

TOT on Learning Facilitation (PEMPAL Project)

Zagreb, 24-25 January 2011 (2 days)

JUSTIFICATION

Organizational change, technological innovation and the evolving need for new competences compel professionals to make a continuous effort to update and improve.

Both formal and informal learning are required to consolidate or acquire new competences and learning has to be facilitated by trainers and subject experts able to construct knowledge in a collaborative manner. In fact, adults need to feel supported and learning has to take place in stimulating environments to ensure that motivation is kept high, improvement occurs and results are achieved. Trainers and facilitators have a key role in a successful learning process.

- How can trainers and facilitators create a stimulating learning environment?
- Why should a learning process be facilitated? How?
- How can a trainer monitor and assess individual and group learning?

This course provides answers to these questions and help trainers and facilitators (both occasional and professional) to enhance or acquire competences related to group and individual learning facilitation. In particular, trainers and facilitators will master the following competences:

- building good working relationships;
- implementing facilitation strategies;
- monitoring and assessing learning processes.

With this aim, this course offers participants the opportunity to:

- discuss and reflect on innovative approaches to adult learning;
- experience learning within a stimulating environment;
- apply a large variety of innovative and creative training and assessment methods;
- use social software as learning tools;
- design a facilitation proposal for their working context.

PARTICIPANT PROFILE

- Trainers responsible for the implementation of face-to-face training.
- Facilitators and subject experts responsible for organizing and/or delivering learning sessions and meetings.

OBJECTIVES

This course will help trainers and facilitators to effectively use creativity and participatory methods in their learning sessions and meetings.

Specifically, participants will learn how to:

- Establish communicative comfort.
- Apply innovative facilitation techniques.
- Use social software to enhance learning within their sessions.
- Be creative in proposing ad-hoc learning ideas.
- Apply learning monitoring and assessment techniques.

CONTENT

Module D3, 'Facilitate face-to-face learning' (from the CBHRD collection – www.itcilo.org/CBHRD), will constitute the major learning resource. The module consists of three learning units:

Learning unit 1: Build good working relationships in face-to-face learning.

- Setting the initial working relationship: how to establish a good learning climate. Individual and group induction activities.

Learning unit 2: Facilitate learning in a face-to-face course.

- Managing the learning environment. Facilitating learning: what does it mean? Participatory and innovative training methods for individual and group learning.
- Being creative: continuously adapting and innovating to ensure appropriate learning.

Learning unit 3: Monitor the learning process in face-to-face learning.

- Monitoring individual and group learning processes. Methods for formative assessment. Providing feedback and orientation.

Other relevant documents and tools, including IT tools, will be used as content, according to the specific needs of the participants.

METHODOLOGICAL APPROACH

The course will be 'learner-centered'. This means that participants will be continuously active in their learning process: they will not play a 'passive' role, but share competences and build knowledge in a collaborative manner.

The format of the sessions will enable participants to experience the learning principles and concepts introduced in the course.

The learning environment will be stimulating and open. Creative facilitation will lead to creative learning.