



**Erasmus+ SkoPS**

## *Course Outline and Description*

<b>Project Title</b>	Empowering the European Workforce Development through Online/Virtual Skills Training for Digital Transformation towards Mitigating the Impact of Pandemic Situations (SkoPS)		
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<b>Version</b>		<b>Confidentiality level</b>	Public



## Version History

Version No.	Date	Change	Editor(s)

## Contributors

Name	Organization

## Disclaimer

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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# 1 Introduction

It's more crucial than ever to be competitive and relevant in the 4.0 industry. However, in order to be relevant, training and development must be included to the list of factors that contribute to the success. Reaching a well-trained and motivated European workforce is where the train-the-trainer concept comes into play. Having a training program is a great method to ensure that staff learn to gain the information and skills they need to do their jobs properly quickly. But how do you know you'll be able to properly teach staff on a large scale? By using the train-the-trainer concept to make experts capable of educating them.

## 1.1 Abstract

This framework for a trainers-oriented program is intended to assist non-training or training professionals, or part-time trainers in creating and delivering a presentation that is more engaging than a typical "I speak, you listen" training model. Every presenter has a higher likelihood of their material being remembered and so acted upon if they include more interesting learning exercises.

## 1.2 Purpose of the document

The purpose of this document is to have an outline for the Training the Trainers course. In this file, the general structure of the Training the Trainers course is described and determined. This file includes description, materials, activities, objective, contents, prerequisites, references, assessment methods of the Training the Trainers course.

## 1.3 Relation to other deliverables

The Training the Trainers course is in relation to the Training the Trainees course.

## 2 Template

Course Plan Template			
<b>Course ID and Title:</b>	Training the Trainers		
<b>Course Duration:</b>	6 Weeks	<b>Course ECTS:</b>	
<b>Leading Organization:</b>	EILD		
<b>Course Media:</b>	Text File		
<b>Laboratory (Yes/No)</b>	No		
<b>Course Description:</b>			
<p>This course provides a broad introduction to modern, approved, and most favorable Training the Trainers approaches. The efficacy of the Training the Trainers course in teaching new skills and information to a wide variety of trainers is its main benefit. In addition, this course is distinguished by its trainee-centered training technique and design thinking process. Given the unusual worldwide situation caused by the pandemic, which presents a new manner of teaching, it is critical that trainers – whether experienced or not – get familiar with new teaching approaches in order to provide the training materials in the learning offerings successfully. This course will be taught to educators in order to prepare them for the course delivery of the future.</p>			
<b>Course Materials and Equipment (Prerequisite)</b>			

NA

**Teaching and Learning Activities:**

- 1- Materials for reading (Slides)
- 2- Quizzes: After each chapter, a few questions (objective questions or short answer questions) based on the content of the materials are aimed to ensure student knowledge.

**Course activities:**

The following are some of the activities included in this course:

- 1) Reading the materials: students are needed to read the materials (slides) for each chapter in order to gain a grasp of the topic of the chapter.
- 2) Quizzes: Students should participate in quizzes and evaluate their comprehension.

**Course Objectives:**

Throughout the course, the participant will work toward achieving the following goals:

- Determine the qualities and duties of a successful trainer.
- Prior to the course, be aware of the requirements for research analysis.
- Explain and apply the principle of adult learning.
- Recognize the distinction between training and presentations.
- Recognize the significance and many sorts of learner involvement.
- Develop adult classroom management abilities.
- Develop techniques for dealing with difficult people and situations.
- Determine how to assess training, particularly in terms of applicability.

**Course Summary:**

This Training the Trainers course is intended to benefit and assist participants in developing, organizing, and delivering successful training, as well as knowing how to evaluate the program's performance. Participants will learn how to use various training approaches to engage participants, how to offer organized, clearly written training materials, how to make an interactive presentation, and how to utilize information based on educational research to meet predetermined training goals. Adapting training to pandemic scenarios will get special attention.

#### **Table of Contents:**

##### **PURPOSE OF TRAINING**

- Training the Trainer: An Overview
- What makes training effective is its purpose.
- Communication that works
- Principles of Adult Education
- Key qualities of a good trainer
- Training that is focused on the participants

##### **TRAINING DEVELOPMENT**

- Identification of learners' training needs and prerequisites
- Analyze the training requirements
- Fundamental criteria for effective research on learning
- Creating training programs that cater to a variety of learning styles
- Training may be structured in five steps
- Cognitive tactics

##### **TRAINING PROCESS**

- Four major forms of training
- On-the-job and off-the-job training
- Twenty-five different training activities that you may employ
- The use of body language
- Visual aids use (types & benefits)
- Training vs. Presentation

##### **VIRTUAL CLASSROOM MANAGEMENT**

- Classroom engagement
- Classroom management
- Managing challenging situations

##### **ASSESSMENTS & FEEDBACK**

- Developing and comprehending assessment criteria
- Exams versus testing
- Marking
- Giving and receiving verbal feedback
- Models and techniques for evaluation
- Technology and training
- Blended and online learning

##### **PUTTING IT TOGETHER**

- Delivery of training
- On-the-job and off-the-job education
- Feedback
- Evaluation

[illegible]



Quizzes at the end of each module are one type of assessment (objective questions and short answer questions). To pass the course, students must complete correctly 80 percent of the quizzes.

**The tasks lead to the production of the intellectual output and the applied methodology.**

There are four main steps, leading to the production of the intellectual output and the applied methodology:

**1-Tasks**

The Training the Trainers course tasks are listed below:

- 1- Studying all the course references by EILD.
- 2- Extracting information from the References based on the arranged content of the course.
- 3- Organizing and preparing slides, reading materials, and quizzes.

**2- Review and Feedback**

All other partners will be asked to review the course materials and give feedback. This leads to enhancing the functionality of the course, improving its outcomes.

**3- Fine-tuning**

EILD should take the feedback into account and ameliorate the course materials.

**4- Publishing**

After the approval of the course by all partners, it will be published and is available for everyone online.