

EUROPEAN CENTRE FOR MODERN LANGUAGES

CENTRE EUROPEEN POUR LES LANGUES VIVANTES

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Second medium-term programme of activities 2004-2007

Project C7 – TrainEd

Training teacher educators

"Changing roles and responsibilities of language educators"

Central workshop report 9/2004

(Graz, Austria, 7-11 December 2004)

APPENDIX 2:

Participants' presentations

about the contents of the trainer training kit

(group work, day 5)

Co-ordinator: **Gabriela S. Matei**, EduPlus Consulting, Timisoara, Romania

Project team: **Mercedes Bernaus**, Spain

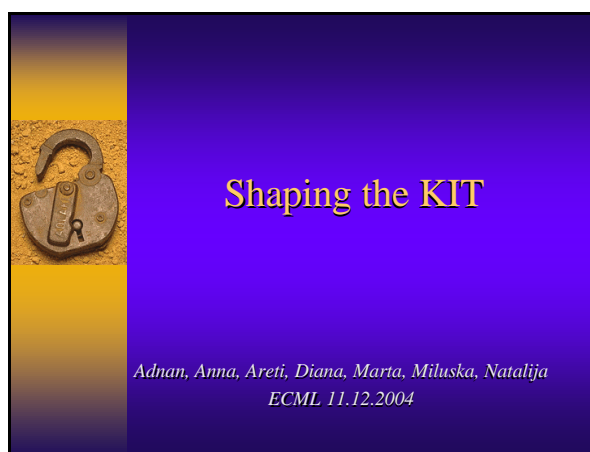
Frank Heyworth, Switzerland

Uwe Pohl, Hungary

Tony Wright, United Kingdom



Appendix 2a

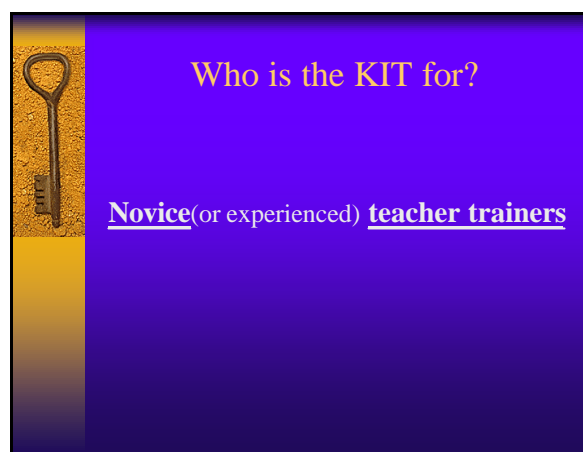


Slide 1 features a blue background with a yellow vertical bar on the left containing a padlock icon. The title "Shaping the KIT" is centered in yellow. Below it, the names "Adnan, Anna, Areti, Diana, Marta, Miluska, Natalija" and the date "ECML 11.12.2004" are listed in white.

Shaping the KIT

Adnan, Anna, Areti, Diana, Marta, Miluska, Natalija
ECML 11.12.2004

1

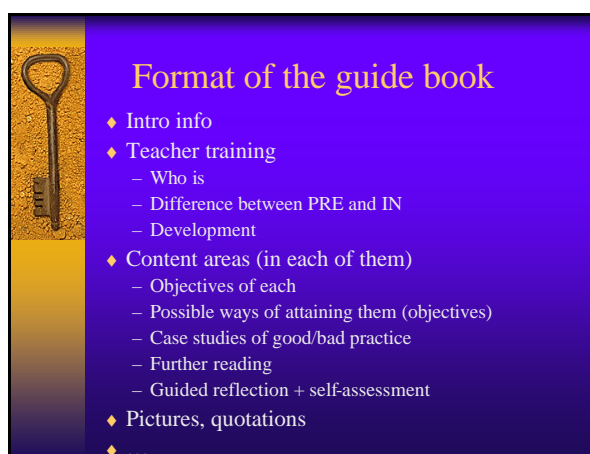


Slide 2 features a blue background with a yellow vertical bar on the left containing a key icon. The title "Who is the KIT for?" is centered in yellow. Below it, the text "Novice(or experienced) teacher trainers" is displayed in white.

Who is the KIT for?

Novice(or experienced) teacher trainers

2

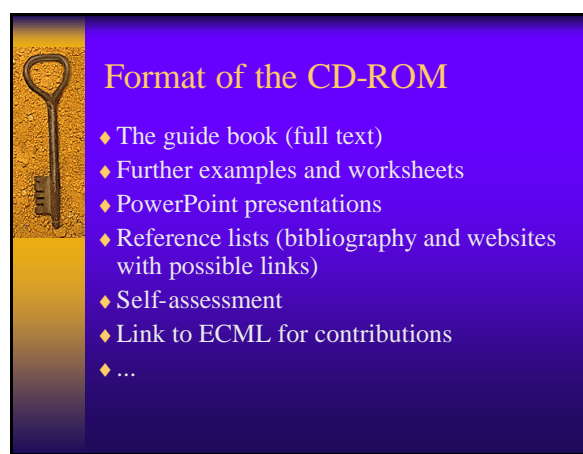


Slide 3 features a blue background with a yellow vertical bar on the left containing a key icon. The title "Format of the guide book" is centered in yellow. Below it, a list of bullet points in white describes the format.

Format of the guide book

- ◆ Intro info
- ◆ Teacher training
 - Who is
 - Difference between PRE and IN
 - Development
- ◆ Content areas (in each of them)
 - Objectives of each
 - Possible ways of attaining them (objectives)
 - Case studies of good/bad practice
 - Further reading
 - Guided reflection + self-assessment
- ◆ Pictures, quotations
- ◆ ...

3



Slide 4 features a blue background with a yellow vertical bar on the left containing a key icon. The title "Format of the CD-ROM" is centered in yellow. Below it, a list of bullet points in white describes the format.

Format of the CD-ROM

- ◆ The guide book (full text)
- ◆ Further examples and worksheets
- ◆ PowerPoint presentations
- ◆ Reference lists (bibliography and websites with possible links)
- ◆ Self-assessment
- ◆ Link to ECML for contributions
- ◆ ...

4



Slide 5 features a blue background with a yellow vertical bar on the left containing a key icon. The title "Content area" is centered in yellow. Below it, a list of bullet points in white describes the content area.

Content area

- ◆ Training design
- ◆ Facilitation
- ◆ Presentation
- ◆ Observation, feedback, evaluation
- ◆ Management
- ◆ Problem solving
- ◆ Motivation
- ◆ Interpersonal skills
- ◆ Communication skills
- ◆ Group dynamics
- ◆ Cross-cultural awareness

5



Slide 6 features a blue background with a yellow vertical bar on the left containing a key icon. The title "Training design" is centered in yellow. Below it, a list of bullet points in white describes the training design.

Training design

- ◆ Training course design activity
- ◆ Workshop planner
- ◆ Checklist worksheet planner
- ◆ Step by step (8 Steps)
- ◆ Suitcase
- ◆ My first experience
- ◆ ...

6



Facilitation

- ◆ Can I facilitate?
- ◆ Facilitation task
- ◆ Micro facilitation
- ◆ ...


7



Presentation

- ◆ Presentation 10 commandments (Ms. Messy Margin)
- ◆ ...


8



Observation, feedback, evaluation

- ◆ Discussion observation form 1
- ◆ Discussion observation form 2 (+ self observation)
- ◆ Specific functions of discussion leader
- ◆ ...

9



Problem solving

- ◆ Dealing with problem incidents
- ◆ ...


10



Group dynamics

- ◆ Strategies in Group
- ◆ ...

11



No materials so far ...

- ◆ Motivation ...
- ◆ Communication skills ...
- ◆ Interpersonal skills ...
- ◆ Management ...
- ◆ ...

12

Rescue KIT

Adnan, Marta

1

Guide

- Possible problem index page
- Solutions and hints
- Go to CD-ROM for more info
- If not enough go to reference book

Something one can consult during the coffee break

2

Example

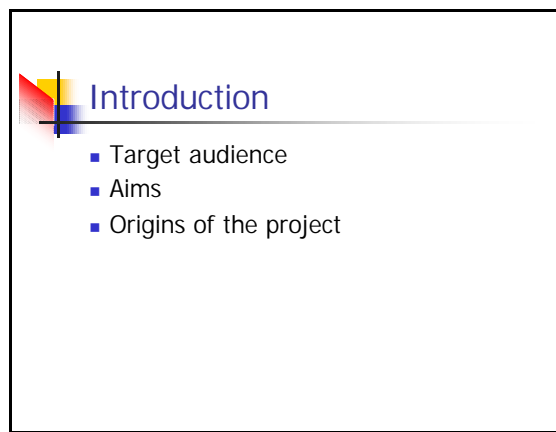
- I have a difficulty in maintaining attention?
 - Personalise (p.27);(p. 35)
 - p.27 „My first experience“
 - CD-ROM section „.....“
 - » Reference book

3

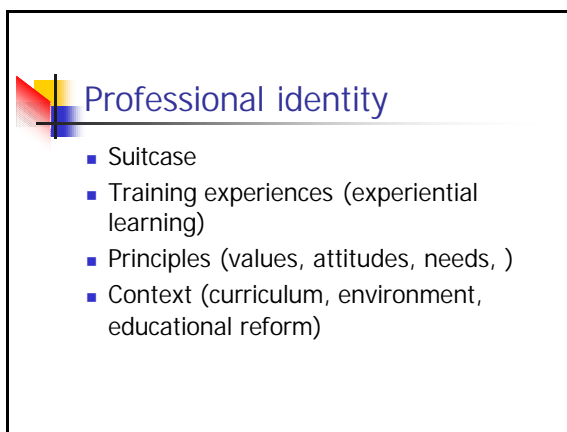
Appendix 2b



1



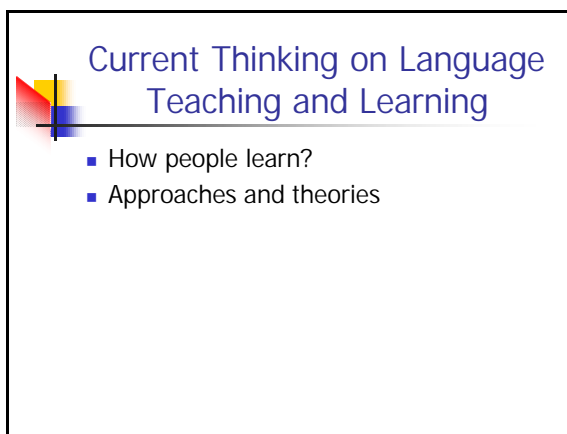
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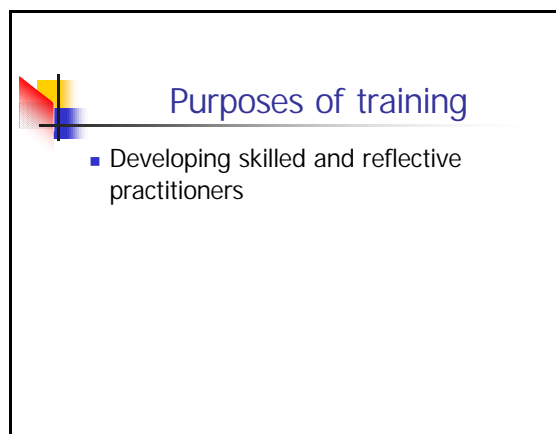
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4



5




6



Working with groups


7



Training principles and design

- Checklist for planning (courses, workshops, seminars)
- Designing materials
- (more or less) 8 Steps for planning a training course


8



Aspects of successful training

- Discussion
- Facilitation
- Presentation
- Observation
- Feedback
- Time management


9



Dealing with problems (people and issues)

- Classroom management


10



Creating a safe teaching-learning environment

- Group dynamics
- How to 'stay well' as a trainer?

11

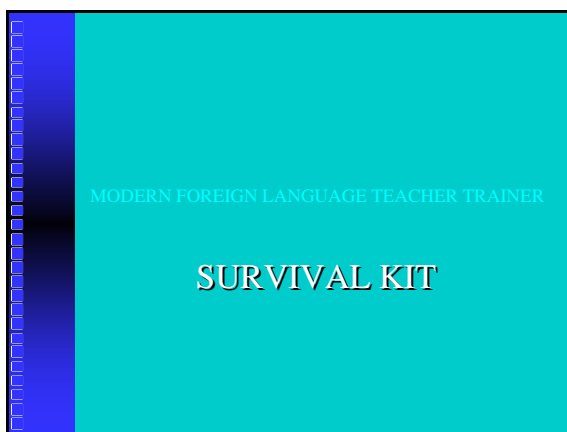


Resources

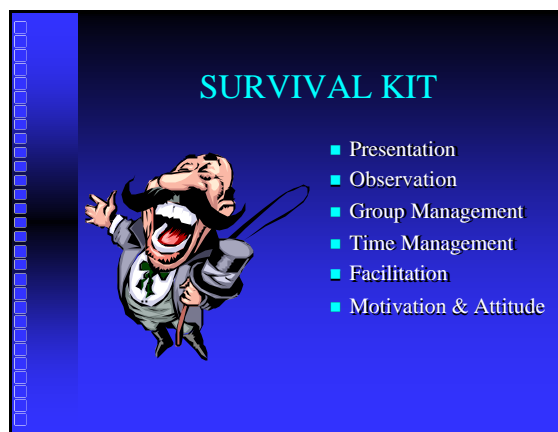
- Hyperlinks
- Bibliographies
- Networks
- Professional organisations
- CEF
- Portfolio
- ICT

12

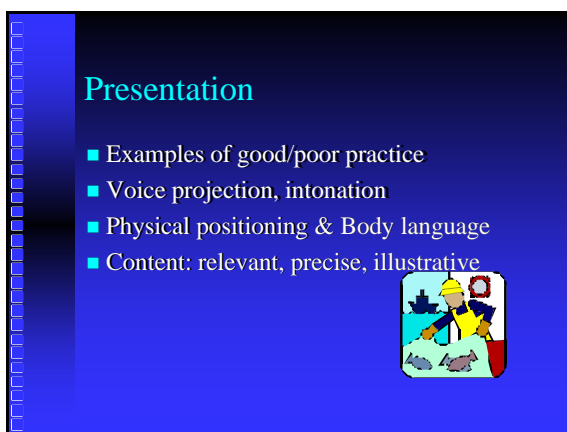
Appendix 2c



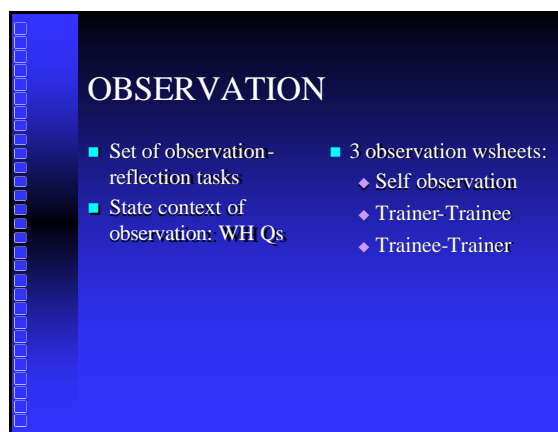
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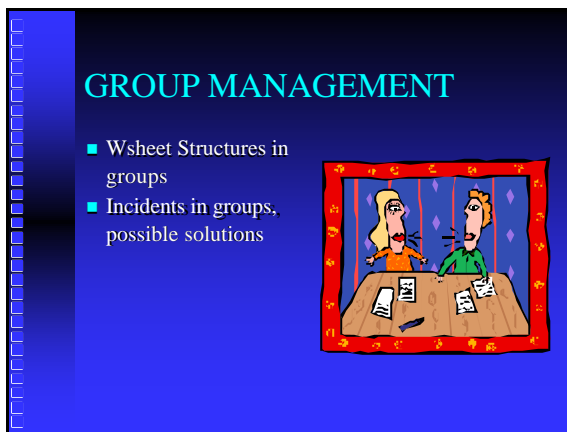
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5



6

FACILITATION

- Can I Facilitate (with modifications: Grading Scales rather than Yes/No)
- Wsheet: Discussion observation Form

7

MOTIVATION & ATTITUDE

- BEs & Don't BEs
- Measures to insight Motivation
- Wsheet Suitcase
- Frank's Wsheet
- Loop to Introduction

8

EVALUATION



- Necessity of Continuous Evaluation (Portfolio, Qtnnaires, Working Sheets,...)

9

STRUCTURE & ORGANISATION

- Introduction
- Synopsis per chapter
- Bibliography (25 max. With brief description)
- Appendices
- CARTOONS (Anticipated Thank You Benoit)

10

Appendix 2d

LE KIT DU FORMATEUR EUROPEEN D'ENSEIGNANTS EN LV

Format :

- **livret** : pochette avec des onglets et codification chromatique
- **CD rom** : *Où?* en 3ème de couverture
Quoi? même contenu que le livret plus une partie spécifique

Public ciblé : Formateurs en FC et FI (et, certaines parties, pour des enseignants en LV)

Contenus/Structure :

Livret et CD-Rom :

Sommaire

Introduction : philosophie, finalités, et mode d'emploi (linéaire ou modulaire)

Questionnaire de prise de conscience de ses pratiques/compétences de formateur

« **Thèmes** » :

- planification et conception de formations
- facilitation de la communication
 - lors des présentations
 - au sein du groupe (ex : gestion des conflits, stimuler la participation, gérer les interactions)
- évaluation et feedbacks¹
- « idées-forces pour le formateur (débutant) »
- « Les pièges à éviter »

Bibliographie (off/on line)

Glossaire

Bloc-Notes

Pochette (absente dans le CD-Rom)

Index par mots clés

Coordonnées des contributeurs nationaux

CD-Rom et enveloppe libellée contenant un questionnaire de retour (en 3ème de couverture)

* *spécifique* au **CD-Rom** (à part le même que le guide) :

- descriptifs sommaires des curricula par pays (FC et FI)
- politiques et actions dans l'espace européen de la formation des enseignants (ex. Traité de Bologne)

¹ Chacun de ces trois pôles thématiques suit la même structure :

- questionnaire de prise de conscience
- exemplification/illustration de cas type
- apports (théoriques et/ou pratiques, en amont et/ou en aval) : solution d'éventuels problèmes et/ou conseils
- bibliographie ciblée : « Pour aller plus loin »/ « Pour en savoir plus »
- « Bloc-notes »