



METHODOLOGY - ON LEARNING AND TRAINING - ADDITIONAL MATERIAL

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Preamble

The content of this document was adapted from the “Open Science Training Handbook”¹. It is an Open Educational Resource, and is therefore available under the Creative Commons Public Domain Dedication (CC0 1.0 Universal). The content was adapted to attend the demands of the EU Interreg Central Europe ARTISTIC project that aim the valorization of Intangible Cultural Heritage (ICH)² assets for local sustainable development in central European regions.³

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1 Foster Open Science: “Open Science Training Handbook”, Chapter “On Learning and Training”, URL: <https://book.fosteropenscience.eu/en/>

2 From now on, Intangible Cultural Heritage will be referred to as ICH in this paper.

3 EU Interreg Central Europe ARTISTIC project: <https://www.interreg-central.eu/Content.Node/ARTISTIC.html>



1. On Learning and Training - Introduction

This document will provide context on training strategies, practical guidance in designing a course as well as an overview of pedagogical theories. It will focus on three key concepts in teaching and training:

1. Preparation
2. Execution
3. Reflection

The different phases on teaching and training:

1. Teaching and training is primarily about preparation before delivering a course:
 - choice of content, deciding on appropriate teaching methods and putting them into a sequence to maximise the effectiveness and impact of your training
2. Teaching is about delivering a course (i.e., how you act and interact with the participants):
 - Very important: test your content, especially the practical exercises!
 - during the course delivery, you need a good portion of flexibility, because things rarely happen completely as you expect
3. Teaching is also about evaluation and self-assessment once you have delivered a course.

To better prepare yourself for future training activities, you should:

- reflect on what worked well
- what did not work so well,
- use the both topics above to define your preparations and delivery.

It is important to keep in mind that there is:

- a “before”,
- a “during” and
- an “after” class.



This document provides a practical guidance for the trainers on how to prepare and deliver a course to different audiences:

- what are the main obstacles one has to overcome
- what are the main issues one needs to keep in mind when putting together a training

2. Some reflections before you start

Training

Training is the process of teaching or learning a skill or job, and trainers do actually teach something.

Strategies

There are different theoretical approaches to learning and training, which are sometimes also influenced by the culture you live in.

- Some people like to talk and give lectures.
- Others like to listen, others don't.

A very important strategy for our ARTISTIC project:

In our ARTISTIC project, during the training activities and after it, it will be very important that trainers and trainees constantly share experiences and knowledge between each other!

All participants should have the opportunity to share experiences between each other, telling about their expectative, needs, wishes, fears, difficulties, interacting with all involved participants.

Also very important to know:

There are different approaches and you should not feel obliged to follow only one strategy, but rather decide at which point of your training you should apply which strategy to teach and evaluate.

- It is **practice** that matters and
- it may be **helpful to check your content and practical exercises** in order to find out if they are appropriate at the given moment and for the target audience.



2.1. Expectations about a trainer

Everyone that comes to your training will come with conscious and unconscious expectations. Among others (such as teaching methodology, content and prior knowledge) they will have specific expectations about the trainer.

Most learners will expect you to:

- Be enthusiastic about the topics that you are teaching.
- Have a general understanding of core humanist values, and recognise the role of 'openness' as an intrinsic, core element of this.
- Show familiarity with the discussed topics, mainly what is ICH, business models, communication skills and funding methods.
- Be aware of the cooperation possibilities, policies, regulations and laws that could affect the projects
- Be able to teach and have a profound knowledge in ICH safeguarding and sustainable regional development (In fact, this is what this project is about!).
- Provide links to online documents and resources that support newcomers.

2.2. Information you need to gather about your audience

There are different points regarding the composition of the audience that also contribute to the success of the training activity. Here are some point that the trainer should be aware of:

- Maintaining an inclusive environment, and taking into consideration the diverse backgrounds of your potential attendees is important for any successful training event.
- Whether the audience members know one another or not in advance will impact the group dynamic and the sorts of activities you might want to conduct.
- Whether the participation is voluntary or not will influence their motivation.
- The knowledge level of the audience regarding the planned discussion topics will affect the content and style of discussions and presentations.
- Whether the audience is accustomed to a specific learning method might affect how the participants react to very different training format.

In addition, the trainer should consider following points:

- Audience size:
 - a. Set a target audience size, based on the available space/capacity and available time for practical work.
 - b. The size of the audience will impact on how well they engage together and interact with the process.
 - c. If you want a larger audience, consider break-out groups, and the logistical requirements that might come with that.
- Consider whether your training activity will be open to the public or limited to those affiliated with the host institution.
- A public event may help increase and diversity attendance, while limiting it can help you focus on particular topics.



- Consider what the best way is to approach different target audiences (meeting, face to face workshops, webinar, newsletter, social media, etc.)
- With a heterogeneous audience, keep in mind the different stakeholders involved in order to address their different needs, knowledge and/or responsibilities:
 1. investor, institution/employer, ICH bearer,
 2. support (for example ICH Desk, ICH bearer etc.)
 3. commercial partners in a project

3. Outcome of the training activity

The outcome of the training should be that the trainees:

1. Have a better practical understanding of the key concepts and corresponding applications for ICH safeguarding and local sustainable development.
2. Confidently use what was learned during the training, thus increasing their impact in their professional environment.
3. Learn to use all tools taught during the local training activities of the ARTISTIC project.
The tools are following:
 - a) Intellectual Cultural Heritage (ICH) Valorization Strategy and Safeguarding
 - b) Business Model Generation
 - c) Financing methods
 - d) Improvement of communication skills
 - e) Intellectual Property Rights and ICH
4. Become able to network with stakeholders from multiple institutions and interested parties, and act in a global open ICH network initiative.

4. Teaching adults

According to the Open Science Training Handbook, the Canadian Literacy and Learning Network did some interesting work on the topic “Teaching adults” and recapitulated it in seven principles:

1. **Adults must want to learn.** This means that the inner motivation and added values are decisive and it might be worth to know them before starting the course.
2. **Adults will learn only what they feel they need to learn.** Adults are practical in their approach to learning; they want to know, "How is this going to help me right now?" You should therefore be practical and direct.
3. **Adults learn by doing.** This is true for children too, but active and immediate participation matters more for adults.



4. **Adult learning focuses on problems and the problems must be realistic.** The participants will often come with a problem and it will be your task to discover gaps and try to close them.
5. **Experience affects adult learning.** Adults have more experience than children, either negative or positive. You can make use of this experience by avoiding negative associations.
6. **Adults learn best in an informal situation**.** Often, adults learn only what they feel they need to know. You should therefore try to involve your audience in the learning process. This may happen by making the environment relaxed, informal and inviting.
7. **Adults want guidance**.** Adults want information that will help them improve their situation or solve problems, but they do not want to be told what to do, but rather choose options based on their individual needs.

Therefore, the Open Science Training Handbook advises you to:

- provide the tools and support where local actors will find them
- prepare online documentation with clear, understandable, and up to date guidance
- put together good usable (and discoverable) tools or templates to generate it
- In summary, adults have their interests focused on their own improvement and see training as a self-centered, capacity-building exercise.
- Adults like to be respected as such, and that their expectations are individually met, in an exhaustive way whenever possible.

5. Learning objectives & learning outcomes - what is this?

To ensure the success of the project that are directly linked to the efforts of the training activities, it is important to be clear of the difference between objectives and outcomes.

Whereas **objectives** comprises aims or goals **outcomes** comprises tangible results.

Therefore, when designing a training activity, you should:

1. think primarily of the objectives of the ARTISTIC project,
2. list the outcomes you want your audience to reach for.

The Open Science Training Handbook Design recommends to design all practical exercises around specific outcomes (For instance, in the case of the ARTISTIC project, using the tools previously mentioned such as the Strategy for Valorizing ICH and the Business Model Generation).



5.1.1. Learning objectives

To achieve the learning objectives you should:

- Describe the goals and intentions of the training activity.
- State the purpose and goals of the training activity.
- Focus on content and skills important within the ARTISTIC project.
- Describe what the instructors will do.
- Should be specific and detailed.

5.1.2. Learning outcomes

Training Outcomes stand for the main “products” of the training activities and are the evidence that the goals or objectives of the project were achieved. They can be made out of a list of measurable and essential mastered content-knowledge – reflecting skills, competencies, and knowledge that the trainees have achieved and can demonstrate upon successfully completing a course.

Outcomes also:

- express skills that integrate course content and activities and can be observed as a behaviour, skill, or discrete usable knowledge upon completing the course.
- are exactly what assessments are intended to show - specifically what the trained person will be able to do upon completing the course.
- can be displayed or observed and evaluated against criteria.
- are clear and measurable criteria for guiding the teaching, learning, and assessment process in the course.

Example of a training objective:

- “To learn how to use the proposed ARTISTIC tools with maximized effectiveness.”

Example of a training outcome:

- “Upon completing the course, the trainee will be able to design an ICH initiative/project and a strategy to develop her/his initiative/project or business”

6. Motivation & Demotivation

One of the key components in a training activity is to make sure that the lack of confidence that the participants might have when being introduced to a new field does not discourage them from pushing onwards.



Even if some participants are generally familiar with the concepts presented in the training event, it is important to acknowledge when people are becoming confused.

Acknowledging that their misunderstandings are valid is key to encouraging a growth mindset and motivating them to accept and endorse the ICH practices.

There are different strategies that can be employed throughout the training event to motivate participants. Here follow some of them:

Strategies to establish value:

- Connect the material to the participants' interests or values.
- Provide authentic, real-world tasks and case studies, ideally matched to the participants' background and immediate interests.
- Show relevance to the participants' current life experiences.
- Convey your own passion and enthusiasm for ICH safeguarding and local sustainable development.

Strategies for self-efficacy:

- Provide participants with options and the ability to make choices.
- Give participants an opportunity to reflect and make their own connections between ICH and their particular work or life experience.⁴

7. Starting the training

7.1.1. Introductions

Ice-breaker

In order to energise audience members and help them to know the trainers and each other, many training sessions begin with an ice-breaker exercise.

Creating a warm, welcoming, friendly and positive learning environment should enable attendees to better participate and learn, and help them to feel more comfortable.

Poll questions can also help to break the ice, such as:

- What are 2 or 3 key things that you'd like to take away from this training activity?
- What are your expectations from today?
- What would you like to learn today?

⁴ For more information, see Carpentry Instructor Training: <https://carpentries.github.io/instructor-training/08-motivation/>



7.1.2. During the training

Define the intended outcomes of the training and always give orientation to your trainees:

- Where are we?
- Where do we want to go?
- What will we cover?
- What do we want to achieve?

Establish a balanced change of pure talks about the content to deliver (max. 20 minutes) and activity sessions to work with the content (Döring, 2008).

Always make the learners' voices sound as soon as possible or, in other words, **go for active learning, sharing knowledge and experiences!**

General recommendations:

- Stay connected! Always try to keep the contact with the group, check your pace and those of the others.
- Be careful not to overload the participants with too much and/or too difficult content.
- Be open for feedback at any time but avoid or actively break-up never-ending discussions.
- Breaks: Always give enough space for breaks. The longer your course, the longer and more often your breaks.
- Prepare short, middle and long versions of your exercises to become flexible if the discussions are more or less intensive.
- Meta View: At the end of the training it might be worth to tell your participants what you did and why you did it. This will also make the evaluation easier.
- Enjoy the session yourself.

7.1.3. Instant feedback

At the end of each training activity, request feedback from participants in the form of a one-up/one-down:

- state one thing that was useful/good in the module and
- one thing that was unclear/could be improved.

8. Training evaluation

Successful training also needs evaluation phases. Especially when starting a course, it is useful to look at trainees' feedback.



An evaluation can provide you with valuable insights on your methods and content. A continuous evaluation and consideration of the feedback improves the quality of the training and the trainer's performance.

- See Deliverable D.T2.3.4 (Evaluation of Training Activity) for detailed information!

8.1.1. Metrics for training efficiency

In order to evaluate a course you should need to establish, first, what you want your learners to be familiar with, know, analyse critically or be able to explain.

Why are you doing the course? Which goals do you want to achieve? And once the course has finished you should check if you reached those goals:

- Reaction (meeting expectations):
 - ✓ Are the trainees satisfied with the course?
 - ✓ Have the participants reached their learning goals?
 - ✓ Were the expectations realistic?
 - ✓ How did they react to the course?
 - ✓ Was there a clear structure or a common thread?
- Learning:
 - ✓ Did the attendees learn something new?
 - ✓ Is it helpful in their current situation?
 - ✓ Did they understand everything?
 - ✓ Can they assign suggested tools/platforms to the respective ICH safeguarding practices and strategies?
 - ✓ Do they meet the pre-specified learning objectives?
- Behaviour:
 - ✓ What will they do with their acquired knowledge?
 - ✓ Will they recommend the training/content to others?
- Results:
 - ✓ Which outcomes, when met, have a more positive impact towards the objectives?
 - ✓ Which were the tools that brought more benefits?

Questions to ask trainees include:

- Did you feel that the training was worth your time?
- Did you think that it was successful?
- What were the biggest strengths and weaknesses of the training?
- Did you like the venue and presentation style?
- Did the training session accommodate your personal learning styles?
- Were the training activities engaging?
- What are the three most important things that you learned from this training?
- From what you learned, what do you plan to apply in your ICH activity, project or job?
- What support might you need to apply what you learned?



8.2. Rework your course

You will have your own expectations before giving the training activity and the experience of having done so will show you that things do not always work the way you planned. The Open Science Training Handbook recommends that “you should not be too disappointed, because a first time yield for all outcomes is almost impossible, but rather take the end of the course as a starting point to rework your material and rethink some of your methods and practical exercises”.

It might take you three attempts until you will have the feeling that your course has the format it needs and will satisfy both the attendees as well as you as the instructor (Open Science Training Handbook).

9. Exercise

You will train local ICH actors in your region or municipality. The training will be about the Interreg Central Europe ARTISTIC project “Valorization of Intangible Cultural Heritage (ICH) Assets for local sustainable development in Central European Regions”.

- In one paragraph describe the design strategy for your training activity, in major steps, for example what would you plan to do before, during and after your training activity
- List three questions that you are allowed to ask to characterise your audience
- List three learning objectives
- List three expected learning outcomes
- List three actions that you can use to break the ice and get your audience engaged
- List three questions that you would ask to check what the participants have learned
- List three questions that you would ask to check if the participants enjoyed the session.
- Be ready to react to genuine and spontaneously created wordcloud (sli.do or some other tool): don't be afraid to co-work with your audience, learn to play with what you know (and assume you also have to right for some perplexity)



10. References:

Foster Open Science (n.d.): “Open Science Training Handbook”, Chapter “On Learning and Training”, URL: <https://book.fosteropenscience.eu/en/03OnLearningAndTraining/> (Retrieved February 12, 2019)

Döring, Klaus W. (2008): Handbuch Lehren und Trainieren in der Weiterbildung. Weinheim, Basel: Beltz Verlag.

For a deeper understanding of the matter:

Knowles, Malcolm S, Elwood F Holton, and Richard A Swanson (2011). The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development. Oxford: Butterworth-Heinemann.

Resources/Exercises for ice-breakers :

https://www.mindtools.com/pages/article/newLDR_76.htm

<http://documents.manchester.ac.uk/display.aspx?DocID=7582>

<https://www.thebalance.com/top-ice-breakers-1918426>



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