

## Learning Outcomes Matrix

The Learning Outcomes in the table below have been drawn from the conclusions of the O1 Transnational Research Report containing findings of research performed in all project's partner countries.

The Didactic Framework Model was designed based on these Learning Outcomes and founded on Learning Objectives which to meet the training needs of the beneficiaries (learners attending the 6 training modules). The table below presents also the correlation between the Learning Objectives and Learning Outcomes for each module of the Didactic Framework Model.

Module of the Didactic Framework Model	LEARNING OBJECTIVES  In order to achieve the Learning Outcomes, the following Learning Objectives are envisaged:	LEARNING OUTCOMES		
		At the end of the training, the participant <sup>1</sup> should be able to:		
		Knowledge	Skills	Competencies
<b>Module 1</b>	<b>O.1.1.</b> To enable the learner to assess approaches and techniques in conducting training needs analysis	Recognize differences in learners' preferences and styles	Combine teaching styles	Instruct trainees by using new training style(s) to obtain the best results
	<b>O.1.2.</b> To create an awareness of different learning styles <b>O.1.3.</b> Identify their own dominant learning style and how it can affect their teaching and approach to training	Present traditional and new learning approaches	Integrate the new and most interesting approaches for learners with the traditional ones	Teach by using combination of new and traditional approaches, which to be interesting and suitable for most of the workers

<sup>1</sup> In DIDO training, the participants will be teachers, trainers, mentors and counselors from each project partner country, who will attend the training with the purpose of getting specific Learning Outcomes (Knowledge, Skills and Competencies) in the view of implementation of high-quality workplace learning to meet the needs of their trainees, namely: workers, low-skilled workers and workers in vulnerable employments. Also, it was agreed that the participants in DIDO training will be professionals working in the sector who have experience of training and mentoring, but who do not have recognised formal qualifications in training and development.

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Module 2	<p><b>O.2.1.</b> To research the key motivation factors involved in effective teaching and learning</p> <p><b>O.2.2.</b> To raise awareness of the elements of group dynamics and in its impact on the learning process</p>	Differentiate workers based on learning levels	Analyse subjects' knowledge in order to classify them on learning levels	Form teams and lead them within the workplace learning
Module 3	<p><b>O.3.1.</b> To explore the elements which impact on the effectiveness of a training session to include the learning environment, the trainer, learning methodologies and the group dynamics of the participants</p> <p><b>O.3.2.</b> To examine the boundaries in the teacher/learner relationship and how this can impact on the learning process</p>	Identify environments where workplace learning can be applied	Illustrate by example the workplace learning in different environments	Follow positive reactions of learners in different environments
		Make a list with communication skills	Outline barriers to communication	Manage the boundaries in the teacher/learner relationship (barriers to communication, different needs of workers and low-skilled workers, cultural backgrounds)
		Define "challenge people"	Differentiate between the workplace learning needs of workers and low-skilled workers	

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		Knowledge	Skills	Competencies
		Describe daily problems that low-skilled workers and workers in vulnerable employments may face	Suggest suitable approaches for working with workers from different cultural backgrounds	
<b>Module 4</b>	<b>O.4.1.</b> To explore and research appropriate training content and materials using a range of learning aids to include web based facilities, software, and so forth	Determine experience in using new technologies	Integrate new technologies	Instruct trainees by using new technologies

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<b>Module 5</b>	<p><b>O.5.1.</b> To familiarise the learner with the approaches, tools and techniques used in the evaluation of a training programme to ascertain if training needs were met and objectives fulfilled.</p> <p><b>O.5.2.</b> To develop the learner's skills to identify areas of success, improvement opportunities, and challenges of a training programme</p> <p><b>O.5.3.</b> To develop the skills required to deliver constructive feedback to learners</p>	Identify specific opportunities	Present opportunities of workplace learning to workers	Lead the process of workplace learning thus to fructify opportunities
<b>Module 6</b>	<p><b>O.6.1.</b> To apply programme design and learning methodologies</p> <p><b>O.6.2.</b> To enable the learner, develop the comprehensive skills required in the research, development and delivery of a</p>	Gather information about the requirements of the learners' workplace	Find the most appropriate learning methods without being restrictive	Apply most suitable learning methods
		Describe new methods of teaching	Find / identify new teaching method	Apply new teaching methods

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		Knowledge	Skills	Competencies
	training programme <b>O.6.3.</b> To deliver appropriate training content and materials using a range of innovative training aids	Describe new tasks	Plan and prioritise tasks in workplace learning	Manage time efficiently