

Draft Didactic Model Framework

Drawn from the conclusions of the O1 research report and the Learning Outcomes Matrix

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| Definition of Learning Outcomes | Learning outcomes are statements of what a learner knows, understands and is able to do on completion of the learning process. (ECVET) |
| Target Group | Teachers, trainers, mentors, counsellors involved in workplace training |
| Overall Output Description | Aim of the overall programme is to provide innovative didactic training for the above group which will be piloted in each partner country. It is proposed that delivery of the curriculum will involve 8 face-to-face training units of 4 hours, which will be further supported by 40 hours of SDL and a final skills demonstration as part of the assessment module. |
| Introductory Module | <u>Overview</u> The programme module aims to explore with the learner, the knowledge, skill and competence required to identify training and development needs for a learner, learning group or organisation, to give an insight into approaches in developing an innovative training plan and to examine the scope of training and development design to meet specific training needs. |
| Objectives | <ul style="list-style-type: none"> • To familiarise the learner with the functions, process, purpose and benefits of training and development • To assist the learner to develop the academic and vocational language, literacy and numeracy skills related to the training needs identified • To enable the learner to exercise substantial personal autonomy and responsibility over their own learning |
| Indicative Course Content | <ul style="list-style-type: none"> • Gain an understanding of the key principles and methodologies which underpin adult learning • Identify the characteristics of effective learning and principles of learning • Gain an understanding of the key principles and methodologies which underpin adult learning • Identify the characteristics of a learning culture |

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| | <ul style="list-style-type: none"> • Explore different learning techniques for example <ul style="list-style-type: none"> ○ Learning ○ Training ○ Development ○ Education • Understand the learning environment and importance of a learning culture within an organisation • Recognise the characteristics of a professional trainer • Become familiar with the approaches of theorists of training and adult learning such as Kolb, Freire, Bloom’s Taxonomy of Learning, Kirkpatrick’s Learning Evaluation model, Fisher’s Process of Transition etc. • Explore the characteristics of an effective training session • Discuss Knowles Theory of Andragogy and Gardner’s Theory of Multiple Intelligences • Understand how to accommodate students with learning disabilities and other types of disabilities • Discuss issues for learners from different cultures • Recognise the characteristics of a professional trainer |
| Credits or workload value | Overall credit value - 0.375 4 hours |
| Materials or resources necessary | As required |
| Teaching Methodologies applied | Various methodologies to be used as appropriate |

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| Module content 1 | The programme module aims at identifying and analysing the various learning styles exhibited in the learner group, and assessing a range of approaches to conducting a training needs analysis. |
| Objectives | <ul style="list-style-type: none"> • To enable the learner to assess approaches and techniques in conducting training needs analysis • To create an awareness of different learning styles • Identify their own dominant learning style and how it can affect their teaching and approach to training |
| Indicative Course Content | <ul style="list-style-type: none"> • Identify individual and organisational training needs • Analyse training needs • Understand the purpose of Training Needs Analysis (TNA) • Identify training needs and gap analysis • Develop the skills in how to carry out a Training Needs Analysis on an individual or organisation. • Outline a proposed training initiative in response to TNA • Explore how to compile a list of learning and performance objectives • Discuss methods to evaluate TNA outcomes • Outline training needs in detail under the following headings: <ul style="list-style-type: none"> ○ Gaps in knowledge ○ need for up-skilling and ○ attitudes • Identify the different learning styles • Meet the needs of diverse students with a variety of learning styles • Undertake a personal learning styles inventory and analyse the results in relation to the role of tutor/instructor/counsellor • Understand how the awareness of different styles of learning can impact on the delivery of an effective training programme. |

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| Credits or workload value | Overall credit value - 0.375 4 hours |
| Materials or resources necessary | As required |
| Teaching Methodologies applied | Various methodologies to be used as appropriate |

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| Module content 2 | This programme module aims to equip the participants with the knowledge, skills and competence to identify both their own and the learner’s motivational drivers, and to explore teambuilding skills. |
| Objectives | <ul style="list-style-type: none"> • To research the key motivation factors involved in effective teaching and learning • To recognise the elements of motivation as ‘needs’ plus ‘goals’ • To explain some basic motivation theories and to use these theories to motivate learners • To raise awareness of the elements of group dynamics and in its impact on the learning process • To facilitate the learner to understand the concepts and theoretical knowledge of group work and group stage development • To allow the learner to demonstrate an appreciation of the contribution of the facilitation process to group work |
| Indicative Course Content | <p>Facilitate the learner to:</p> <ul style="list-style-type: none"> • Develop an awareness of the role of group dynamics in adult learning • Identify the prerequisites for effective communication in groups • Understand the learning environment and importance of a learning culture within an Organisation <p>Facilitate the learner to explore group work concepts. For example:</p> <ul style="list-style-type: none"> • Define ‘group’ and differentiate between ‘group’ and aggregate collections of individuals. • Define ‘role’ and outline how it can impact on group members’ performance in a group (e.g. ‘role’ conflict). • Explore a range of definitions for teamwork and teams. • Examine the importance of values and norms and their relationship to the success of the group • Explore the variable of group ‘power’ and its impact on the group and its members. • Differentiate between teams and groups and their effect on the organisational environment |

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| | <ul style="list-style-type: none"> • Comment on the potential consequences on teams of group think, team defence mechanisms, over-focus on intra team issues, inter team competition, favouritism • Explore the stages of team formation listed below and the feelings and behaviours associated with each stage: <ul style="list-style-type: none"> ○ Forming ○ Norming ○ Storming ○ Performing ○ Adjourning • Analyse the challenges and issues arising at the various stages. • Explore the nature of different theories of motivation to include relevant theories such as Maslow, Alderfer, Herzberg, McGregor, McClelland • Assess the relevance of different theories of motivation to teamwork and group dynamics |
| Credits or workload value | Overall credit value - 0.375 4 hours |
| Materials or resources necessary | As required |
| Teaching Methodologies applied | Various methodologies to be used as appropriate |

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| Module content 3 | The programme modules aims to explore with learners, the area of difficulties encountered in both group and individual learning situations, and to identify elements of effective communication in the learning environment. |
| Objectives | <ul style="list-style-type: none"> • 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. • To examine the boundaries in the teacher/learner relationship and how this can impact on the learning process • To equip the learner with an understanding of the role of conflict in group and organisational life • To enable the learner to develop the skills of conflict management and discuss the methods for managing conflict problems and the role and purpose of such |
| Indicative Course Content | <ul style="list-style-type: none"> • Explore a range of factors which promote and inhibit participation e.g. Training Population Characteristics, Age, Gender, Background, Emotional Disposition, Motivation, Physical Characteristics, Previous training experiences, Learning Styles • Explore external environmental factors: <ul style="list-style-type: none"> ○ Compulsory Training under legislation for example Bullying and Harassment, Manual Handling, Health and Safety • Explore internal environmental factors: <ul style="list-style-type: none"> ○ Internal drivers that create the need for training ○ Poor Performance ○ Anticipated introduction of a new system, task or technology • Identify the prerequisites for effective communication in groups • Identify problems or other issues in the workplace • Understand the role of emotional intelligence in adult learning • Explore conflict resolution techniques • Identify barriers to learning and its impact on learning outcomes |

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| | <ul style="list-style-type: none"> • Understand the role, attitude and beliefs in a learning experience • Develop an awareness of the importance of Equality and Intercultural Awareness <p>Facilitate the learner to explain the role and function of conflict in group and organisational life by:</p> <ul style="list-style-type: none"> • Investigating both the positive and negative functions for example: • Drives change • Increases innovative capacity • Leads to better decision making /problem solving • Establishes and modifies norms, rules and laws • Clarifies/confuses issues • Disrupts work • Establishes our identity and independence • Builds relationships/breaks down relationships • Consider with the learner the causes of conflict for example: <ul style="list-style-type: none"> ○ Differing opinions/views ○ Unclear policies/procedures or work boundaries ○ Inadequate resources ○ Personal issues <p>Based in the particular vocational area, facilitate the learner to critically assess the strengths and weaknesses associated with their personal style of conflict management in a particular group or organisational context, by:</p> <ul style="list-style-type: none"> • Identifying the various styles of managing conflict including: <ul style="list-style-type: none"> ○ Collaborating ○ Competing ○ Avoiding ○ Compromising |
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| | <ul style="list-style-type: none"> ○ Accommodating <ul style="list-style-type: none"> ● Critically assess their personal style of managing conflict and its strengths and weaknesses in a particular group or organisational context for example: <ul style="list-style-type: none"> ○ A workplace conflict ○ A conflict over allocation of resources <p>Based in the particular vocational area, assist the learner to demonstrate good practice in managing conflict in group or organisational contexts to include:</p> <ul style="list-style-type: none"> ● Identifying personal learning gained from the use of learner’s style of managing conflict in the work place/group context including: <ul style="list-style-type: none"> ○ The advantages and disadvantages of using that style ○ Learning to inform future practice <p>Explore with the learner how to effectively demonstrate skills of conflict management in organisational life, for example, the learner will:</p> <ul style="list-style-type: none"> ● Understand conflict’s causes, styles and strategies ● Establish a dialogue and negotiate ● Actively listen ● Express strong feelings appropriately ● Remain rational ● Summarise, and ask questions <p>Review the three integrated communication roles: system, planning & delivery with regard to</p> <ul style="list-style-type: none"> ● Oral Presentations |
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| | <ul style="list-style-type: none"> ○ Organisation and content, Presence, delivery and grammar, effectiveness of delivery method, use of appropriate vocabulary, pronunciation, Enunciation, Audibility, and Clarity, Grammar etc. ● Listening skills <ul style="list-style-type: none"> ○ Active Listening including reflecting, probing, deflecting, clarifying, summarising and body language ● Making Suggestions and Giving Feedback <ul style="list-style-type: none"> ○ To include advising, evaluating, interpreting, supporting, probing understanding etc. ● Written Documents and correspondence <ul style="list-style-type: none"> ○ To include accurate Content, Organisation, Purpose, Voice, Tone, Sentence Structure, Word Choice etc. |
| Credits or workload value | Overall credit value - 0.375 4 hours |
| Materials or resources necessary | As required |
| Teaching Methodologies applied | Various methodologies to be used as appropriate |

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| Module content 4 | This programme module aims at exploring the various innovative teaching methodologies available to teachers, tutors, instructors and counsellors, and to examine how these could be successfully integrated into a learning plan. |
| Objectives | <ul style="list-style-type: none"> • To explore and research appropriate training content and materials using a range of learning aids to include web based facilities, software, and so forth. • |
| Indicative Course Content | <ul style="list-style-type: none"> • Design a training intervention and prepare any tools or visual aids for the session • Discuss the methods used to research appropriate training content for intervention • Design a training intervention and prepare any tools or visual aids for the session • Identify different learning methodologies such as blended learning • Understand how to use PowerPoint slides, flipcharts, hand-outs, demonstrations, role play activity, etc. • Understand how to use a variety of relevant training strategies • Discuss web-based learning tools and their application for example Virtual Learning Environment, Edmodo, Blackboard, online assessment, survey monkey, Screencasts generated by teachers and students using the website Screencastomatic.com (This essentially is the flipped classroom approach but teachers can also provide feedback to students using screencasts) • Interactive discussions using Padlet.com • Using the virtual learning environment 'Moodle' to carry out quizzes, discussion forums and getting assignments uploaded for feedback • Wordle.net to create word clouds • Mindmapping software e.g. mindmeister • http://www.readwritethink.org - allows students to create a cube, they create questions on a topic of the teachers choice with a question from each level of Blooms taxonomy |

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| Credits or workload value | Overall credit value - 0.375 4 hours |
| Materials or resources necessary | <ul style="list-style-type: none"> • Screencasts generated by teachers and students using the website Screencastomatic.com • Padlet.com • Moodle • Wordle.net • Mindmapping software e.g. mindmeister • http://www.readwritethink.org • Edmodo |
| Teaching Methodologies applied | Various methodologies to be used as appropriate |

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| <p>Module content 5</p> | <p>This programme modules aims to equip the learner with the knowledge, skills and competence to evaluate and reflect on the learning undertaken, and on how to give effective feedback to the individual learner or learning group.</p> |
| <p>Objectives</p> | <ul style="list-style-type: none"> • 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. • To develop the learner’s skills to identify areas of success, improvement opportunities, and challenges of a training programme • To develop the skills required to deliver constructive feedback to learners |
| <p>Indicative Course Content</p> | <ul style="list-style-type: none"> • Methods of Evaluation • Why evaluate training and development interventions • Steps in the Training and Development Evaluation Process • Justify how learning objectives can be used to evaluate learning effectiveness • Evaluate effectively training using a range of tools such as <ul style="list-style-type: none"> ○ Kirkpatrick model ○ Learner feedback surveys ○ Transfer of learning • Develop the skills necessary to provide formative feedback throughout a session • Evaluate participant progress on an on-going basis • Develop the skills necessary to gather input from participants on session effectiveness • Identify opportunities for improvement in delivery and how to prepare a programme improvement plan • Understand the different performance management tools used to evaluate employees and how they contribute to identifying training needs |

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| | <ul style="list-style-type: none"> • Develop an awareness of the characteristics of performance management tools and their application for example performance appraisals, 360^o feedback, ranking, rating, observation, impact of regular feedback on performance, etc. • Understand how to evaluate progress on an on-going basis <ul style="list-style-type: none"> ○ Understand the importance of demonstrating effective listening and feedback skills ○ Understand how to assess participant achievement of training objectives i.e. evidence of transfer of learning ○ Understand the importance of planning, monitoring and evaluating a training programme ○ Identify evaluation models and approaches to include Behavioural model approach, Kirkpatrick model, Participatory/Collaborative evaluation ○ Understand organisational learning for example the information and learning needs of individuals, teams, and the organization in general ○ Create documentation required for programme evaluation ○ Use Specific, Measurable, Attainable, Realistic and Timely (SMART) techniques when assigning objectives ○ Understand the concepts of formative and summative evaluation ○ Identify the characteristics of formative and summative evaluation and when does each occur ○ Develop the skills to evaluate for Clarity, Impact and Feasibility ○ Identify the problems that can arise in evaluation and how to avoid them ○ Understand the role of participant feedback in training ○ Identify the skills required to align participant feedback to overall learning outcomes ○ Develop the skills of using feedback as a motivational strategy ○ Explore methods to give participant feedback (positive and negative) in a positive way. ○ Understand how feedback impacts on participants experience ○ Identify different evaluation tools for example performance assessment, tests, observation checklists, problem assimilations, observation, on-line evaluation tests etc. |
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| | <ul style="list-style-type: none"> ○ Identify if training objectives are met by using methods such as performance skills, competence, transfer of learning, critical and practical thinking, managing complex projects ○ Develop the skills to evaluate training objectives that are specific, measureable and observable |
| Credits or workload value | Overall credit value - 0.375 4 hours |
| Materials or resources necessary | As required |
| Teaching Methodologies applied | Various methodologies to be used as appropriate |

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| Module content 6 | The programme module aims to equip the learner with the skills, knowledge and competence to develop and deliver a workplace learning plan, and to apply programme design and learning methodologies appropriate to the learner group. |
| Objectives | <ul style="list-style-type: none"> • To enable the learner develop the comprehensive skills required in the research, development and delivery of a training programme. • To deliver appropriate training content and materials using a range of innovative training aids |
| Indicative Course Content | <ul style="list-style-type: none"> • Design a comprehensive training plan that includes all the key learning objectives of the training initiative • Explore how to prepare appropriate training methods for each element of the training session • Identify the skills to produce exercises for use within a training session • Develop the skills necessary to construct a session to include adult learning theories, motivation theories, objectives and exercises • Explore the characteristics of an effective training session • Explore the appropriate training methods and learning aids. • Identify the factors in relation to the location of the session and facilities available • Explore how to use a variety of training strategies • Establish, promote and maintain positive learning • Develop the skills necessary to plan the application of fair and consistent summative assessment techniques to ensure training objectives are achieved • Facilitate the learner to: <ul style="list-style-type: none"> ○ Identify training needs and gap analysis ○ Explore training needs analysis methods i.e. <ul style="list-style-type: none"> ▪ Employee performance appraisal ▪ Organisational improvement ▪ Critical incidents/customer complaints |

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| | <ul style="list-style-type: none"> ▪ Product/service quality data ▪ Interviews/surveys ▪ Organisation’s strategic planning documents • Design a comprehensive training plan that includes all the key learning objectives of the training initiative • Explore how to prepare appropriate training methods for each element of the training session • Identify the skills to produce exercises for use within a training session • Explore how to devise a training plan to include a programme plan, TNA, and cost benefit analysis • Explore the appropriate training methods and learning aids. • Identify the factors in relation to the location of the session and facilities available • Explore how to use a variety of training strategies • Establish, promote and maintain positive learning • Develop the skills necessary to provide formative feedback throughout a session • Develop the skills necessary to gather input from participants on session effectiveness • Identify opportunities for improvement in delivery and how to prepare a programme improvement plan • Identify different learning methodologies such as blended learning • Outline what is meant by Differentiated Learning and Instruction. • Explore various definitions of Differentiated Learning and Instruction. • Identify various differentiated learning approaches that can be used under the following headings: <ul style="list-style-type: none"> ○ Student instruction ○ Materials ○ Content ○ Tasks ○ Assessments • Identify and discuss the benefits of differentiated learning and instruction. • Identify and discuss the benefits of differentiated instruction over traditional teaching |
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| | <p>methods particularly within the context of how it can:</p> <ul style="list-style-type: none"> ○ Stimulate creativity and the potential it has to help learners understand ideas at higher levels of thinking than teaching through traditional methods. ● Examine the following environmental supports with regard to their potential to maximising the potential of groups whilst minimising individual assessment: <ul style="list-style-type: none"> ○ Assigning special seating ○ Providing designated spaces and activity areas ○ Helping learners to maintain a suitable work area ○ Providing study / resource access ● Explain the benefits and drawbacks of group profiling of learners within the context of differentiated learning and instruction. |
| Credits or workload value | Overall credit value - 0.375 4 hours |
| Materials or resources necessary | As required |
| Teaching Methodologies applied | Various methodologies to be used as appropriate |
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| Elective modules x 6 | One specifically related to each individual partner country |
| Assessment module | Based primarily on Skills Demonstration |
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