

# Introduction to pedagogy and training design

Adapted from the EOSC Synergy Train the Online Trainer course Helen Clare, Jisc & Linas Cepinskas, DANS





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#### Before we start

- Our aim is to help you create the best training you can
- Meeting your aims and the needs of your learners
- We are starting from the assumption that training is the right solution!
- What makes a good / bad training experience?

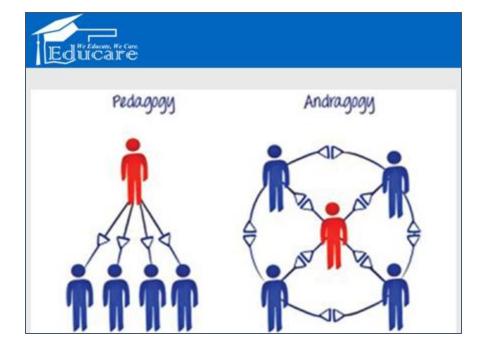
# "WE NEED TRAINING"

HOW TO APPLY ACTION MAPPING TO A PROJECT Better performance - More engagement



Cathy Moore's action mapping workflow https://blog.cathy-moore.com/action-mapping-workflow-at-a-glance/





www.educarepk.com/pedagogy-vs-andragogy.html

#### "the art, science, or profession of teaching"

www.merriam-webster.com

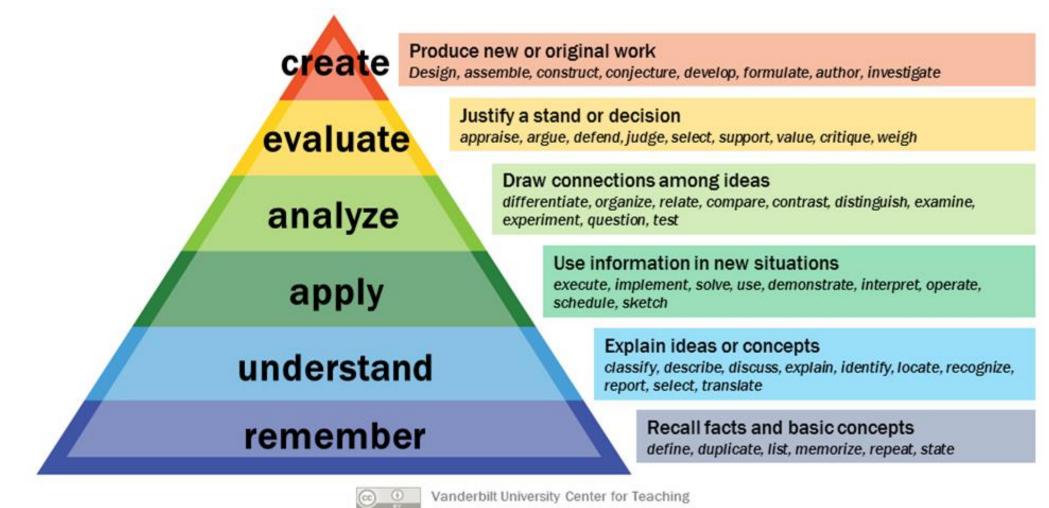
# "the study of the methods and activities of teaching"

dictionary.cambridge.org

Pedagogy



#### Bloom's taxonomy

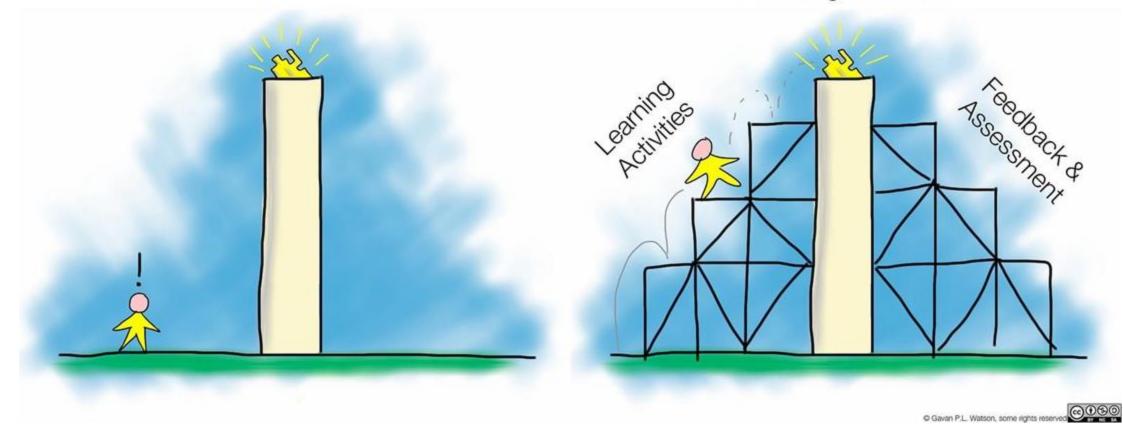


Vanderbilt University Center for Teaching

# Scaffolding



Learning Outcome





# Why are you doing training?

- Teach others a topic/skill
- Encourage best use / practice
- Change attitudes
- Promote open science
- Gather feedback on services
- Build a user community...





### Reasons to think about design

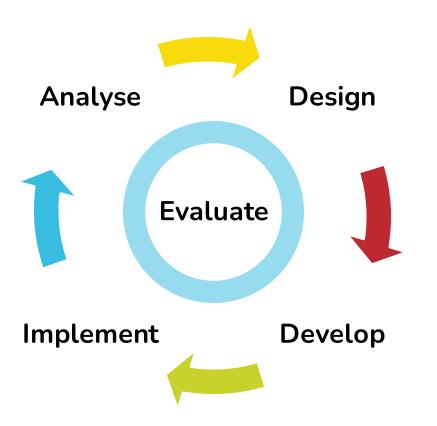
- Make your course more effective
- Choose suitable methods and tools
- Solution Make best use of resources
- $\sum$  Make materials easy to use and re-use
- Meet legal requirements
- $\checkmark$  To measure the success of your training





# How to think about good design

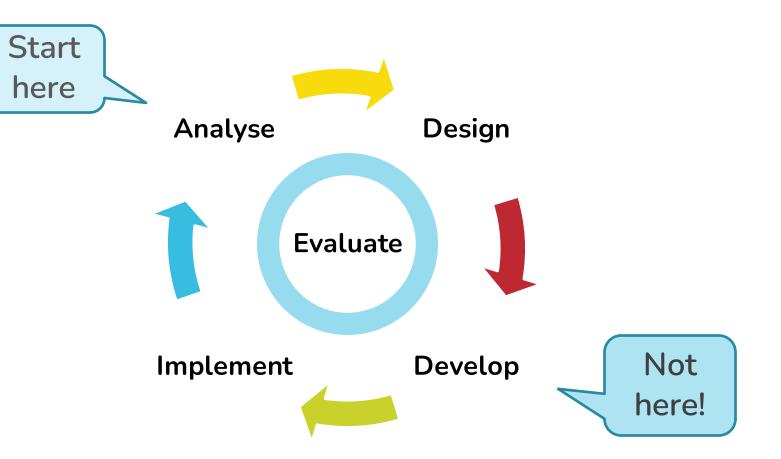
- Many models available
- ADDIE gives an overarching framework
- Other models can be used to guide each stage





# In reality

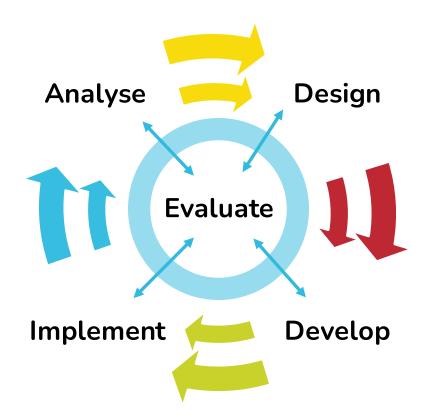
- It's tempting to jump straight into development
- Don't skip analysis and design





# In reality

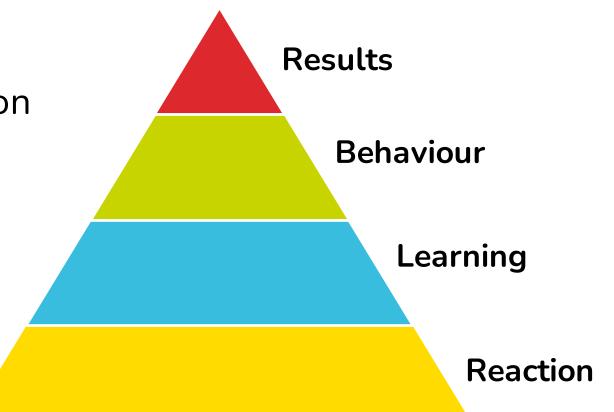
- It's iterative
- It's not always linear
- Evaluation at the core





#### Évaluation

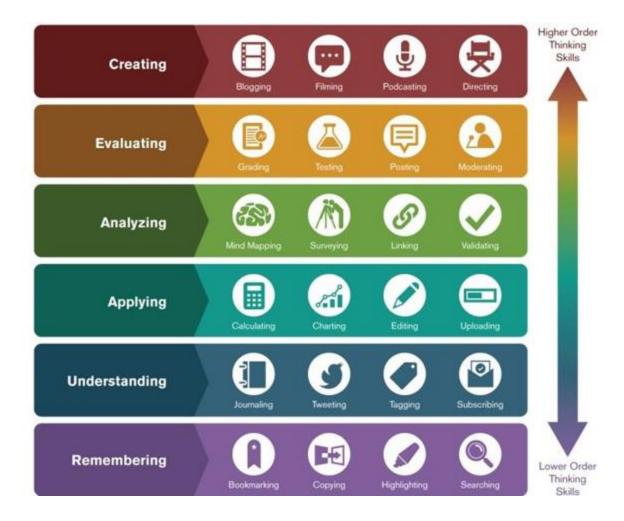
- Different levels of evaluation
- Linked to assessment
- Needs to be considered in design, not at the end



Kirkpatrick, D. L. (1994). Evaluating training programs: the four levels. San Francisco: Berrett-Koehler.



#### Two points to remember



1. Activities should match the intended outcomes

2. And be engaging and appropriate for learners



# Technology won't fix poor training design





#### Your initial training analysis

- The goals of your training
- Topics to cover
- Your audience / learners
- Learning outcomes
- Delivery method
- Practical issues



#### Initial training analysis

Fill in as much detail as you can at this stage - these are your initial thoughts and some of this might be guesswork. You'll go into more detail in the Design stage and you can update this form if needed.

#### Goals and audience

Your service What does it offer? What benefits does it have?	
Training goal Why are you doing this training? What would success look Like? This can include developing skills, gaining knowledge and changing attbude, improving service awarenessluse etc	
Audience Who is your target audience? This could be particular roles (eg researcher, students), knowledge level (eg aimed at beginners) or task based - eg those who want to be able to do a specific task.	
Benefits/outcomes for	
learners What will learners gain from your training? What will they be able to do? What will they know? It is helpful to use the phrase By the end of this training you will: Be able to Be familiar with Have practiced	
Pre-requisites	
Is there any knowledge that is	
useful / required? Any other courses that it would be useful to complete beforehand?	



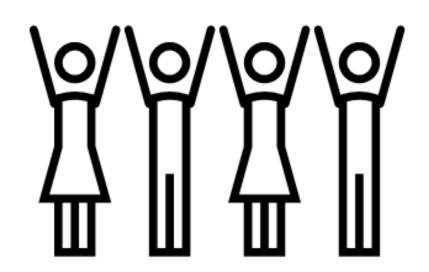
# Goals, objectives and outcomes





### Your audience

- Role, background and context
- Prior knowledge, skills and experiences
- Motivation
- Barriers / fears





# The ABC learning design method

- Well established
- Quick and simple (1.5 hours)
- Can be done online
- Map learner journey
- Identify learning type activities
- Select specific activities

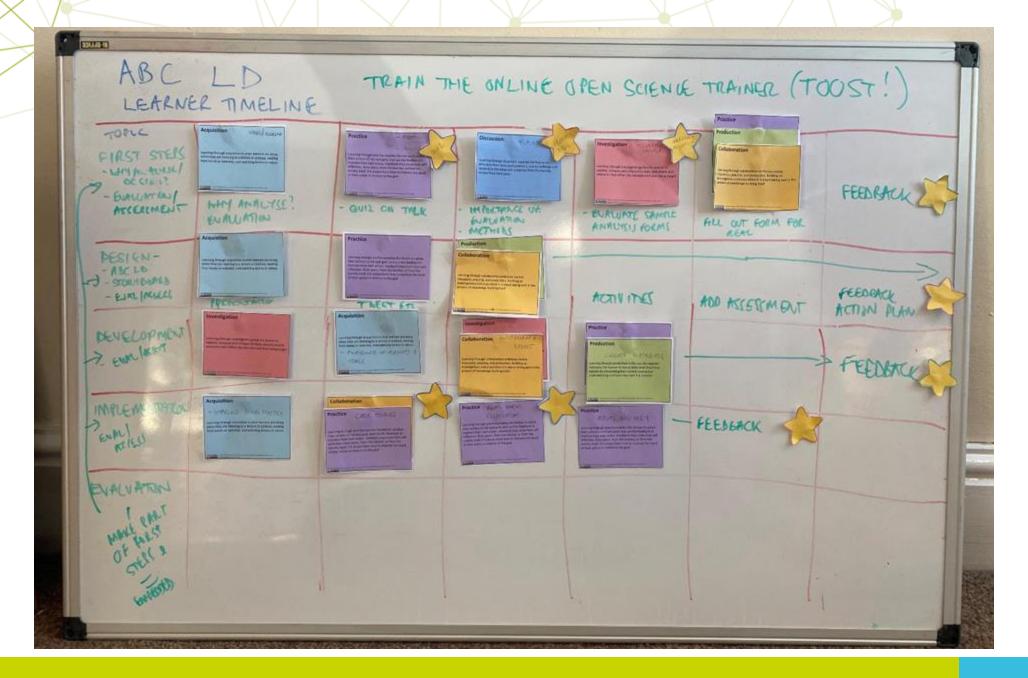


Acquisition Collaboration Discussion Learning through collaboration embraces mainly Learning through discussion requires the learner to Learning through acquisition is what learners are doing discussion, practice, and production. Building on when they are listening to a lecture or podcast, reading articulate their ideas and questions; and to challenge and investigations and acquisition it is about taking part in the respond to the ideas and questions from the teacher, from books or websites, and watching demos or videos process of knowledge building itself and/or from their peers 0,000 Practice Production Investigation Learning through practice enables the learner to adapt earning through investigation guides the learner to Learning type: Production plore, compare and critique the texts, documents and sources that reflect the concepts and ideas being taught **Conventional method Digital technology** producing and storing digital producing articulations using: documents statements representations of designs essays performances, artefacts reports animations accounts models designs resources performances slideshows artefacts photos animations videos models blogs videos https://abc-ld.org/ e-portfolios.



# ABC Learning types cards

A	Acquisition	Collaboration	Discussion
w	earning through acquisition is what learners are doing /hen they are listening to a lecture or podcast, reading rom books or websites, and watching demos or videos	Learning through collaboration embraces mainly discussion, practice, and production. Building on investigations and acquisition it is about taking part in the process of knowledge building itself	Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers
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I	nvestigation	Practice	Production
L	nvestigation earning through investigation guides the learner to xplore, compare and critique the texts, documents and esources that reflect the concepts and ideas being taught	Practice Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self- reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal	Production Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice





# Design your training in easy steps

- Why? To understand the basics of developing a training course (face-to-face/online) and practise designing it.
- What? 2 worksheets with practical questions from the initial training analysis and the ABC learning design model.
- How? Individually or with colleagues.
- **Duration**: 40-60 minutes



#### Let's start: an initial training analysis

Worksheet A - Initial training analysis (20 min):

- Work through the worksheet by writing max. 2-3 sentences for each question.
- Focus on title/topics, goals, audience, content and benefits/outcomes for your learners.



# Let's continue with a design

Worksheet B - A learner's journey (20 min)

- Think of the **content** and **learning activities** you would like to include in your training (topics/sessions, learning activities, duration).
- Indicate, the **duration** and moments of **assessment**, if possible.
- Write down your choices in **short sentences/key words**.
- If needed, go back to Worksheet A for the **content section** of your future course.



Gracias ! Obrigado ! Danke! Vdaka! Dekuii ! Bedankt ! Merci ! Thanks!

For further information:

learn.eosc-synergy.eu

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