Minutes from WORKSHOP
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Competencies, objectives, teaching approaches, learning strategies or styles and training materials

Date: August 22th & 23th, 2011

Place: Trnava University, Trnava, Slovakia

Participants:
- Barend Gerretsen (Royal Tropical Institute)
- Peter Pober-Lawatsch (Horizont 3000)
- Mária Paveleková (National Agency of LLP) – participated only on 22.8.2011
- Martin Rusnák (Trnava university)
- Lenka Jančovičová (Trnava university)
- Eva Nemčovská (Trnava university)
- Monica O´Mullane (Trnava university)
- Martina Žáková (Trnava university)
- Ondrej Botek (Trnava university)
- Alena Uričková (Trnava university)
- Ingrid Juhásová (Trnava university)
- Juraj Jančovič (Trnava university)
- Adriana Ondrušová (Trnava university)
- Marek Majdan (Trnava university)
- Zuzana Karabová (Trnava university) – participated only on 22.8.2011

Facilitator:
- Barend Gerretsen (Royal Tropical institute)

Content of the workshop:

Opening

- Professor Martin Rusnák – dean of the Faculty of Health Care and Social Work
- Mária Paveleková - SAAIC - National Agency of the Lifelong Learning Programme

What have been done so far *(summary of the project)*

- Juraj Jančovič

Curriculum desing

For curriculum designing is needed to use a step approach. To identify:

a) *Training needs*

b) *Desired learning outcomes*

c) *Training content*

d) *Teaching & Learning Strategies / approach / methods*

e) *...*

Each step has a reason and cannot be skipped.

a) *Training needs*

Need assessment have been done, and according to that the problem area and target group was specified:

Problem area:
- *most focus is on development cooperation, but the issues of humanitarian assistance are also involved, because these two issues are very often closely related and interlocked.*

Target group:
- *people working in non-governmental organizations dealing with development (and also humanitarian) issues and working or planning to work in countries with low or middle incomes.*

Minimum requirements (+ preference) about educational background of target group should be set. For example:
- minimum requirement of high school education + additional degree
- preference for participants, who speaks English

b) *Desired learning outcomes*

Competencies[1] which should be acquired by graduate should be set.

General competencies, on which we agreed for the training program, are:

be an advisor and/or when needed a leader, contributing to the management of a project

contributes to local capacity development and knowledge transfer

works context sensibly in development and humanitarian work with a main focus on social and health related issues

works as a professional and communicate effectively in an intercultural context

be a conflict sensitive in his/her work and respecting human rights

maintains a secure and healthy working and living environment and can take appropriate action when needed

On top of that, specific objectives[2] (which should be from 5 to 7) for each module should be set and in those objectives should be present all general competencies (including: knowledge, skills and attitudes).
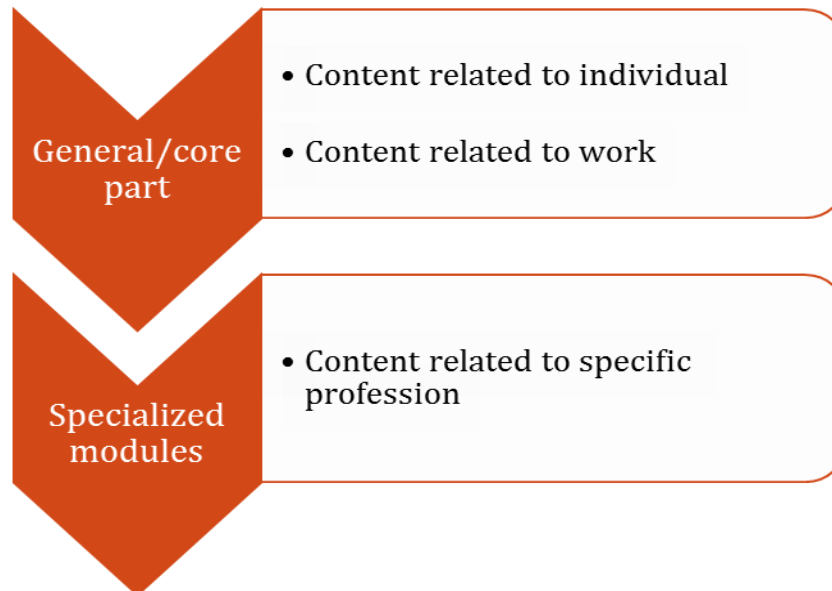
		General competencies					
		1	2	3	4	5	6
Objectives of the module	1	X				X	
	2			X			
	3	X			X		
	4		X				X
	5			X		X	

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[1] What graduate will be able to do after the training expressed by knowledge, skills and attitudes.
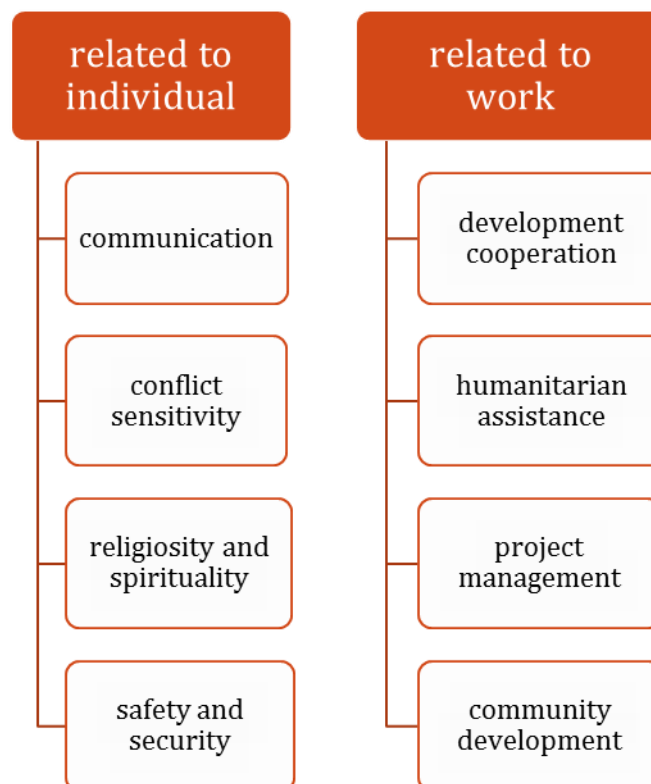[2] What you need to do to reach certain competency.

c) *Training content*

We split the training program into general/core part which will be followed by specialized modules.

General/core part	• Content related to individual • Content related to work
Specialized modules	• Content related to specific profession

After finishing of general/core part of the training program could each participant choose from specialized modules focused on specific profession.
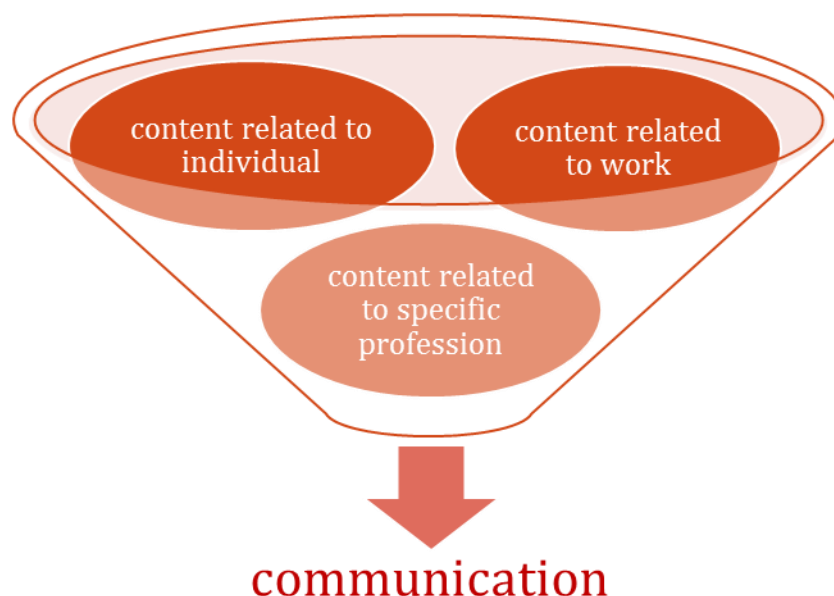
General/core part of the training program was divided into the sections, which are:

related to individual	related to work
communication	development cooperation
conflict sensitivity	humanitarian assistance
religiosity and spirituality	project management
safety and security	community development

Specialized modules, which are kind of upgrade of general/core part of the training program, are divided into the sections, which are:

related to specific profession

- international social work
- nursing
- public health

From all the section, from which is the training program created, have one specific position - communication. There is no doubt that element of communication will be present in all the sections/modules of the training program. But in spite of that we decided for its importance to create its own segment of communication in the training program, which will serve as a basis for its further development in other sections/modules.

content related to individual

content related to work

content related to specific profession

communication

Topics, which should be integrated to all the sections/modules of the training program together with communication, are several. Those are ones we have chosen:
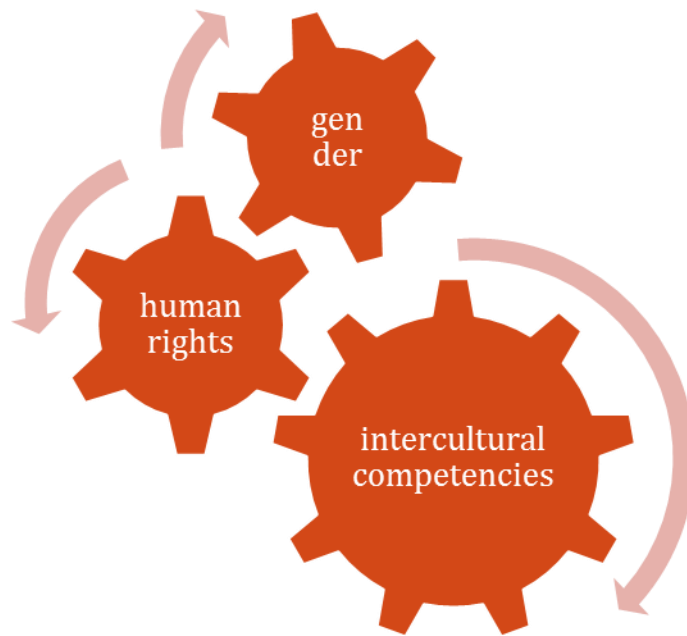
Sections, which are included in general/core part, were divided into 4 modules and upgraded part, consist of 3 specialized modules.

GENERAL/CORE PART			
Module 1 (related to individual)	Module 2 (related to work)	Module 3 (related to work)	Module 4 (related to work)
• Communication • Conflict sensitivity • Religiosity and spirituality • Safety and security	• Development cooperation • Humanitarian assistance	• Project management	• Community development

| SPECIALIZED MODULES		
Module 1 (related to specific profession)	Module 2 (related to specific profession)	Module 3 (related to specific profession)
• International social work	• Nursing care	• Public health

d) Teaching & Learning Strategies / approach / methods

Bloom´s taxonomy:
- *Cognitive domain*
- *Psychomotor domain*
- *Affective domain*

Cognitive domain

Higher order Thinking

⬆
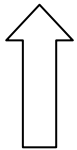
Lower order Thinking

- **Evaluation** is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose.
- **Synthesis** refers to the ability to put parts together to form a new whole.
- **Analysis** refers to the ability to break down material into its component parts so that its organizational structure may be understood.
- **Application** refers to the ability to use learned material in new and concrete situations.
- **Comprehension** is defined as the ability to grasp the meaning of material.
- **Knowledge** is defined as remembering of previously learned material.

					Evaluation judge appraise evaluate rate compare revise assess estimate
				Synthesis compose plan propose design formulate arrange assemble collect construct create set up organize manage prepare	
			Analysis distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate Question relate solve examine categorize		
		Application interpret apply employ use demonstrate dramatize practice illustrate operate schedule sketch			
	Comprehension translate restate discuss describe recognize explain express identify locate report review tell				
Knowledge define repeat record list recall name relate underline					

Question is which level of thinking is the training program going to cover.

Kolb´s learning cycle

4.do   1.watch

3.think   2.feel

Self - reflection
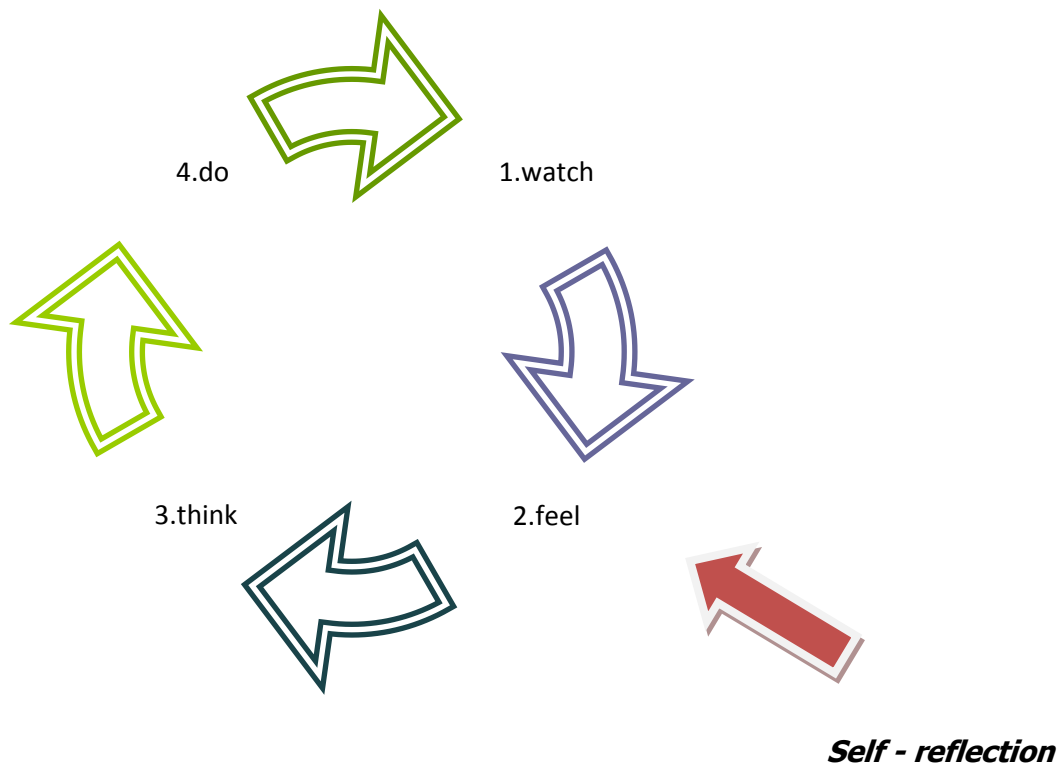
Learning styles & Learning strategies

Learning style – learning "habit" that helps you benefit more from some experiences than from others. From this point of view you can be for example:

- Activist
- Reflector
- Theorist
- Pragmatist

Learning strategy – approach which you use as a lector. For example:

- Problem-based learning (case studies…)
- In-service learning (learning by practice)
- Learning journal / portfolio (pre & post testing) – self-reflection strategy
- Lecturers
- Tutorials
- Exercises, presentations, debates
- Group work
- Individual assignments
- Readings (critical, analytical) - books, internet
- Web-based learning
- Evaluation

- Blended/mixed learning (preferred)

Relation between learning styles and learning strategies - reasons of using different learning strategies:

- Everyone has a preferred learning style
- Some learning strategies match better with adult learning and have proven to be more efficient in learning.

This depends also on the content of learning and the level of learning (Bloom's taxonomy) what is expected to reach: the higher you go in the hierarchy of learning the more you need different learning strategies (eg. It is not possible to teach 'evalution' and 'analysis' without practice!).

Training materials

Each module should have literature divided into:
- Required reading for participants
- Background literature for participants
- Background literature for teachers

Each module should have a variety of documents included:
- Chapters from the books
- Scientific papers
- Articles
- Documents from different organizations (NGOs)
- ...

<u>Final remarks and next steps</u>

Create a working group for each module.

Set the unified format of module descriptors:
- **Objectives** (5-7)
- **Content**
- **Learning strategies**
- **Time allocation** (connected to objectives)
- **Literature** (requested + background)

Workshops no.2 was subjected to evaluation by attendants. The evaluation was divided into 3 parts:

- the first two with items scored from 1 (excellent) to 6 (not relevant),

- the last part provided a space for free text to note comments, suggestions, etc.

Results

The first part, focused on formal attributes:

	1	2	3	4	5	6
Presentations skills of the speakers	8	0	0	0	0	0
Used materials - review, handout, slides	6	2	0	0	0	0
Organization of the event	7	1	0	0	0	0
Relevance of the event to participants profession	7	1	0	0	0	0

Second part, focused on contents:

	1	2	3	4	5	6
What have been done so far – summary	4	3	1	0	0	0
Teaching approaches and learning strategies	4	4	0	0	0	0
Training materials	3	4	1	0	0	0
Discussions	5	2	1	0	0	0

Third part collected comments and suggestions regarding the event or the project.
Here are some comments & suggestions from participants:

- The facilitator was excellent, focused on the topic, perfectly prepared professional.

- We (participants) got a lot of information on curriculum design.

- Discussions could be more active from our (participants) side.

- Great organization of the workshop.

Minutes written by: Juraj Jančovič & Barend Gerretsen

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Education and Culture DG

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