



Co-funded by the
Erasmus+ Programme
of the European Union



Österreichische
Nationalagentur
Erasmus+ Jugend in Aktion &
Europäisches Solidaritätskorps



BE PART – FEEL YOUR PART

Unit 6: Train the Trainer

jugend am werk _

_vielfalt wirkt



VOLUNTEERING MATTERS



THE UNIT 6 IS ABOUT THE BEST WAY TO
DELIVER TRAINING MATERIALS TO OTHERS
AND HELPS TO FACILITATE LEARNING IN THE
WORKPLACE.



Co-funded by the
Erasmus+ Programme
of the European Union



UNIT 6 - TIMELINE

Learning Types and Teaching Styles	60 mins
How to realise effective Learning	60 mins
Practice	60 mins



Co-funded by the
Erasmus+ Programme
of the European Union



SKILLS

... TO BE ABLE TO APPLY LEARNING AND TEACHING STYLES
EFFECTIVELY IN PRACTICE
... TO UNDERSTAND AND RECOGNIZE DIFFERENT STYLES FOR
EFFECTIVE YOUTH AND ADULT LEARNING



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- A. Group experiences of good and bad Learning and teaching

- B. Learning Styles (Honey and Mumford; Gerald Grow)

- C. Teaching styles (Types, match and mismatch to learn stages)

- D. Learning motivation



8.4.2. HOW TO REALISE EFFECTIVE LEARNING

RESEARCH ON EFFECTIVE YOUTH AND ADULT TRAINING



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- A. GROUP EXPERIENCIES OF GOOD AND BAD LEARNING AND TEACHING

Using pre-unit work, share your experiences of good and bad learning and teaching experiences?

How do these experiences relate to theories discussed in units 1,2,3,4 and 5?



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- B. LEARNING STYLES (HONEY AND MUMFORD; GERALD GROW)

Activists: Activists immerse themselves fully and without bias in new experiences, enjoying the moment. They are enthusiastic and open-minded and thrive on a new challenge. They get bored easily and may struggle to follow a project through to completion.



8.4.1. LEARNING TYPES AND TEACHING STYLES

- B. LEARNING STYLES (HONEY AND MUMFORD; GERALD GROW)

Reflectors: Reflectors listen to others, analysing the content of the conversation before contributing their own input. They tend to be cautious, thoughtful people and consider their wider picture when arriving at decisions.



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- B. LEARNING STYLES (HONEY AND MUMFORD; GERALD GROW)

Theorists: They like assumptions, principles, models, systems and theories on which to base their experiences. They like to think through their problems on a step by step basis to analyse and synthesise information. They like objectivity rather than subjective judgements.



8.4.1. LEARNING TYPES AND TEACHING STYLES

**GROUP DISCUSSION: SHARE LEARNING STYLES:
HOW DOES AWARENESS OF THESE LEARNING
STYLES HELP BOTH THE FACILTATOR AND LEARNER?**



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- C.TEACHING STYLES (TYPES, MATCH AND MISMATCH TO LEARN STAGES)

Authority: This style is a traditional and didactic. Conveys facts that the teacher thinks the learner needs to know and may answer questions but only relating to what's been said. Likened to a parent and child relationship.



8.4.1. LEARNING TYPES AND TEACHING STYLES

- C.TEACHING STYLES (TYPES, MATCH AND MISMATCH TO LEARN STAGES)

Motivator: Less didactic and based on questions and answers but it is still the teacher's agenda. The teacher gives new facts but only when the learner is centred and supportive. Can motivate the interested learner to learn and at some stage move into more independent learning.



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- C.TEACHING STYLES (TYPES, MATCH AND MISMATCH TO LEARN STAGES)

Facilitator: More facilitating along the line of “find out for yourself”. Teacher is happy to share information and knowledge and recognizes that each party knows some things but not necessarily the same. Sharing an approach good for training.



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- C.TEACHING STYLES (TYPES, MATCH AND MISMATCH TO LEARN STAGES)

Delegator: Discussion between equals and as if the teacher holds up a mirror, helping the learner to understand what the problem is, and to look at relationship and communication. Acts as a consultant when needed but mainly happy to delegate to the individual for their self-directed learning.



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- C.TEACHING STYLES (TYPES, MATCH AND MISMATCH TO LEARN STAGES)

Group discussion

How appropriate is each teaching style?



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

• D. LEARNING MOTIVATION

Participants are more likely to engage in learning when they:

- See value in what they are learning
- Believe that engaging in specific actions will bring about a desired outcome
- Believe they can be successful
- Perceive that the environment is supportive



8.4.1. LEARNING TYPES AND TEACHING STYLES

- D. LEARNING MOTIVATION

To help motivate participants

*Structure your training and each session to help participants to learn, to know your expectations and how the training will be conducted

* Provide learning experiences where participants feel they can be successful



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.1. LEARNING TYPES AND TEACHING STYLES

- D. LEARNING MOTIVATION

* Include opportunities for participants (and you!) to gain information on how they are doing

* Create a positive climate/community for learning where participants feel supported

* Adapted from – The University of Texas at Austin; TEXAS Learning Sciences; Student Motivation



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.2. HOW TO REALISE EFFECTIVE LEARNING

What are you going to do to create a memorable learning experience for your training program (TP) participants?



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.2. HOW TO REALISE EFFECTIVE LEARNING

- RESEARCH ON EFFECTIVE YOUTH AND ADULT TRAINING

- Techniques for creating dialog
- The warm-up
- The learning task
- Sampling
- Modeling
- Snow cards
- Teamwork/ small group work
- Read, circle, share
- Open questions



Co-funded by the
Erasmus+ Programme
of the European Union



8.4.2. HOW TO REALISE EFFECTIVE LEARNING

- RESEARCH ON EFFECTIVE YOUTH AND ADULT TRAINING
 - Critical Incident/ Case study
 - The Question Bin
 - Web Chart
 - Bumper Stickers
 - Gallery Walk
 - Put It to Music
 - Synthesis Task
 - Feedback – Force Field Analysis



PRACTICAL PART

Develop a plan in order to create a creative and innovative environment:

Groups of 3/4 participants are created and each one, after the practical part, will create a lesson plan, directed to the creative part, to use the tips given earlier and in the previous modules, in view of the youth workers and young people at risk of social exclusion.

In the end it is intended that each of the groups present to the remaining participants so that they can discuss what they would like to change.



Co-funded by the
Erasmus+ Programme
of the European Union





Co-funded by the
Erasmus+ Programme
of the European Union



Österreichische
Nationalagentur
Erasmus+ Jugend in Aktion &
Europäisches Solidaritätskorps

THANK YOU FOR YOUR PARTICIPATION

