CONTESSA

WP 2.2: Establishing a Didactic Concept for Train-the-Trainer

August 2020

Summary

This document provides an overview of the didactic concept of the CONTESSA Train-the-Trainer program, which is part of Work Package 2 of the CONTESSA project. CONTESSA – Contemporary Teaching Skills for South Asia – aims at developing, implementing and testing a teacher training program that supports current and future teachers as well as teacher trainers (teacher educators) to develop a wide range of teaching and learning methods that help them engage, empower and educate their students. Thus, CONTESSA aims at contributing to high-quality schooling in primary education in the project countries Austria, Cambodia, Germany, and Sri Lanka.

CONTESSA addresses three target groups all of them involved with teacher education at primary level:

- teacher educators, also called teacher trainer who are professionals educating and training future teachers. The are mostly working at tertiary levels and/or in teacher in training centers outside universities;

- in-service teachers, that is fully qualified professionals and who teach in primary schools;

- pre-service teachers, also called future teachers or trainee teachers, i.e. students who are currently qualifying for the teaching profession.

Building blocks of the teacher training program include:

- face-to-face workshops in the partner countries for clarification of the teacher training modules; providing a platform for mutual exchange and in-depth discussions; these workshops cover three additional modules on professional development, mentoring and cross-national perspectives on teacher training;

- tutorials explaining the objectives of the five CONTESSA online-modules (target group: pre-service teachers & in-service teachers);

- a tutorial explaining the structure, material and core ideas of the TT program;

- a manual explaining the application of the learning platform that provides access to the CONTESSA modules (Moodle).

This document provides information on the concept of the Train-the-Trainer program only. It covers:

- A didactic concept of Train-the-Trainer Workshops.

- Workshop dates.

- Recruitment of participants.

- Workshop structure and task sharing for the specific blocks of the workshops.

- a timeline for developing the TT workshops and material indicating task sharing and responsibilities.

The complete outline of the Train-the-Trainer program is available at: https://contessa-project.eu/?page_id=252

1. Didactic Concept of Train-the-Trainer Workshops

Contentwise, the workshops cover three topics including professional development, mentoring and cross-national perspectives on teacher training. Learning activities include e.g. problem-based learning, input by participants and workshop leaders, role play, and simulation of classroom situation. Workshops are based on building on participants' knowledge and experience, peer learning, discussions and knowledge transfer.
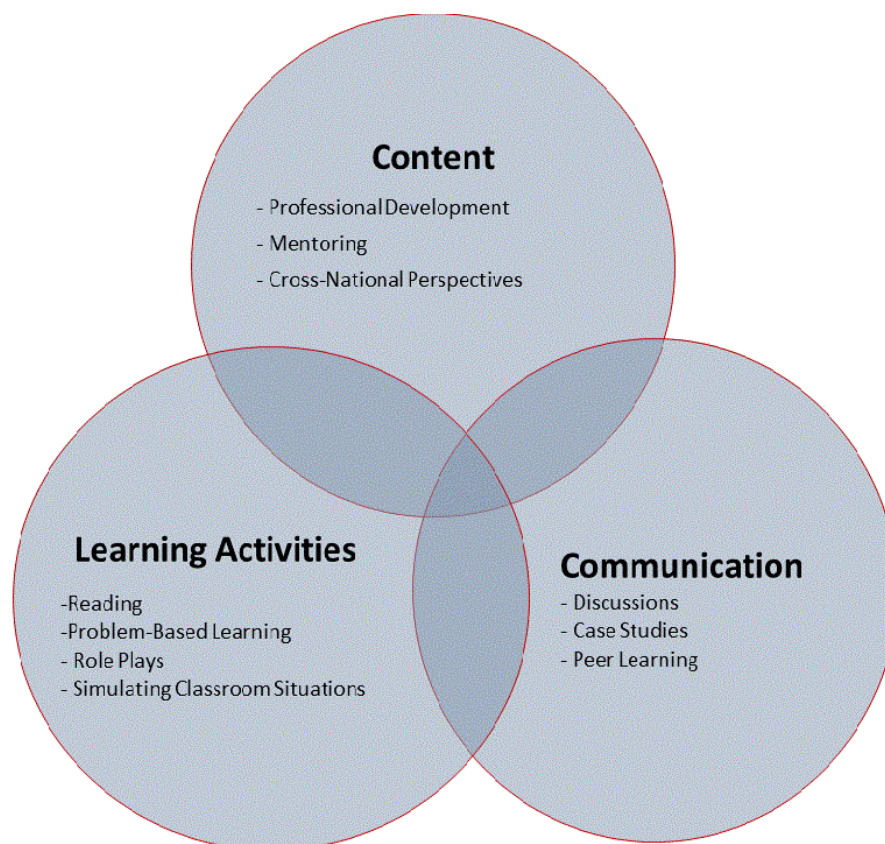
Workshops

Train-the-Trainer workshops ensure the implementation of the Train-the-trainer program. In the workshops, participants are supported with applying and implementing the CONTESSA online modules. Participants will reflect on and enlarge their teaching skills at academic level. Participants will become familiar with additional tools and material developed in the project (tutorials, manuals) which supports the implementation of CONTESSA. Upon completion, participants are able to act as multipliers who apply, implement and further develop CONTESSA and its elements (modules for pre-service teachers, modules for teacher trainers, workshops etc.) autonomously. Workshops will last three days with each day covering a workload of approx. 6 hours.

Workshops address three main topics:

- Module 1: Professional Development
- Module 2: Mentoring
- Module 3: Cross-National Perspectives

Upon completing the Train-the-Trainer programme participants will be able to:

- reflect and develop their professional roles
- understand the role of mentoring in teacher education and to apply common mentoring strategies
- motivate and support students by applying student-centered methodology
- understand linkages between national teacher training structures and international teacher training concepts

Tutorials are complemented by a manual and by a tutorial.

The manual serves as a guideline for the creation and administration of all e-learning components. The manual aims at supporting all persons working with the Learning Management System Moodle, which we intend to use for all CONTESSA modules.

The tutorial facilitates the application of the five online modules for teacher training by explaining the modules' objectives and presenting the tasks, materials and methods. The tutorial will be provided by means of a digital tool (audio and video file); also, it will be presented and discussed in the face-to-face workshops.

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2. Workshop dates

- Workshops will be held in June 2021. Dates and venues were discussed and agreed on with all project partners and consider national holidays and availability of team members and target groups.

- Together with the partner institutions, TUD members will conduct the workshops, visiting Cambodia and Sri Lanka within one travel period.

- Workshops cover face-to-face and online learning.

- Face-to-face workshop will last 2 days with each day including 6 hours (2 blocks of 3 hours).

- A third workshop day will be provided online only as participants will have difficulties with taking more than 2 days off.

3. Recruitment of Participants

The Recruitment of participants was discussed several times with all project partners. Also, it was part of a needs analysis for developing the Teacher-Training program. As a result, it was decided that recruitment of participants is up to the partner institutions in Cambodia and Sri Lanka. If needed, KFU and TUD will support recruitment of participants (e.g. by sending out invitations, providing additional information on the workshops etc.).

In Cambodia, the Ministry of Education, Youth and Sports (MoEYS), Department of Teacher Training will support PUC and UC with recruiting and selecting participants. PuC will contact various regional teacher training centres according to their curriculum to ensure it fits to the Teacher Training program and according to the center's operation mode (recommendations from the Department of Primary Education), their willingness to learn new things/cooperate and their commitment to the project (based on previous interactions/speaking to them about CONTESSA).

PUC will also reach out to the Ministry to receive their support, approval and recommendations for the best training centres to work with. Also, the centers (heads of the centers) that agree to participate will choose teacher trainers based on a first come/first serve basis meaning those teacher trainers who are interested in and committed to joining the workshop, will be chosen by signing up. The first 15 persons to commit and sign up will be accepted to join the workshop.

In Sri Lanka, participants would be recruited internally, i.e. all participants will be faculty members. At the University of Colombo (UoC), Faculty of Education, selection would be from the internal staff of the Faculty of Education including three members from each department giving special consideration to those who are more inclined towards Primary Education. Another three places are for the two Information Coordinators and Institutional Coordinator. Of the two days of face-to-face workshop days one day would be at OUSL (Day 1) and another one (Day 2) would be at the UoC. At UoC, selection of participants will be done by the Departments at a staff meeting with the Head of Department chairing. Participants will be selected considering subject areas (different areas) and also will have a representation of Tamils. Selection will depend on activeness of and interest in participation they showed in preparation of Modules. Heads will discuss with Department staff and make sure no one is offended.

All project partners agreed that the max. number of participants per workshop is 30 persons, approx. 15 from each Asian partner university. Additional external participants such as governmental representatives or researchers from other higher education institutions (who are recruited neither by the universities nor by the ministry) are welcome to join the workshops, provided that the maximum capacity is not exceeded.

The project partners agree that all workshops will be held in English without interpretation. Thus, participants need a good knowledge of English. If needed, project partners will assist with interpreting specific terms of issues in the workshops to ensure inclusion of all participants.

4. Workshop structure and task sharing for the specific workshop blocks

All project partners jointly develop workshops, tutorials and the manual. As TUD is the Work Package leader, TUD members (Andreas Dürrschmidt, Christian Müller) will be involved with coordinating the activities and providing additional support (e.g. meeting deadlines, collecting additional information and sending out information to all project team members etc.). Texts, working tasks and other documents to be distributed and a short presentation on teacher training structures will be prepared by institutional representatives. For example, Dr. Sulochana Neranjani is the responsible person at UoC and at OUSL, Ms Ms Lalitha Kumari and Ms. Jeevani Herath are responsible. Moreover, a short presentation on teacher training structures will be jointly developed by UoC and OUSL and they will both collaborate to prepare the presentation.

Also, a timeline was developed to ensure that development of the TT program will be delivered on time and all partners are involved with developing the material.

The following table provides an outline of the workshop structure and indicates responsibilities and task sharing of each workshop day:

	Day 1 (face-to-face)	Day 2 (face-to-face)	Day 3 (online)
Block 1 (9 a.m.–12 p.m.)	**Topic:** Module 1: Professionalisation **Content development:** PUC + OUSL + TUD	**Topic:** Module 2: Mentoring **Content development:** UC + UoC + TUD	**Topic:** Cross-national perspectives **Content development:** All partners
Bock 2 (2 p.m.–5 p.m.)	**Topic:** Module 1: Professionalisation **Content development:** PUC + OUSL + TUD **Additional Topic:** FAQ on 5 online Modules **Content development:** All partners	**Topic:** Module 2: Mentoring **Content development:** UC + UoC + TUD	**Topic:** Cross-national perspectives **Content development:** All partners

Note:
– Dark blue rows indicate the day of the workshop and its learning mode.
– Each day covers 6 hours of training including 3 hours in the mornings and 3 hours in the afternoons.
– Topics indicate the proposed content area for each day and block.
– Content development refers to responsibilities for developing the content of the indicated topic and block including:
  - o OUSL = The Open University of Sri Lanka
  - o PUC = Pannasastra University of Cambodia
  - o TUD = Technische Universitaet Dresden
  - o UC = The University of Cambodia
  - o UoC = University of Colombo

5. Timeline: Development of the TT Program (March 2020 – March 2021)

Date	Deliverable	Description	Lead	Additional Partners	Status
03/20	Needs analysis	• Training needs analysis completed • online survey send to trainee-teachers, teacher trainers and in-service teachers in Sri Lanka and Cambodia and evaluated	TUD	All partners	✔
08/20	TT Concept & workshop structure	• Concept for the TT workshops, tutorials and the manual developed, sent out to partners and agreed upon • responsibilities for workshop organisation clarified including rooms, equipment, material, recruitment of participants, dates	TUD	all partners	✔
09/20	Task sharing & responsibilities	Tasks and responsibilities for workshop organisation clarified including: • Tasks and discussion topics for each module • Preparation of the working material for each module (handouts, worksheets, short presentations and podcasts) • Selection of appropriate methods for each session	TUD	All partners	in progress
09/20	Academic texts for each module	• Pool of short texts and/or open access texts created for each module	TUD	All partners	in progress
11/20	Tasks for modules 2 & 3	• Case studies selected for module 2 • Learning tasks and questions developed for modules 2 & 3	UC	UoC, TUD, KFU	to do
11/20	Tasks for modules 1 & FAQ session	• Case studies selected for module 1 • Learning tasks and questions developed for modules 1 and FAQ session	PUC	OUSL, TUD	To do
11/20	Input for Module 2 and 3	• Podcasts, videos and commented presentations prepared for both modules • Accompanying discussions prepared for module 2 & 3	UoC	UC, TUD, KFU	To do

11/20	Input for module 1 and FAQ session	• Podcasts, videos and commented presentations prepared for both modules • Accompanying discussions prepared for module 1	OUSL	PUC, TUD	to do
12/20	Module 3: videos & podcasts	• Podcasts, videos and commented presentations prepared for module 3; topic: presentation of partner countries´ primary education systems and teacher training (for primary education)	UC	OUSL, TUD, KFU	to do
12/20	Manual	• manual created (focus: application and editing of moodle courses of the TT-program)	TUD	All partners	to do
12/20	Tutorial	• tutorial for teacher trainers drafted explaining the objectives of the five online modules	KFU	All partners	In progress
12/20	Tutorials	• tutorials (podcasts, videos and/or commented presentations) created (content: aims of all modules, objectives, contents and learning methods)	OUSL	All partners	to do
01/20	Moodle Courses	• course structures created • contents hosted on moodle platform	TUD	All partners	to do
02/21	Preview and testing	• Moodle courses previewed and tested by all partners • Feedback received	TUD	All partners	to do
03/21	Finalized TT-program	• Moodle courses completed • Learning material (texts, presentations, videos etc.) finalized and hosted • Feedback and comments addressed	TUD	All partners	to do
03/21	Workshop organisation	• TT workshop planning finalized for Cambodia	PUC	UC	to do
03/21	Workshop organisation	• TT workshop planning finalized for Sri Lanka	UoC	OUSL	to do