Train the Trainer

Concept

3 Day Course

24 LU

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1 Training concept

1.1 Principles of the training

We refer to the following terms/persons in this concept:

Trainer = Trainer of the ToT

Participant = Teachers of EMIC Module

Student = Students of EMIC Module

1.1.1 Participant focus

The focus on the participant of a course is a fundamental and basic element before starting to plan the contents to ensure an active participation. The goals and contents as well as the planned methodology should therefore not be presented to the participants at the start of the course. Rather, they should evolve from a common discussion between trainer and participants – the learning steps will be reflected and intensified by exercises.

When training trainers/teachers, not only are their own profiles of high importance, but also those of their students.

The type of participants of this course will necessarily change some of the final objectives, but above all it changes the didactic, linguistic and content approach of the theme a lot.

If student profiles are university students or professionals with a B1 / B2 (or higher) proficiency in the target language, the didactic content of "Living in the EU" will have a rather high scope, with the possibility of also investigating more technical and complicated aspects of the EU, including the use of professional and high-level annexed materials.

The lower the student skill level, the more necessary it will be to rethink the teaching method and the way it transmits the contents.

1.1.2 Competence focus

The existing competences of the participants should be integrated into the course as much as possible. They should be addressed by the methodological approach and used constructively for knowledge transfer. Individual skills should be supported.

As specified before, the students' skills decisively determine the didactic approach in the classroom, the choice of contents (or at least the choice of the contents to which we want to give greater importance) and the use of materials. It is therefore essential that the teacher know in advance which type of student they will work with (at least in broad terms: teaching "Living in Europe" in a private language school will be different from teaching it to a class of asylum seekers) so as to start lessons with the right approach in the first lesson.

However, many discoveries only happen in the classroom after the course has begun. It is therefore necessary to be flexible with the circumstances, but fortunately the teaching materials of this curriculum are meant to be.

1.1.3 Activity focus

The focus of training should be the transfer of solutions to different questions and exercises with respect to the specific context and activities in the classroom. Experience- and practice-oriented methodologies will be used to give the opportunity to independently and actively work on complex tasks. By planning and mock-teaching lessons, the participants will reflect both their own working style and the specific elements of the EMIC module.

1.1.4 Cooperation, intercultural communication, *team building*

The social situation and cultural background of the participants strongly influences their learning process. This is why the interpersonal relationships between the trainer and the participants should is of great importance. It is important to start the course with a team building element and to choose methodologies which support collaboration, loyal consultation, exchange and interaction between the participants.

1.1.5 Supporting and intensifying knowledge transfer

The examples and exercises used during the training will refer as much as possible to the training goal. In this way, we can obtain a workplace-related training. The trainer works according to the didactical concept and all participants can reach their cognitive training goals: "awareness – knowledge – understanding – application – mastery".

1.1.6 Differentiation of the group

While all of the training participants will be teachers in the context of refugee/migrant/language education, there might be differences in focus, knowledge, expertise and competences.

It is important to identify these differences and to adapt your working style and methodological-didactical approaches to the different participants and technical focus area and institution.

2   Goals of the training

After the training course, the successful "LIving in Europe" teachers should:

- have (or mature before the course) solid intercultural competences,

- have (or mature before the course) good frontal and interactive teaching competences, better if as an L2 language teacher,

- Have skills in teaching adults,

- have (or mature before the course) specific competences on the EU, able to embrace the whole content system of "Living in the EU" without granting weaknesses, shortcomings, doubts that could favor inaccuracies or didactic incompetence,

- have psychological and character abilities that allow him to manage a heterogeneous class without problems, knowing how to constantly motivate students on the foreseen topics, even functionally to the proposal of role-playing games or recreational activities.

3   Conceptual overview of lesson contents didactics

3.1   Overview

Module 1	Contents	
Getting-to-know	Introduction and warm-up with game or exercise	1 LU
State of knowledge / competences	Learn about teachers' experience with the specific heterogeneous international EMIC target group and EU contents	1 LU
Module 2	**Contents**	
Introduction into the curriculum	Present EMIC curriculum and discuss important modules/contents/focus depending on target group	1 LU
Intercultural competences	Highlight important intercultural competences for the course	1 LU
Module 3	**Contents**	
Lessons I	Six 20-minute-lessons (1 per project partner) to be held, each with a short feedback session	3 LU
Feedback session and reflection I	Reflect on classes held, discuss strong and weak points and outline important challenges	2 LU
Module 4	**Contents**	
Didactics I: **Planning and creating trainings for adult foreign learners / heterogeneous groups**	How to conduct a lesson/module in a target language based on: - different levels of the Common European Framework of Reference for Languages - different capacities and education backgrounds - different ages and nationalities - Challenges related to the refugee or socio-economical and/or political context	4 LU
Module 5	**Contents**	

Didactics II:	1. Role of the trainer
	 2. Methods to activate learners:
	   - Multimedia usage
	   - Group work
	   - Impulses for stimulation
	   - Exercises and games
		4 LU

Module 6	**Contents**	
Lessons II	Six 20-minute-lessons to be taught, each with a short feedback session	3 LU
Feedback session and reflection II	Reflect on classes taught, discuss and document positive modification and methods	2 LU
Module 7	**Contents**	
Conflict management and controversial contents	- Conflict risks - Sensitive topics, political contexts, group dynamics - Intercultural conflict management & mediation	2 LU

3.2 Training concept

3.2.1 Module 1: Getting-to-know and state of knowledge / competences

Topic	Contents	LU
Getting-to-know	Introduction and warm-up with game or exercise	1 LU
State of knowledge / competences	Learn about teachers' experience with the specific heterogeneous international EMIC target group and EU contents	1 LU

3.2.2 Module 2: Introduction into curriculum and intercultural competences

Topic	Contents	LU
Introduction into the curriculum	Present EMIC curriculum and discuss important modules/contents/focus depending on target group	1 LU
Intercultural competences	Highlight important intercultural competences for the course	1 LU

Introduction into the curriculum:

Participants will have received one EMIC module topic in advance of the course to prepare mock lessons for module 3 of the ToT. Each partner's two participants will have the same topic.

The six topics are presented on the board (titles only, e.g. "Living in the EU") and participants collect subtopics and/or learning goals ONLY FOR TOPICS OTHER THAN THEIR OWN on moderation cards. The group will then rate these according to importance.

The learning goals of the curriculum prepared in the project will then be presented to make sure the participants have a good understanding of what the EMIC module entails.

The participants then check their own ideas from the first activity against the prepared curriculum to see if all the elements of the EMIC curriculum are covered.

Intercultural competences:

When working with groups of students with different nationalities and/or cultural backgrounds, intercultural competence is highly important for the trainer. Migrants and refugees have different experiences and might be more sensitive than people in their own country (and comfort zone). It is important to be self-aware of your culture and have

specific knowledge about theirs. Teachers need to understand the ways in which their culture has shaped them and their view of the world and understand that migrants/refugees have also been influenced by their culture. This understanding can be the first step to create an understanding of what students might do, the way they might behave or how they work in class. Therefore, the educational community can play an extremely important role in providing a 'whole-school approach'[1] in order to promote a holistic intervention with migrant students. Teachers must work with other professionals (e.g. psychologists, counsellors and intercultural mediators) in order to ensure social, educational and academic integration of migrant students in the educational system. Such cooperation must also involve the students' families and other organisations, such as NGOs and social and/or health services.

This lecture will focus on reflecting your own culture and present methods to develop understanding, empathy and knowledge about other cultures and the intercultural exchange.

Important keywords:

Observation, Sociolinguistic Awareness, Culture-Specific Knowledge, Listening, Self-Awareness

Examples for interactive games:

The Birthday game: Participants line up in order of date of birth from January to December without speaking English or other common languages, just their native languages.

Situational game. Participants are divided into teams by countries (Germans, Latvians, etc.). One participant acts as a migrant coming to a shop: they ask for a product or service (list of such previously agreed upon) in their own language. In every national team participants guess and choose one answer from the list. Then roles change. This game can be played competitively for points: one point per correct guess.

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[1] The 'whole-school approach' "is a collaborative approach which involves teachers, school heads, other education professionals, parents as well as the local community" (European Commission, 2019, p. 18)

3.2.3 Module 3: Practical training I

Topic	Contents	LU
Lessons I	Six 20-minute-lessons (1 per project partner) to be held, each with a short feedback session	3 LU
Feedback session and reflection I	Reflect on classes held, discuss strong and weak points and outline important challenges	2 LU

The idea for this module is to ask one participant per partner to prepare a course plan and hold part of a lesson (approx. 20 minutes) for one of the EMIC module topics. For this, each partner is given a topic title in advance of the course (e.g. "History of the EU"). They are asked to teach their lesson or activity in English, even if the ToT course is made up of one nationality / native language. In this way, they get a better feel for the students' difficulties, since they too will have to learn about the EU in a language foreign to them.

This first round of lessons should serve as an example and demonstration of existing teaching styles and used methods and didactics employed by the various participants.

Every lesson will be followed by a quick-fire feedback session, with just one short observation from each other participant. At the end of all the lessons, there will be a more comprehensive feedback round where all participants share the notes they took and collect and discuss advantages/disadvantages of methods.

Sample table for collection of feedbacks and ideas (flipchart paper, stored for later reference):

Module	Methods used	Advantages (+)/ Disadvantages (-)	Additional Ideas
Module 1			
Module 2			
Module 3			
Module 4			
Module 5			
Module 6			

3.2.4 Module 4: Didactics – planning and creation of trainings

Topic	Contents	LU
Didactics I: **Planning and creating trainings for adult foreign learners / heterogeneous groups**	How to conduct a lesson/module in a target language based on: - different levels of the Common European Framework of Reference for Languages - different capacities and education backgrounds - different ages and nationalities - Challenges related to the refugee or socio-economical and/or political context	4 LU

One of the most important aspects and times of a course is the preparation. During this phase, the group of students has to be analyzed and the course material has to be adapted to the target group and their different conditions. It is necessary to prepare every single lesson (theoretical contents, materials, eventual videos or supporting texts) in a very targeted way, tangentially favoring the less good students, balancing them at their level. Module 4 is supposed to highlight important elements to be considered during the planning of the course and will collect and exchange different approaches and experiences.

This aspect is quite familiar to the teachers of L2 for adults, but it is necessary to reiterate it in the training of teachers for a subject transversal to the linguistic discipline.

3.2.5 Module 5:   Didactics: methods to activate learners

Topic	Contents	LU

Didactics II:	1. Role of the trainer
	2. Methods to activate learners:
	   - Multimedia usage
	   - Group work
	   - Impulses for stimulation
	   - Exercises and games
		4 LU

The lesson on Didactics II focusses on the role of the trainer in the course and for the group as well as on the methods to foster activation of learners. Here different important aspects are discussed and examples and ideas are presented and exchanged

among the participants, who all have different experience and approaches to learn from.

Here, methods like "Fish Bowl" as well as team work or moderation techniques are demonstrated, who serve to activate learners and their participation.

3.2.6 Module 6: Practical Training II

Topic	Contents	LU
Lessons II	Six 20-minute-lessons (1 per project partner) to be taught, each with a short feedback session	3 LU
Feedback session and reflection II	Reflect on classes taught, discuss and document positive modification and methods	2 LU

After two intense sessions on didactics (I & II) and the discussion and exchange of different methods and didactical approaches, the participants are now asked to prepare and teach another short lesson from the EMIC module (20 minutes) taking into account the new input.

The other participants take notes and compare the results and perceptions with the collected feedback from the Lesson Session I to reflect on best practices and suitable methods.

3.2.7 Module 7: Didactics: conflict management and controversial contents

Topic	Contents	LU
Conflict management and controversial contents	- Conflict risks - Sensitive topics, political contexts, group dynamics - Intercultural conflict management & mediation	2 LU

4   Training organization

This concept is designed for a course of a minimum of 12 participants, (two per EMIC module). It is possible to teach it to groups of up to 24, but exceeding 18 participants (three per EMIC module) is not advised. If the course needs to be taught to smaller groups, some or all of the lessons for ToT module 3 and ToT module 6 have to be planned and taught by one person rather than a team.

4.1 Prior to course

Participants will be given very little information in advance: one of the module titles together with the number of hours that this topic is given in the overall curriculum (i.e. four hours in a 30-hour course or six hours in a 30-hour course). Their task is to prepare a rough structure for this module, i.e. decide on subtopics, how much time to dedicate to each and especially decide on what to leave out in order to stick to the four or six hours. The six topics will be distributed at random between the participants.

If pairs and groups of participants know each other before the course, they will additionally be given the task to prepare a lesson for ToT module 3 and bring it in.

4.2 Two possible schedules

If the course is taught to people who do not know each other beforehand, there will be two half-days and two full days. Day 1 will begin in the afternoon with ToT module 1. After this short group phase, participants are sorted into small groups according to the EMIC modules they have been given. The rest of the evening is given to the participants to prepare their 20-minute lesson/activity for ToT module 3. One or two of them will teach it, the other(s) will answer questions during the feedback phase of ToT module 3.

If the course is entirely made up of pairs or small groups from different schools, i.e. if we have pairs or small groups who know each other in advance and can prepare the lesson for ToT module 3 together before the course, beginning with a half-day becomes unnecessary. The course will then take three full days: It will begin with module 1 in the morning of the first day and mock-lessons will start after lunch. These pairs or groups of colleagues can then be given the same EMIC module and be asked to bring in their finished lesson plan for day 1.

Participants don't know each other		Participants know each other	
afternoon "homework"	Module 1 task for Module 3		
morning	Module 3	morning	Module 1 Module 2
lunch			

Participants don't know each other		Participants know each other	
afternoon	Module 4	afternoon	Module 3.1
morning	Module 5	morning	Module 3.2 Module 4
lunch			
afternoon	Module 5 cont. Module 6.1	afternoon	Module 5
morning	Module 6.2 Module 7	morning	Module 5 cont. Module 6.1
lunch			
		afternoon	Module 6.2 Module 7

4.3   Training material

The course will work with the EMIC modules prepared by the project partners. Other materials will be produced by the participants, so stationery such as large flipchart paper, moderation cards, marker pens etc. will be needed.

4.4   Room equipment

A large room is required for the course, so that small groups can work together without disturbing each other. Alternatively, the course needs a second room so that some of the groups can work there.

The main room needs to be equipped with a whiteboard and a computer connected to a projector or large TV for PowerPoint presentations. We will also need free wall space or pin walls for work with moderation cards and posters.

5   Certification & Evaluation

Participants will receive a participation certificate.