives, outcomes
- main reflections, points of attention, questions, thoughts you want to share with others...

10 MIN for
each
speaker