

Train the e-Trainer

**From face-to-face training to e-training in 5 modules:
Live Online Trainer with certificate**

1. Objective and prerequisites

The aim of this training programme is to qualify participants to design and conduct professional e-training courses.

If possible, the participants should have experience in teaching, giving seminars or lectures or chairing training events in (traditional) face-to-face seminars.

2. The current situation of the training market

There are currently numerous web seminars and e-training courses on the training market, and, in light of the Corona pandemic, many providers have switched to online offerings at short notice.

However, the extensive offer does not yet say anything about the standard, quality and impact of online training. According to which criteria were the seminars designed? Who and with which qualifications delivers them? How are the training measures evaluated?

The dbb akademie GmbH has responded to the current situation and the didactic-methodological inadequacy of some of the training offerings on the continuing education market and, together with an interdisciplinary team, developed an e-didactics concept based on the findings of neurodidactics (download available at www.dbbakademie.eu).

This above-mentioned concept forms the basis for the training programme, whose modules are described below.

3. Digitally-supported training and learning: e-training

As in face-to-face training, participants in online training courses should not only be able to acquire knowledge, but also receive and experience practical relevance and action orientation in the e-training courses.

The e-training course also consists of units with specific training and learning phases. The main difference is found in the support and training through the use of digital tools.

For e-training courses, the dbb akademie GmbH uses the "Adobe Connect" platform, which is easy to use and offers several tools for methodical design.

The e-training course takes place via this platform with presentations, lectures, talks and exercises in various social forms.

In addition, an electronic seminar folder exists on the Moodle learning platform. Course documentation, PowerPoint presentations, guiding texts, videos, tests, links etc. as well as the documentation of the respective training can be stored and retrieved there.

Online training and learning formats have some particularities as compared to face-to-face courses, which should be considered and taken into account during training.

Online training means for example:

- There is no simultaneous physical presence of people in the same place.
- Professional communication is conveyed through the media.

This has consequences for social encounters, writing and language behaviour as well as reflection processes.

The following impact factors (pertaining to participants) should be considered:

- Reduction of perception channels and space for construction processes
- High concentration (increased effort, increased rate of fatigue)
- High focus (increased effort)
- Fewer exchange opportunities among colleagues
- Increase of proximity across distance (possibly faster and higher self-revelation due to non-visibility. This applies especially to online coaching)

The consideration of these factors means increased requirements on the part of the trainers and coaches:

Special writing, speaking and listening skills are required for e-training and e-coaching. In addition, special skills and different behaviours are needed in order to be “on camera” as opposed to presenting in face-to-face events.

Apart from the increased demands on the trainers, there are also some advantages of online training as compared to face-to-face events, i.e.:

- Independence of location for both sides
- More flexible time management (e.g. training offers in the evening)
- Shorter, but more frequent units
- Economical (saving of travel time, travel expenses, rent of suitable training venues)
- Flexibility and supra-regionality
- Possibility to reach new target groups (e.g. remote workers, people with an affinity for technology, people with disabilities, etc.)
- Direct documentation

In five basic modules, the training programme conveys the special requirements on the part of trainers and offers the opportunity to practice and try new things out.

4. The modules of the “Train the e-Trainer” training programme

Modules 1 to 5 are basic modules. After completing the basic modules, participants are able to conduct professional and participant-oriented web seminars and e-training courses.

To obtain the “**Live Online Trainer**” certificate, participants must have successfully completed at least four of these basic modules. Each module can, of course, be booked separately.

Modules 6 to 10 are planned as advanced modules and have the prerequisite that the basic modules have been completed and that the trainer has experience with their own e-training courses.

These advanced modules will be carried out in 2021. The duration of each module will not be longer than 90 minutes each.

4.1 Module 1: use of e-platforms, handling of the technology with ease (using the example of Adobe Connect)

Design: Hans Rieger, Peter Reißer

Number of participants: maximum of 6

Background information for Module 1

Handling of the technology with ease (including the handling of short-term problems) makes up the tools of the trade for every web seminar or e-trainer.

It is, therefore, important to qualify trainers in the use of the system's simple and more sophisticated tools. The qualification takes place using Adobe Connect Meeting, but can be transferred to other similar systems such as Zoom or MS Meeting.

In addition to the technical aspects, the training course always includes appropriate application situations for e-training or web seminar sequences. This will be deepened from a didactic-methodical point of view in modules 2-5.

Competence goals: Module 1

The participants:

- know and understand the possibilities of e-training platforms using the example of Adobe Connect.
- can upload files, share screens and incorporate whiteboards into their e-training courses.
- can use the Poll Tool, the Note Tool, the File Tool as well as other Pods and build them into their training courses.
- create suitable layouts for their "classrooms".
- create breakout rooms and organise group work.
- create documentation for the course.

Contents: Module 1

- The structure of e-platforms using the example of Adobe Connect
- Participant screen, presenter screen, host screen
- The starter bar
- Sharing files, screens and whiteboards and their applications
- Standard layouts
- Standard pods
- Working with pods
- Working with layouts
- Other functions

Suggested sequence for Module 1

- Part 1: Seminar "technical aspects" with some exercises (180 min.)

- Part 2: Exercises according to tasks (90 min.)
- Part 3: Evaluation of the exercises, tips and consolidation (90 min.)

Part one

Time (min.)	Objective	Contents - Methods	Activity	Means of communication
10'	Getting to know each other, exchange	<p>Short greeting and presentation of the trainer in front of the camera</p> <ul style="list-style-type: none"> • Who am I? • What can you expect in the module? • Explanation of the microphone, camera, hand signals <p><u>Note:</u> Log in again in case of technical crashes!</p>	<p>Trainer introduces herself/himself.</p> <p>Participants listen and view video image.</p> <p>Participants introduce themselves.</p> <p>Participants' expectations from the course</p>	<p>Camera</p> <p>Chat</p>
5'	Clarifying roles and screens	<p>Explanation of the 3 roles:</p> <ol style="list-style-type: none"> 1. participant 2. presenter and 3. host <p>Exercise 1 (in pairs):</p> <p>Make your partner a presenter and then demote him/her to a participant.</p> <p>How does the screen change?</p>	<p>Exercise</p>	<p>Collecting the results in the chat</p>
20'	Working with screen sharing	<p>Exercise 2:</p> <p>Pair 1: Upload a document and make it available for others to view.</p> <p>Pair 2: Share your screen.</p> <p>Pair 3: Activate the whiteboard for the other participants.</p> <p>Afterwards: joint activity: Upload a YouTube video</p>	<p>Trainer gives short feedback</p>	<p>Work on the screen</p>

		Summary of what you have learned		
20'	Working with layouts	<p>Explanation of the 3 standard layouts:</p> <ul style="list-style-type: none"> • Share layout • Discussion layout • Cooperation layout <p>Exercise 3:</p> <p>Create a new layout! The layout should have a share pod, Q & A pod and the poll pod, but no chat and no video.</p>		
40'+ 40' 10'	Working with Pods	<p>Share Pod</p> <p>Discussion Pod</p> <p>Exercise 4:</p> <p>Formulate a task for which you specify certain basic conditions. (time, resources, desired goal, form of control)</p> <p>Participant Pod</p> <p>Try showing and hiding the corresponding pod window to make room for other pod windows if necessary!</p> <p>Video Pod</p> <p>Vary the different fade-in options for the visibility of your participants.</p> <p>Chat Pod</p> <p>Files</p> <p>Exercise 5:</p> <p>Pair 1 and pair 2:</p> <p>Upload the two files from your local computer that you want to make available</p>	<p>Trainer explains the possibilities within the individual pods.</p> <p>Trainer initiates the respective short application and gives feedback as needed.</p>	

5'		<p>to the participants of the second pair.</p> <p>Then download the files provided by the other pair.</p> <p>Web links</p> <p>Exercise 6:</p> <p>Search the Internet for the homepage of your hometown. Copy the link and activate it for everyone.</p>		
10'		<p>Poll Pod</p> <p>Exercise 7:</p> <p>Pair one: Set up a question with alternative answers as a poll.</p> <p>Pair two: Set up a multiple-choice question as a poll.</p> <p>Q & A Pod</p> <p>Exercise 8:</p> <p>Please ask a specific participant a question!</p> <p>The participant addressed should then answer this question.</p> <p>Have a look at the different display options for questions!</p> <p>Binding dashboard</p> <p>Exercise 9:</p> <p>Write a short, concise "script" for your web seminar!</p>		

20'	Working in the discussion layout	<p>Develop discussion notes</p> <p>Formulate rules, tips and tricks.</p> <p>Share media to review</p> <p>To share, open a file whose contents you want to discuss.</p> <p>Record the results of the discussion</p> <p>Create polls</p> <p>Formulate a simple poll.</p>		
20'	Working in collaboration layout	<p>Make files available for download.</p> <p>Create breakout rooms</p> <p>Exercise 11:</p> <p>Assign participants to one of the two breakout rooms.</p> <p>Record instructions</p> <p>Exercise 12: (5 min.)</p> <p>Formulate expectations for constructive and results-oriented group work.</p> <p>Brainstorming und brainwriting on the flipchart / whiteboard</p> <p>Exercise 13: (10 min.)</p> <p>Activate the breakout rooms. Gather your ideas/input on the whiteboard about "what makes pets so popular".</p> <p>Present group results.</p> <p>Present your ideas to the whole group!</p>		

10'		Final discussion and open questions Preparation for part 2 "time for open practice"		
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Part 2: Open practice

Part 2 takes place, in general, on the same day as part 1. The participants from the groups of part 1 arrange to meet and practice. A task sheet with exercises for all pods is available for this purpose.

Time (min.)	Objective	Contents - Methods		
90'	Application of the various possibilities	Independent design of the seminar room and breakout rooms for your own training events		

Part 3: Evaluation and going deeper

Part 3 takes places on the day after the open practice: evaluation of the exercises, tips and going deeper (90 min.)

Time (min.)	Objective	Contents - Methods		
80'	Clarification of open questions and tips for overcoming possible difficulties	Presentation of the results of all working groups		
10'	Summary	Evaluation and orientation for the coming modules		

4.2. Module 2: Communication and appearance in e-training courses - what is different?

Design: Armin Briatta, Anke Weigend
Number of participants: maximum of 6

Background information for Module 2

In the face-to-face seminar, the behaviour of the trainer is supported by non-verbal signals such as gestures, facial expressions, eye contact, posture etc.

In e-training courses it has to be adapted to special conditions.

In face-to-face communication, “senders” and “recipients” usually play an active role. They can also signal non-verbally how a statement (message, question etc.) is understood.

Communication conveyed through the use of media, on the other hand, has many special features that require special skills.

Competence goals: Module 2

The participants

- know and understand the specifics of e-training in terms of appearance in front of the camera, behaviour and communication.
- acquire appropriate behaviour when appearing “on camera”.
- acquire writing, speaking and listening skills for virtual communication.
- are able to adapt their behaviour to the requirements of e-training courses.

Contents: Module 2

- **Presentation, attitude and posture of the trainers when “on camera”:**
 - Internal posture (e.g. professionalism, appreciation) and external presentation (e.g. adequate clothing, standing or sitting position, background, lighting, looking into the camera ...)
- **Special features of speech- and hearing-based communication:**
 - Use clear, concise, simple language with short sentences, use speech which is slow and clearly articulated, set rules (e.g. who is allowed to speak and when?), give clear descriptions (e.g. of the tools available, how to proceed), speak using positive connotations
 - Take into account inconsistencies in sound and image, eliminate background noise, obtain frequent reassurances of understanding from the participants
- **Special features of written-based communication:**
 - Short sentences, simple language, appropriate style, small units, form paragraphs, structure, address only one aspect, avoid ambiguities

- Adequate design of PowerPoint presentations
- "Chatiquette", greater attention to online writing, carelessness and typos

Suggested sequence for Module 2

(max. 6 participants, with 1-2 short breaks, approx. 3.5 hours)

Time (min.)	Objectives	Contents - Methods	Activity	Means of communication
(about 10' before starting)	"gentle" check-in (due to different log in times)	Question on the initial screen that can be answered in the chat: What do you expect from today's module? Please use the chat function and write a few keywords!	Query participants	Slide or note field; Chat
10'-15'	Convey an appreciative + professional inner attitude + adequate external presentation	Short welcome and explanation of the observation task; Who am I? What can you expect in the module? (Responding to key words in the chat) Who am I? Notes on communication in the current module	Trainer and co-trainer introduce themselves Participants listen, see video image + make handwritten notes on the observation task: What is different from the face-to-face format? What do we need to keep in mind and watch out for?	Camera Observation task in the note pod
10'-15'	Criteria to set up an adequate presentation in front of the camera Summary	Question: What is different? Which characteristics are important for conveying the inner attitude and the outer appearance? Input: Supplement using slides 1-3 Summary	Question and answer session; answers on whiteboard	Collect input on whiteboard PPT pp. 2-4
40'	Professional internal + external presentation	Individual presentation of the participants according to the developed criteria	Participants introduce themselves by answering the following	Camera Task in note

			<p>questions:</p> <p>Who am I and what should the group know about me?</p> <p>Which topic would I like to teach as an e-trainer?</p> <p>(Time: 3 minutes per participant)</p>	pod
10'-15'	Identify strengths and weaknesses	Feedback	Give feedback (participant + trainer)	Only orally
15'	Break	Picture on the screen for the break		
10'	Criteria for adequate speech + communication with participants	Input: Language + communication with participants	Explain presentation	PPT pp.5-7
5'		Show positive examples	Watch a video to illustrate this.	YouTube-video (weblink)
10'	Acquiring writing competence	Input: Font based communication	Presentation	PPT pp. 8-9
10'-15'	Transfer Feedback	Rephrasing text in group work	Writing in prepared note pods	
10'	Implementation of what has been learned	<p>Implement the developed criteria for appearance, language and communication:</p> <p>Task:</p> <p>In your opinion, what are the 3 most important criteria for</p> <ul style="list-style-type: none"> • appearing on camera? • spoken language? • written communication? <p>Designate a group member for the presentation in front of the camera!</p>	Breakdown into 2 working groups in breakout rooms	Whiteboard (provided with 3 headings)

10'	Presentation of the results		Explain whiteboard Feedback	Camera
15'-20'	Check out Closing, farewell	Questions: What am I taking away? What do I leave here?	Query participants; Answers orally	Note pod with questions Camera
20'	If required: Explanations about technical implementation (layouts etc.)			

4.3. Module 3: Social learning and well-being (confidence building)

Design: Holger-Michael Arndt, Astrid Hollmann
Number of participants: maximum of 6

Background information for Module 3

The situation in the face-to-face seminar is familiar to trainers. A good learning atmosphere is created through trust in the situation in the seminar room. Team building can promote a feeling of well-being in the group as well as group bonding in an informal and emotional atmosphere.

In e-learning (web seminar and e-training course) this is different. The building of trust between the trainer and the participants as well as between the participants themselves must be adapted to the digital environment and specific conditions.

In the face-to-face seminar, in addition to the presentation of the contents, physical perception and informal exchange in and around the seminar are of particular importance in order to maintain the attention of the participants. The participants can perceive themselves outside their objective role as participants in subjective contexts, exchange further information about each other and meet on a human, collegial level, which then strengthens the group dynamics and supports social learning.

Digital communication requires absolute concentration on the screen, leaves the participants in their "private" rooms together with their respective personalities and offers few opportunities for informal exchange with and among each other as well as the development of a social learning space.

Competence goals: Module 3

The participants

- know and understand the specifics of e-learning (web seminar as well as e-training course) in relation to social learning and the building of trust among participants.

- are sensitised to the problem of a lack of informal moments of exchange (lack of personal closeness) and the necessary development of the digital social learning space.
- know and develop tools that support trust and team building in e-training or that replace the instruments of analogous team building and actively apply them. (Getting to know each other, warm-ups, designing breaks, promoting personal closeness, chatting, activating concentration, feedback).

Contents: Module 3

- **Basic understanding of the trainer as an e-leader**
 - Inner attitude (e.g. professionalism, awareness of the "coldness" of the digital learning space) and tools to overcome it (e.g. discussions, polls, chat and other didactic tricks)
- **Special features of the digital learning space**
 - Reducation of didactics and focus on content: a clear, stringent overall theme must be visible and perceptible: This means a clear identification of the contents to be conveyed in a strictly limited time
 - Very exact specifications regarding the timeframe: preparation for the technical review for everyone, exact and constantly visible sequence of events in the presentation for the participants and separately for the trainer (countdown visible for the trainer, post-it note on screen etc.)
 - Awareness of the participants' constantly distracted attention
 - Disturbing or distracting private/professional environment can be present.
- **Special features of digital set-up of groups**
 - Replacement for missing non-verbal encouragement and whispering, because it is not possible to ask your neighbours sitting next to you for clarification
- **Elements and tools for actively shaping digital learning**
 - Presentation and initial practice of creative (chairing/moderating) tools for the design of web seminars and e-training courses

Suggested sequence for Module 3 (approx. 120 min. plus a break)

Time (min.)	Objectives	Contents - Methods	Activity	Means of communication

15'	Convey an appreciative + professional inner attitude + adequate external presentation	Short welcome and presentation of the trainers on camera (eyecatcher, earcatcher): Who am I? What can you expect in the module?	Trainers and participants introduce themselves depending on the size of the group: Digital icebreaker e.g. with the help of an object from your own environment	Camera If necessary PPT (tool: e.g. mural)
10'	Criteria for adequate learning-set-up of rooms: Query experiences and expectations from digital learning	Introductory question Trainer: What do you consider to be the necessary informal instruments to design social learning spaces?	Q&A session	Collect on whiteboard
5'	Development of ideas and clarification of screen presence and activity	Development of ideas in individual work	Individual work (Time for short group work here too)	Without/with camera
30'	Continuation of development of ideas: Joint development of elements	Discussion among the participants based on the aspects found	Chairing the discussion	Interventions (on camera) and chat (or written messages)
15'	Break (some kind of physical movement)			
55'	Get to know, try out, present and discuss tools	Use of self-designed and freely-available tools on the Internet: e.g. crossword puzzles, cloze texts for various questions or, kahoot.it, mentimeter, padlet, sleek, sli.do	Use of tools, if necessary in group work (choice of two or three tools)	Camera, screen and (tools: e.g. kahoot.it, mentimeter, padlet, sleek, sli.do)
5'		Farewell / Lessons learnt / Thank you and reference to further training offers		Camera

The tools are selected in advance by the trainers.

4.4. Module 4: Organisation of web seminars and e-training courses

1. Prior to the seminar: create checklists/handouts/notes (What to do before the seminar?)

Materials for the dbb akademie GmbH /materials that can be used in general) and differentiation of etiquette and checklists etc.

- a) For training planners / dbb akademie GmbH seminar administration
- b) For lecturers to design the web seminar (in particular with regard to training in the use of the training folder/ESO for preparatory actions/ if necessary Moodle training)
- c) Handouts for participants; references to the training room outside the web seminar. Etiquette: How do I behave in the web seminar? Which possibilities of (co-)design do I have and which ones do I not have? (Handouts should be sent with the registration confirmation or reminder email.)
- d) Technical preparation/system check: Prior to the seminar date, the participants will have the opportunity to test the hardware (headset and/or webcam with microphone or loudspeaker) in a preparation web seminar room. For this purpose, the dbb akademie GmbH will suggest a short time slot a few days before the actual start of the seminar or directly before the event begins.

Checklisten/script for Module 4

for a)	for b)	for c)	for d)
Selection of topics Selection of trainers Advertising measures Set a date and reserve a room	Selection and preparation of topics, preparation of documents (and transfer)	Joining the training room Perform system checks	Create descriptions for groups of persons a), b) and c.)
Registration procedure Confirmations Provide access to the ESO and training room	E-didactic preparation of the event (script) Set up web seminar/training rooms	Etiquette for handling Query by trainer	
Set up training room - possibility for the trainer in advance Set up breakout rooms	Information on the use of a training room (dbb akademie GmbH: ESO)	Etiquette for handling Query by trainer	
	Perform system checks		
	Query expectations in advance/at the beginning		
Requesting and	Etiquette for dealing		

posting documents	with the process Presenting the process Arrangements for additional requests by participants		
Support for the trainer	Brief explanation of the technology - (chat, microphone, reporting function)		
Reminder of the event: trainer, participants	Arrangements for time management		
Perform system checks			Description of the system checks
Evaluation	Evaluation; pin boards if necessary		
Prepare thank you emails and certificates	Follow-up messages	Access to the training folder after the event; contact after the event	

2. Dealing with participants' concerns and insecurity prior to the event in Module 4

- Lack of personal closeness, no sense of community as a group, no identifying features as in the face-to-face seminars (pencil, block name tag), written (chat) and oral approaches motivated by the trainer (see module 3)
- If applicable, pictures or cartoons that the participants can use as ICONS instead of a picture or camera.
- Presentation round (problem with time restrictions)

3. Interactive Elements: Module 4

- Introduction of polls and invitations to make comments
- Ensure feedback; involve the participants in discussion (change of method).
- Dialogue instead of monologue should be announced as the rule of the game. (also see module 3)

4. Focus on follow-up: Module 4

- a) The seminar does not end after the given time. Reference to and use of the seminar folder afterwards: storage of documents from the web seminar or e-training course, for presentations and relevant documents.
- b) Questions can/should also be asked after the end of the event due to inhibitions of the participants (set time limits; it is also still a question whether this should still be seen in the tool or elsewhere); if possible processing on the same day.

5. Closing and follow up: Module 4

All participants receive a thank you e-mail for their participation after the course. This is very much appreciated by participants and increases solidarity and loyalty. The thank you emails should be sent with the certificate.

Suggested sequence for Module 4: approx. 2 × 60 min. (including time for technical interventions) and breaks:

Content	Tool	Person
Soft check-in		all
Personnel and organisational questions		
Warm up: Bear game	Chat	trainer and all
Introduction of content		trainer and all
Worst case scenarios	Whiteboard	all
Collection of aspects from the perspective of training planners and trainers	Padlet	participants group work
Presentation of the results		participants
Break		
Summary of the training planner's internal perspective	PPT	trainers and all
Speaking from practice	Presentation of original documents	trainers and all
Summary of the trainer's perspective	PPT	trainers and all
Perspectives/future prospectives and closing/farewell		all

4.5. Module 5: Carrying out training and learning sequences of a web seminar or e-training courses with professional feedback

*Design and feedback providers: Hans-Joachim Rieger, Peter Reißer, Anke Weigend
Number of participants: max. 4*

Background information for Module 5

After completion of the basic modules, Module 5 offers the opportunity to try out e-training in a teaching sequence with your own content in front of colleagues and feedback providers with didactic and methodological experience.

Competence goals: Module 5

The participants are able to:

- adapt their didactics, methodology and trainer behaviour to the requirements of the customised e-training courses
- carry out an interactive e-training sequences and thereby implement and adequately apply the knowledge gained from the basic modules.
- observe the implementation and application of what has been learned in a targeted manner (in the role of the observer).
- give constructive feedback.

Contents: Module 5

The sequences are observed and evaluated according to the following criteria, among others:

- Are the check-in (and later the check-out) and the design of breaks professional and creative?
- Can the trainer handle the technology well and with ease?
- How is the appearance in front of the camera?
- Is the language understandable and clear? The way of speaking well-modulated?
- Are the tools of the platform used in a content- and participant-oriented way?
- Are the contents well-structured? Is there a central theme throughout the seminar?
- Are the presentations limited to the essentials and adequately designed?
- Are interactions encouraged by group work etc.?
- How do the trainers achieve a positive learning atmosphere and, if necessary, an emotional bond?
- Can the trainers provide (technical) assistance?
- Do the trainers succeed not only in attracting the participants' "focused attention" but also in keeping it?

Suggested schedule for Module 5: approx. 180 min. (including time for technical interventions) and breaks

Max. 4 participants, who know each other (if possible) from the other modules

Time (min.)	Contents	Methods	Objectives
5'	Welcome and present the programme		Orientation

10'-15'	Participant 1 carries out his/her own training sequence The other participants take part in the online training.	Participant trains the other participants Method selection done by participants	Independent execution of a training sequence
15'	Feedback from other participants	Feedback discussion on selected key points from modules 1, 2, 3, 4 that were observed	Participate and give feedback
15'	Feedback trainer offers tips for improvement and "lessons learnt"	Feedback discussion on selected key points from modules 1, 2, 3, 4 that were observed	Observe and give feedback: Tips for improving the trainer's work
10'	Short break		
	This is followed by 45 min. of the training units given by participants 2,3,4.		
	Each of the participants performs a training sequence. The other participants take part in the online training.	Participant trains the other participants	Independent delivery of a training unit
15'	Feedback from other participants	Feedback discussion on selected key points from modules 1, 2, 3, 4 that were observed	Participate and give feedback
15'	Feedback trainer offers tips for improvement and "lessons learnt".	Feedback discussion on selected key points from modules 1, 2, 3, 4 that were observed	Observe and give feedback: Tips for improving the trainer's work

Contents of the advanced Modules 6-10, which are planned:

4.6. Module 6: Talks, discussions, work in plenary

- Change and activate roles
- Design whiteboards

- Summarise the results

4.7. Module 7: Exercises, handling case studies – work in groups and pairs

- Formulate the task
- Prepare whiteboards
- Challenges for large and small groups
- Different forms of group work
- Summarise the results

4.8. Module 8: Use of e-platforms and learning platforms (Moodle and Adobe)

- Use links, e.g. to videos
- Set up and use connections to learning platforms (Moodle, ILIAS, ...)
- Have the various means of communication ready
- Build in self-learning phases

4.9. Module 9: Didactics and specialised didactics

- Relevance of the content
- Clarity of the content
- Activity orientation
- Digital learning concepts
- Digital didactics
- Subject-specific characteristics and their respective didactic elements (legal topics, communication topics, business administration topics, ...)

4.10. Module 10: Exchange of information/experience among trainers

- Exchange of experience
- Setting up FAQs
- Do's & Don'ts
- Checklists
- Dealing with difficult situations