

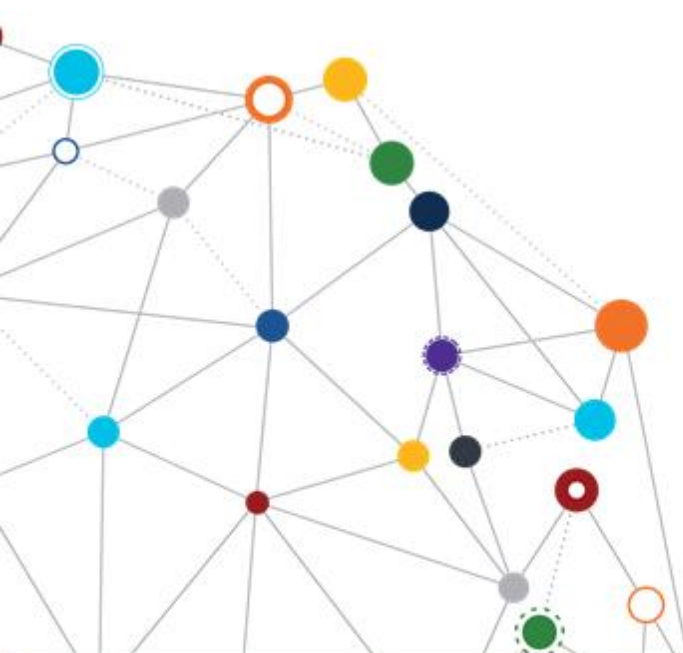


WP4 – Organisation of training and re-training

D4.1 – Training key staff members

INTERnationalization at Home: Embedding Approaches and Structures to Foster Internationalization at Western **B**alkans

610429-EPP-1-2019-1-AL-EPPKA2-CBHE-JP



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INTERBA



Version	Revision	Date	Author	Modification
1	0	05/02/2021	Georgios Dafoulas	
2	1	30/09/2023	Georgios Dafoulas	Final version

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1. Establishing a Train-the-Trainers (TtT) workshop

MUHEC provided the Train the Trainers (TtT) workshop scheduled in February 07-10 2022. A selection of key staff attended from each partner institution. A 'refresher' TtT workshop was held during the training pilots as well as re-trainings. The trainee profiles were determined in collaboration with the WP2 leader and PCIs.

The consortium agreed on a number of key points associated with the TtT workshop, including the number of PCI members to be included based on the project's travel budget and the need of key staff to be trained. This required key staff members to provide their profiles using templates provided by MUHEC as we will see next. PCIs identified their members by classifying trainees to those who would be able to deliver TtT at a later stage and those who are Subject Matter Experts (SMEs).

By disseminating the TtT topics early, MUHEC managed to coordinate PCIs into agreeing the schedules of conducting local training pilots, evaluate sessions and making necessary adjustments. Following discussions amongst all consortium members, it was discussed that the TtT sessions would be organised across several days, allowing sufficient time for trainees to apply the subject matter and have the opportunity to contextualising each topic. This would allow trainees to reflect on how they would adapt the training practices and specific techniques according to the needs of their re-training sessions.

Therefore, despite the original proposal from MUHEC was for the TtT to last 2 days, the consortium agreed to split the delivery in half days and eventually make the programme a 4-day workshop with sufficient opportunity for application of theory and reflection. Trainees were decided to be certified for their attendance by Middlesex University, confirming completion of the programme that was previously accredited by MUHEC's Institute for Work Based Learning. The consortium agreed to use the provided templates for profiling and reach consensus on the final list of trainees.

The following is the list of the TtT units as validated at MUHEC were included in the programme:

- Unit T³1 – Training Needs Analysis
- Unit T³2 – Training Strategy & Planning
- Unit T³3 – Learning Styles Analysis
- Unit T³4 – Communication Styles Analysis
- Unit T³5 – Training Session Design
- Unit T³6 – Training Content Development
- Unit T³7 – Training Methods/Techniques/Tools
- Unit T³8 – Training Styles & Delivery
- Unit T³9 – Training Assessment & Feedback
- Unit T³10 – Training Evaluation & Feedforward



Oracle TES was proposed as a sub-contracting entity to provide the necessary external evaluation of WP tasks. They have expertise in Erasmus+ CBHE projects and specialise in (i) content development management (developed more than 500 courses for higher and further education across several disciplines) and (ii) training (participated in training activities in project management, educational development and quality for EU projects). MUHEC invited Oracle TES to the London meetings and during the TtT workshops to provide their feedback on the proposed training content. After liaising with Oracle TES, MUHEC finalised the TtT contents in agreement with the consortium and in particular PCI representatives.

A sample of the agenda organisation is below.

Day 1: Monday, 07/02/2022	
09:00 – 12:00 (GMT)	Room : HEN College Building CG11 Zoom link : https://mdx-ac-uk.zoom.us/j/95098991962?pwd=K0ErdWNQZFQrTnZEdlFVY3lyQzhTZz09 Meeting ID : 950 9899 1962 Passcode : 110985 Log in with : First & Last Name (Uni acronym) e.g., George Dafoulas (MDX) Recording : Available after the workshop Passcode : TBC
	Coordinator : George Dafoulas (Andy Golding observer) Topic : Consortium meeting <ul style="list-style-type: none"> Introducing the training workshop programme Presenting the training templates <ul style="list-style-type: none"> Trainee profiling Training structure (session plan / brainstorming) Training content (SCATE) Training assessment (portfolios) Training evaluation (online format) Discussing the INTERBA training pilots (2 per PCI) Discussing the INTERBA re-training (1 per PCI)
Break	
13:00 – 16:00 (GMT)	Room : HEN College Building CG11 Zoom link : https://mdx-ac-uk.zoom.us/j/91861087553?pwd=amRwZHBOWWhSNUUvQ05TUytEWctudz09 Meeting ID : 918 6108 7553 Passcode : 950853 Log in with : First & Last Name (Uni acronym) e.g., George Dafoulas (MDX) Recording : Available after the workshop Passcode : TBC
	Speaker : George Dafoulas Topic : Training sessions <ul style="list-style-type: none"> Unit TtT1 – Training Needs Analysis



	• Unit Tt2 – Training Strategy & Planning
16:00 – 17:00 (GMT)	<p>Evaluation Participants should evaluate the day sessions to be eligible to receive a certificate of attendance. The evaluation form is available at: <u>Available after the workshop</u> <u>TBC – Google Form</u></p> <p>Reflection on training Participants should take notes using the portfolio templates provided on how they would deliver similar sessions in their own University. The scope is to prepare for adapting the training sessions for their training pilots and re-training workshops.</p>



2. Selecting trainee profiles from Partner Country institutions

The following figure illustrates the profiling template that was used for trainees. The consortium agreed the structure and components of the profiling template.

Trainee profile	
<u>Profile</u>	
Create your participant profile by providing the following information.	
1. Photo:	Add image here...
2. Name:	Add text here...
3. Role / Job title:	Add text here...
4. Department / Service:	Add text here...
5. University:	Add text here...

6. Why is this training relevant to you?	Add text here...
7. What is your responsibility for the sharing this training across your institution?	Add text here...
8. What do you expect to gain from this training workshop?	Add text here...
9. How important is knowledge transfer (Internationalisation at Home) for your institution?	Add text here...
10. What are your institution's aims for knowledge transfer (Internationalisation at Home)?	Add text here...

Figure 1: Trainee profiling template



2.1. Sample profiles

The following sample profiles demonstrate how the MUHEC templates were used by PCI staff for selecting the members who would join the TtT workshop.

Trainee Profile

Trainee Profile

Create your participant profile by providing the following information.



1. Photo:
 2. Name: Maja Kazazic
 3. Role / Job title: associate professor in Biochemistry/head of the Chemistry department
 4. Department / Service: Chemistry department
 5. University: Dzemal Bijedic University of Mostar
-
6. Why is this training relevant to you?
It will enable me to enhance my professional skills
 7. What is your responsibility for the sharing this training across your institution?
After training, we are expected to conduct re-training at our home institution in September.
 8. What do you expect to gain from this training workshop?
To be able to use knowledge gained at the training in order to train other people at my home institution
 9. How important is Train the Trainers for your institution?
It is expected from all employees to improve their skills.
 10. What are your institution's aims for Train the Trainers?
It is expected from Trainers to train other members of the staff in the next period. This is in line with the new Strategy of the University and Strategic goal 2.4: Capacity and potential development:
2.4.4. Organize regular periodical training / education (during one or two years) teaching staff which contribute to professional development of teaching staff.



Trainee Profile

Trainee Profile

Create your participant profile by providing the following information.



1. Photo:
2. Name: Aida Dziho-Sator
3. Role / Job title: Associate Professor
4. Department / Service: English Language and Literature
5. University: Dzemal Bijedic University of Mostar

-
6. Why is this training relevant to you?
 7. It will enhance my professional skills by being taught new methods of training applicable in different areas
What is your responsibility for the sharing this training across your institution?
After the training, we are expected to conduct re-training at our home institution in September.
 8. What do you expect to gain from this training workshop?
To be able to use knowledge gained at the training in order to train other people at my home institution
 9. How important is Train the Trainers for your institution?
It is expected from all employees to improve their skills.
 10. What are your institution's aims for Train the Trainers?
It is expected from Trainers to train other members of the staff in the next period. This is in line with the new Strategy of the University and Strategic goal 2.4: Capacity and potential development:
2.4.4. Organize regular periodical training / education (during one or two years) teaching staff which contribute to professional development of teaching staff.



3. Training key staff members

The training programme was based on training sessions including ‘train-storming’ activities; a term coined at MUHEC as part of the PAWER project. The following figure provides an example of such an activity. MUHEC proposed a ‘train-storming’ activity for each of the three topics covered in every training session.

Tuesday	Day 2
09:30 – 10:30	Session 1: Bologna Qualifications Framework International transparency of curricula quality, recognition and alignment
<u>Train-storming 1</u>	
<ol style="list-style-type: none"> List a number of ways the Bologna Qualifications Framework helps towards achieving international transparency of curricula quality. <i>Add text here...</i> Describe how you would use the Bologna Qualifications Framework for recognising the appropriate level of courses offered by other Universities. <i>Add text here...</i> Explain how the Bologna Qualifications Framework would help you to align your institution’s courses to those of other Universities. <i>Add text here...</i> 	

Figure 2: ‘Train-storming’ activity

Training templates were provided for:

- Training Structure
- Training Content
- Training Portfolio
- Training Evaluation

MUHEC also proposed the following evaluation survey components as illustrated below.



Monday	Day 1
09:30 – 10:30	Session 1: Overview of the training programme Description of training structure, content, materials and use of portfolio
Specific session evaluation: <ul style="list-style-type: none"> The session was relevant to the training aims and objectives: SD – D – N – A – SA The session provided useful information: SD – D – N – A – SA The session was delivered successfully with professionalism: SD – D – N – A – SA Positive remarks for the specific session: _____ Negative remarks for the specific session: _____ 	

Figure 3: Session evaluation

Day 1 overall evaluation:	
How would you rate the first day's training experience?	(-) 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (+)
Positive remarks for the first day:	_____
Negative remarks for the first day:	_____

Figure 4: Day evaluation

Training Workshop general evaluation:	
How would you rate the training venue?	(-) 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (+)
How would you rate the training agenda?	(-) 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (+)
How would you rate the training content?	(-) 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (+)
How would you rate the use of train-storming sessions?	(-) 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (+)
How would you rate the use of the portfolio?	(-) 0 – 1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 (+)
Positive remarks for the entire workshop:	_____
Negative remarks for the entire workshop:	_____

Figure 5: Workshop evaluation





3.1. Sample training portfolio (train-storming)

Training Template: Assessment (Portfolio)

Please Review and Comment	File location
1. WP4 – D1	Training key staff members

Training Portfolio

Monday	Day 1
09:00 – 10:30	<p><u>Session 1: What is humanities research?</u></p> <p>Professional development and improvement of the academic research and writing skills is a lifelong obligation of university professors. Humanities are the branches of knowledge that concern themselves with human beings and their culture or with analytic and critical methods of inquiry derived from an appreciation of human values and of the unique ability of the human spirit to express itself. As a group of educational disciplines, the humanities are distinguished in content and method from the physical and biological sciences and, somewhat less decisively, from the social sciences. The humanities include the study of all languages and literatures, the arts, history, and philosophy.</p> <p style="text-align: center;"><u>Train-storming</u></p> <p>Description of activity that requires participant to reflect and provide own input. The activity will begin with the presentation of theoretical knowledge about research methodologies in humanities, main differences with research in natural sciences and why humanities matter. After that, participants will have the opportunity to reflect and become aware of and compare the presented knowledge with their personal experience.</p>
10:30 – 12:00	<p><u>Session 2: Specific aspects of research in humanities</u></p> <p>This topic will cover different types of research papers in humanities, but more specifically the stages of writing from choosing the topic to stating hypothesis, writing an abstract, introduction, literature review and the body of the paper. The session will also present ways of conference presentations.</p> <p style="text-align: center;"><u>Train-storming</u></p> <p>Description of activity that requires participant to reflect and provide own input. The session will open with an overview of types of research papers and ways to approach them. We will present different stages of scientific paper writing. Participants will be given activities to participate in a more engaging way. One activity will be to draft stages for a humanities topic, a general one that professors of different academic backgrounds might relate to and in groups do a short research. The activity will be followed by a discussion.</p>



3.2. Sample training content creation (trainee work)

Training Template: Content (SCATE)

Please Review and Comment	File location
1. WP3 – D1	Developing training content

Scope Template	
Number	#
Title	1. Research Methodology, Scientific Writing and Result Presentation: Humanities and Social Sciences
Introduction	The scope of this topic is a lifelong learning program in the field of pedagogical education and strengthening the competencies of the academic staff of an academic institution and is intended for the academic staff of a certain university in associate/teaching positions. Through the Research Methodology, Scientific Writing and Result Presentation: Humanities and Social Sciences module, participants will supplement knowledge and skills in the area of methodological competencies that are extremely important for lifelong learning and training of academic staff.
Outcomes	<ul style="list-style-type: none"> To understand the process of research in humanities To be able to use different methods and to choose the most appropriate ones To be able to identify the overall process of designing a research study from its inception to its report
Topics	<ol style="list-style-type: none"> What is humanities research? Specific aspects of humanities research Conference presentations Research publishing and peer review
Study Guide	Instructions on how to study this unit. <ul style="list-style-type: none"> Required study time 10 h Required hardware/software. Required external resources including links and books.

Content Template	
Section Number	1
Section Title	What is humanities research?
Introduction	This topic defines humanities, presents basic features of research in the humanities and differentiates between research in sciences and humanities. It also introduces research methods as they apply in humanities. The objectives are to have thorough knowledge of different methods of research processes (reading, evaluating, and developing); 2. perform literature reviews using print and online databases; 3. employ American Psychological Association (APA) or MLA formats for citations of print and electronic materials; 4. identify, explain, compare, and prepare the key elements of a research proposal/report.
Content	<ul style="list-style-type: none"> Defining humanities Basic features of research in humanities Natural sciences, technical and social sciences and humanities

Activity Template	
Number	#.#



Title	Choosing different approaches with emphasis on humanities
Type	<ul style="list-style-type: none"> • Reflection
Aim	The aim is to reflect on a single phenomenon, event or occurrence and discuss as a group how it can be approached
Description	10 minutes of participants' research in groups and 10 minutes of guided discussion.
Timeline	20 minutes for the whole topic
Assessment	Observing

Think Template (MCQs)	
Number	#
Title	The title of the corresponding section.
Type	<p>Multiple Choice Question could be in the form of:</p> <ul style="list-style-type: none"> • Choose correct answer • Match pairs • Fill in the blanks
Question	<ol style="list-style-type: none"> 1. The liberal arts can be divided into the physical science, the social sciences, and the humanities. T/F 2. The humanities include the academic disciplines of philosophy, _____, _____, linguistics, history, and the ____. 3. The humanities use methods that are primarily critical, or speculative, and have a significant historical perspective. T/F
Answers	<ol style="list-style-type: none"> 1. T 2. Religion, languages and literatures, arts 3. T

Extra Template	
Number	#
Title	Research Guides
Topic	https://libguides.usc.edu/humanitiesresearch
Type	<ul style="list-style-type: none"> • Online content (URL)



4. London training evaluation

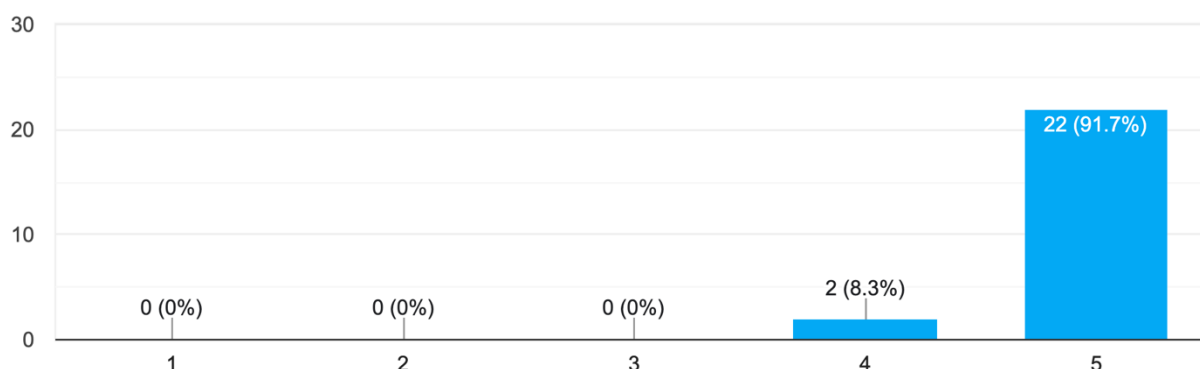
The evaluation of the training programme was based on participants feeling in the Google forms provided by MUHEC. The evaluation results are summarised below.

4.1. INTERBA London Training Evaluation – Day 1

Morning Session: Presentation of project templates

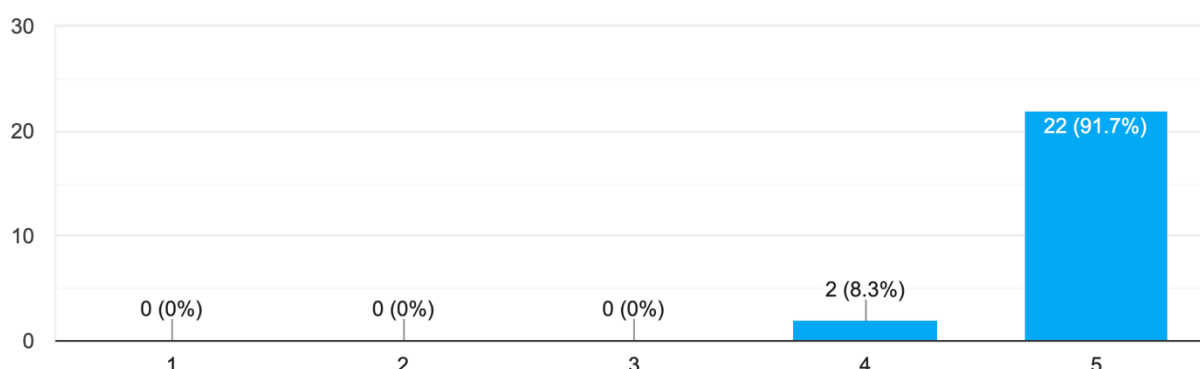
The session was relevant to the training aims and objectives

24 responses



The session provided useful information

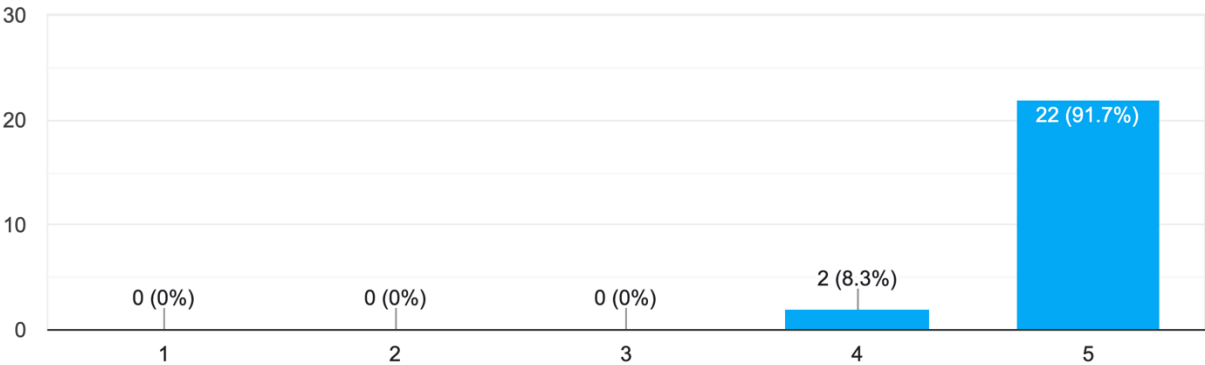
24 responses





The session was delivered successfully with professionalism

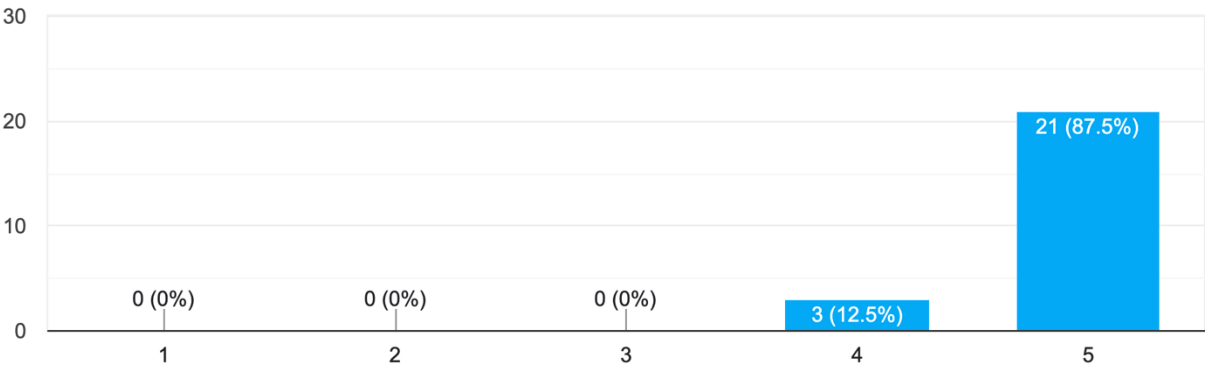
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Afternoon Session: TtT1 - Training Needs Analysis

The session was relevant to the training aims and objectives

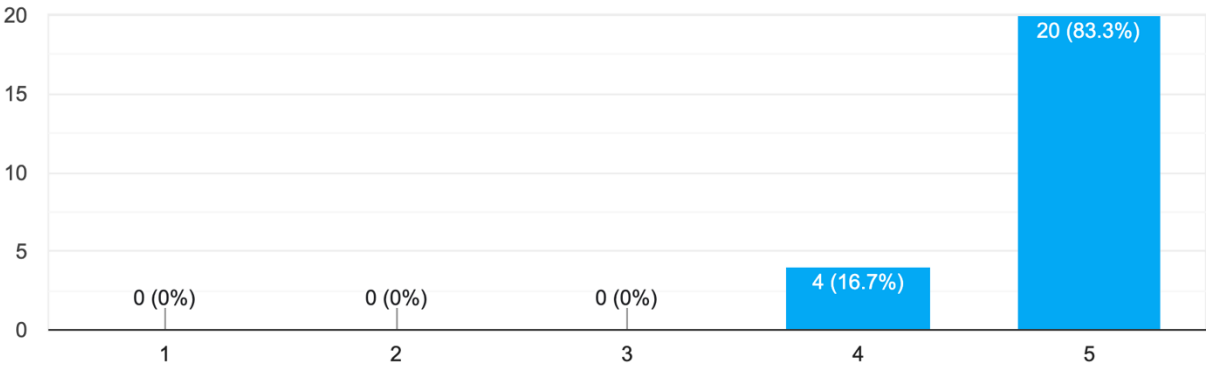
24 responses





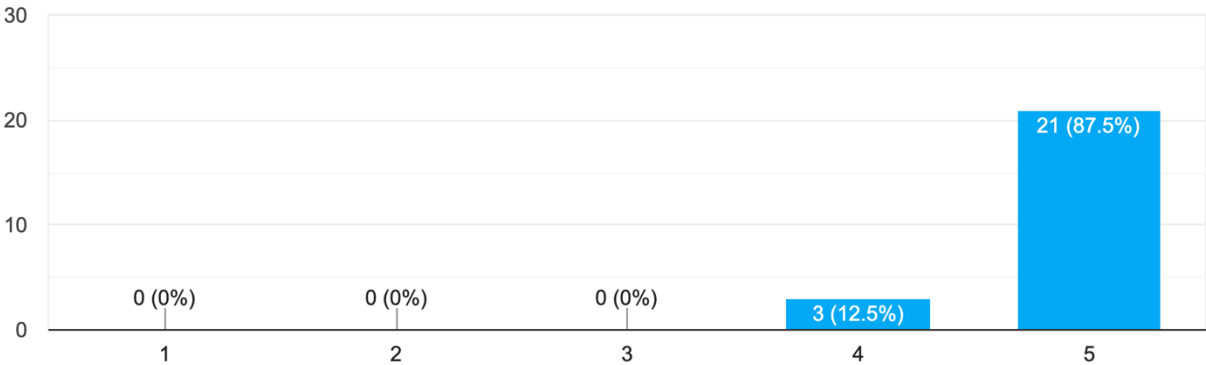
The session provided useful information

24 responses



The session was delivered successfully with professionalism

24 responses

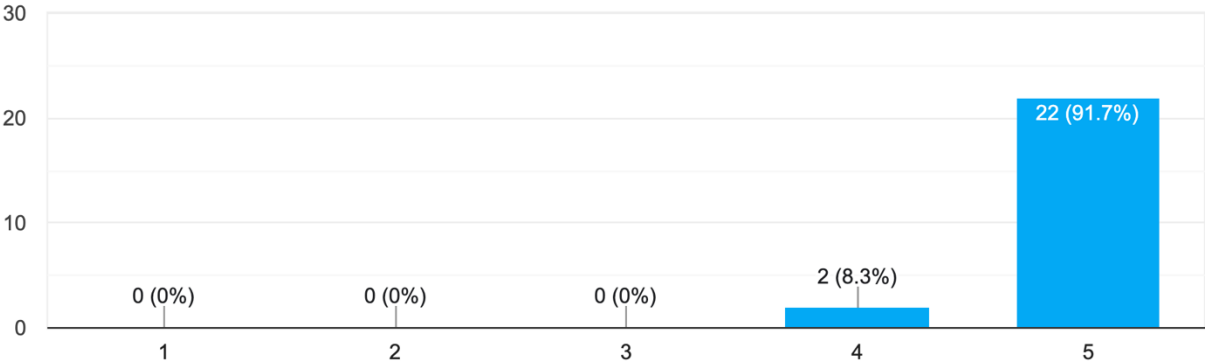


Afternoon Session: TtT2 - Training Strategy & Planning



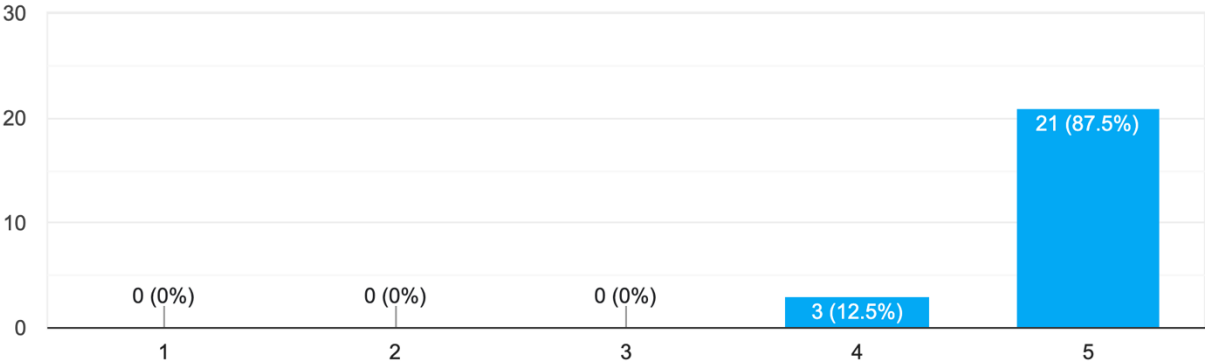
The session was relevant to the training aims and objectives

24 responses



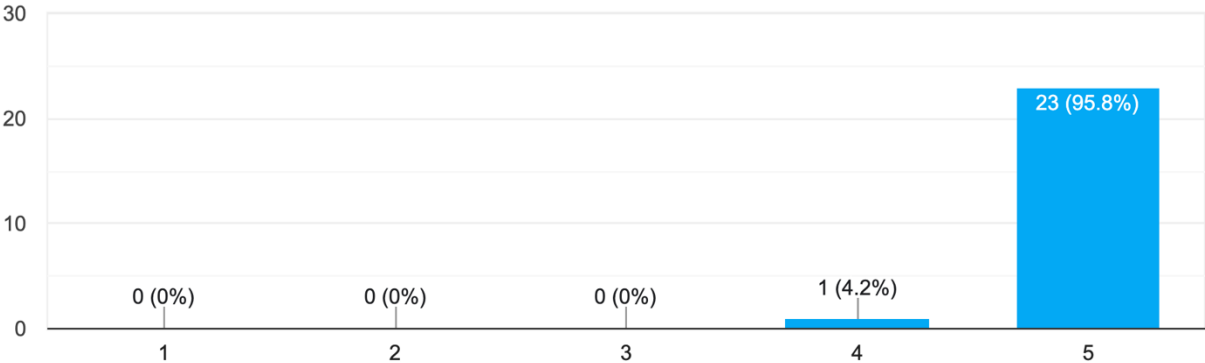
The session provided useful information

24 responses



The session was delivered successfully with professionalism

24 responses



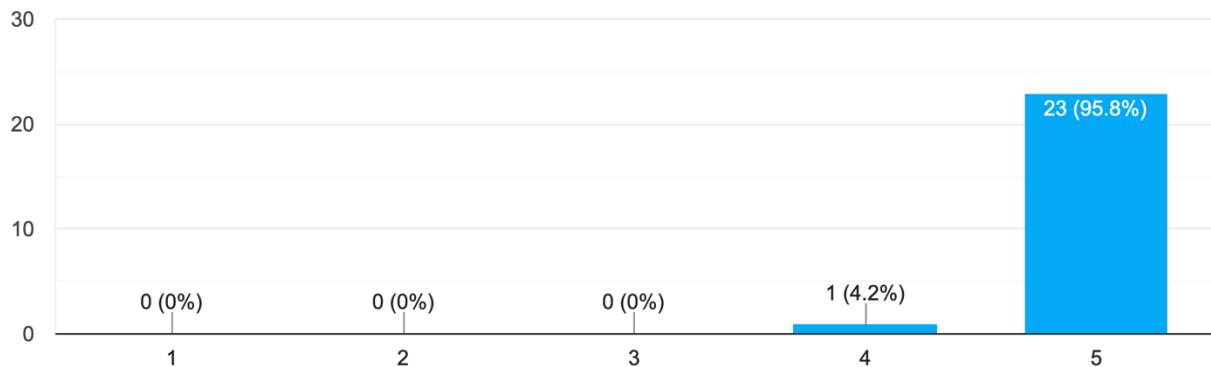


4.2. INTERBA London Training Evaluation – Day 2

Morning Session: INTERBA TtT3 - Learning Styles Analysis

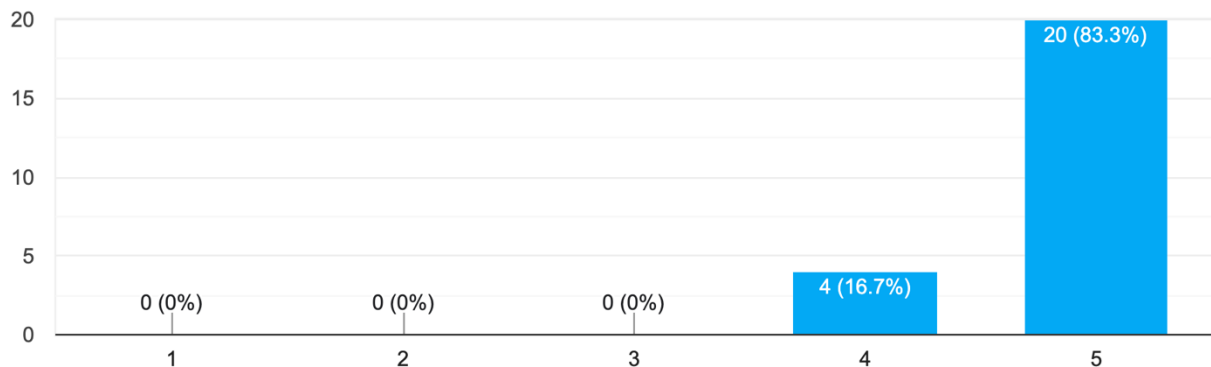
The session was relevant to the training aims and objectives

24 responses



The session provided useful information

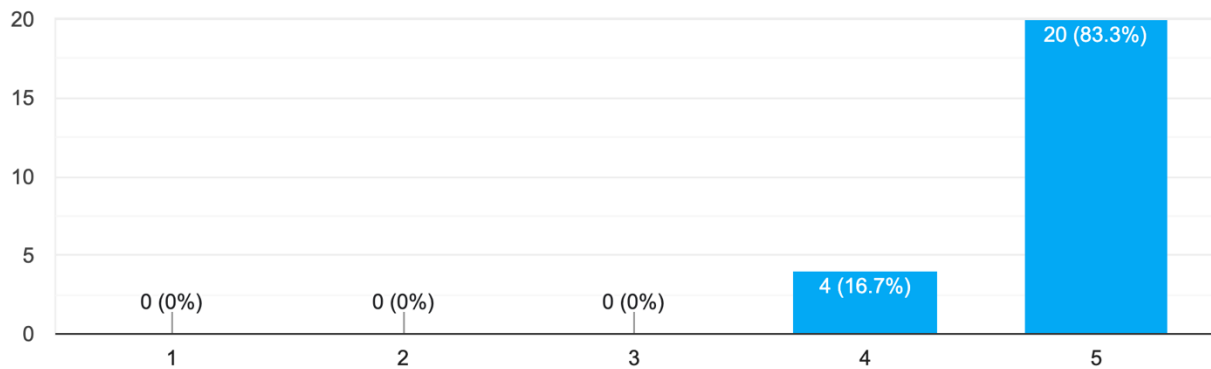
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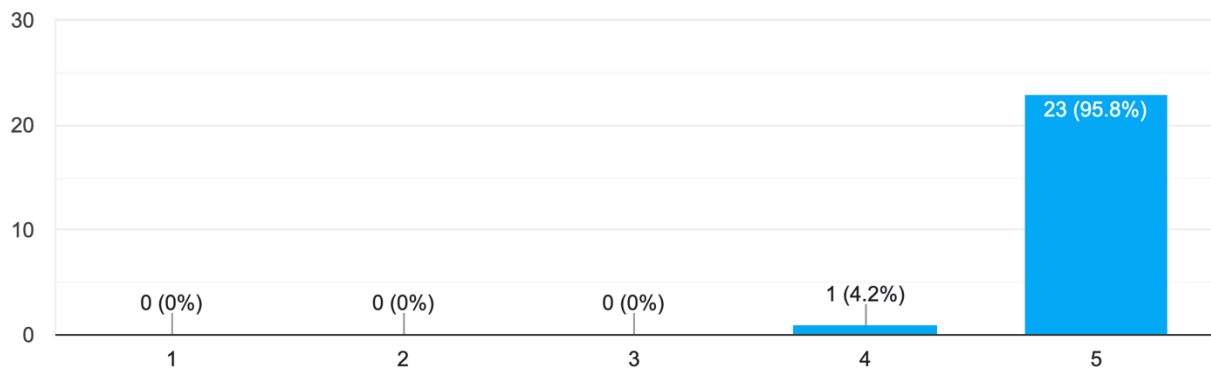
24 responses



Morning Session: TtT4 - Communication Styles Analysis

The session was relevant to the training aims and objectives

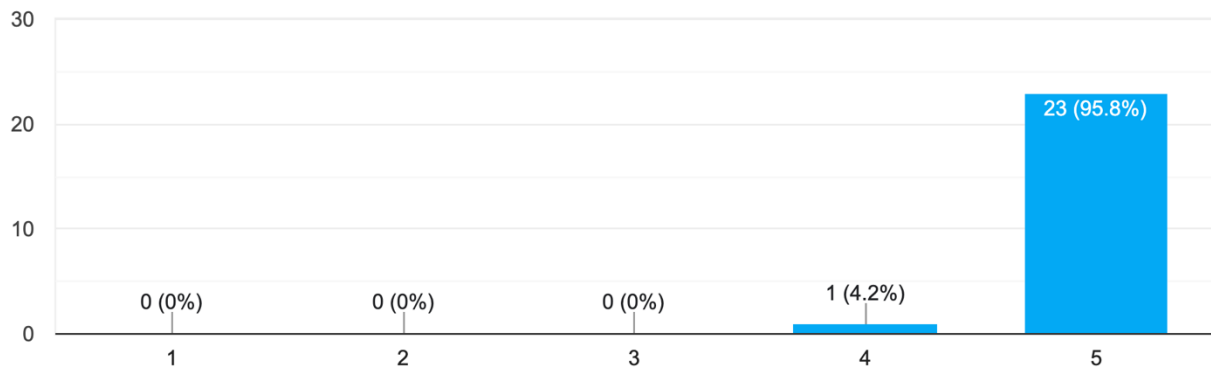
24 responses





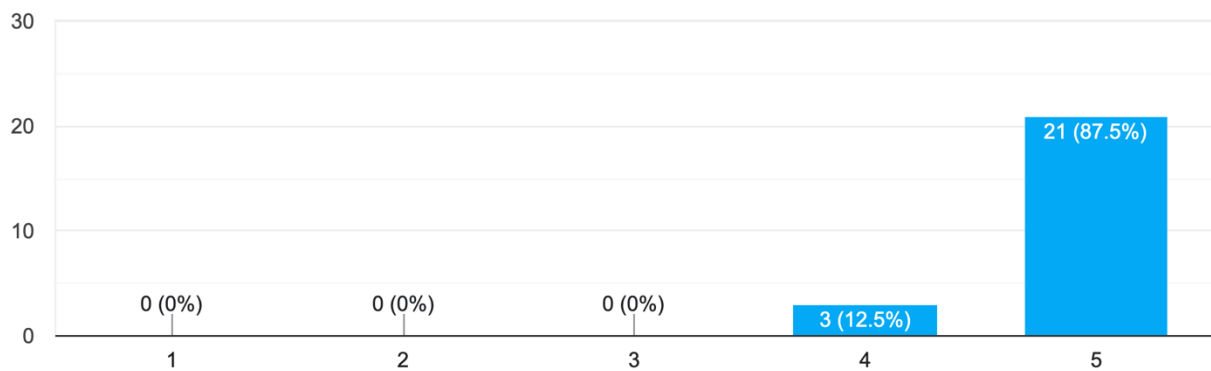
The session provided useful information

24 responses



The session was delivered successfully with professionalism

24 responses

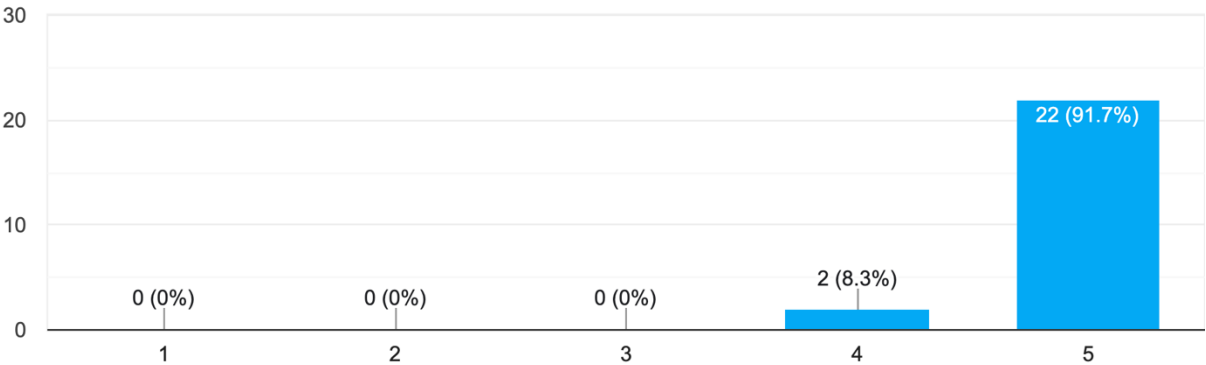


Morning Session: TtT5 - Training Session Design



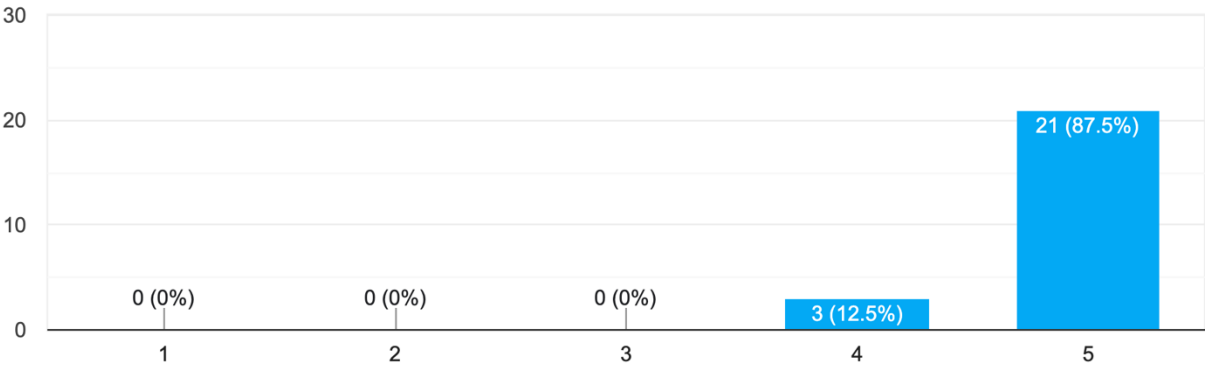
The session was relevant to the training aims and objectives

24 responses



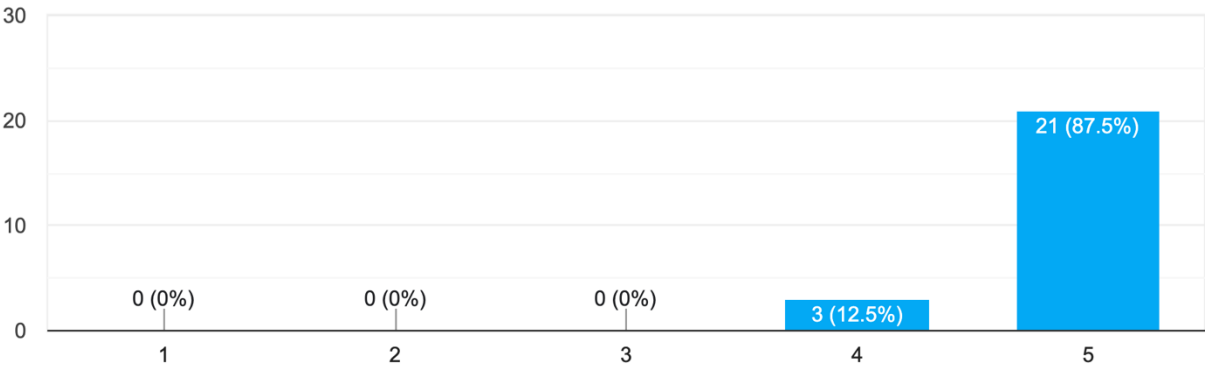
The session provided useful information

24 responses



The session provided useful information

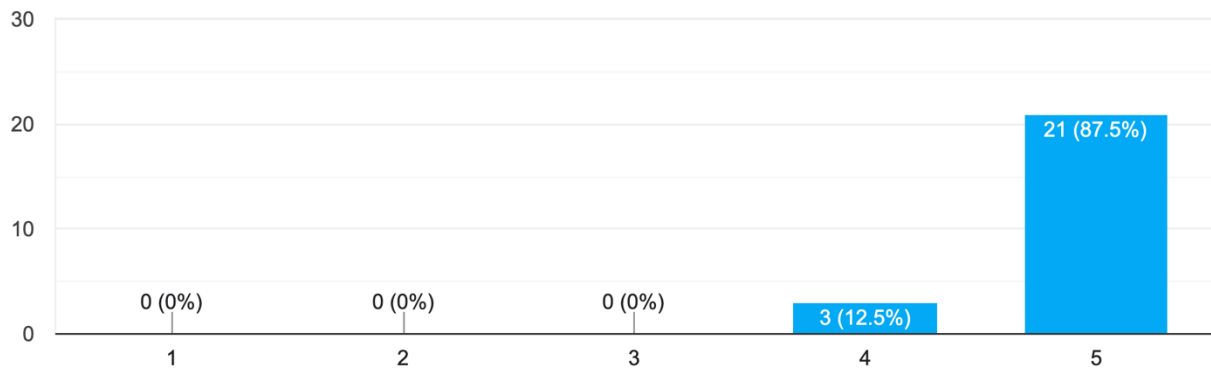
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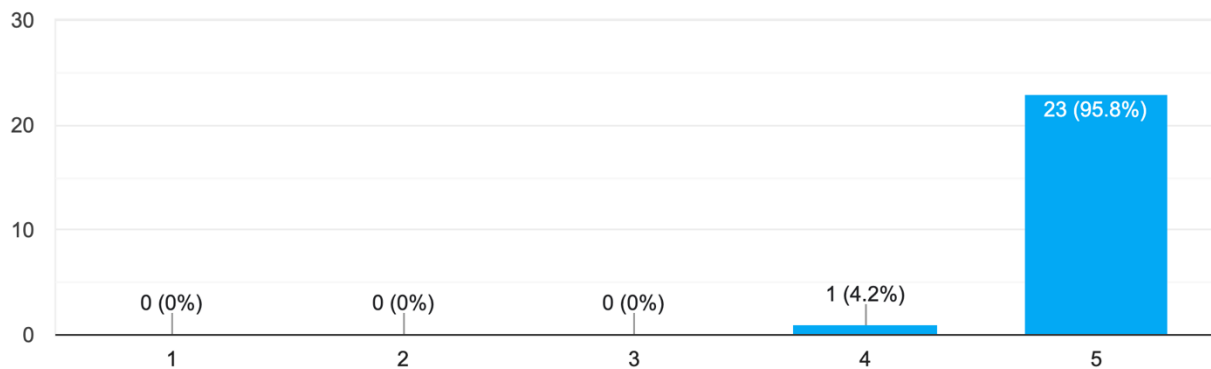
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Morning Session: TtT6 - Training Content Development

The session was relevant to the training aims and objectives

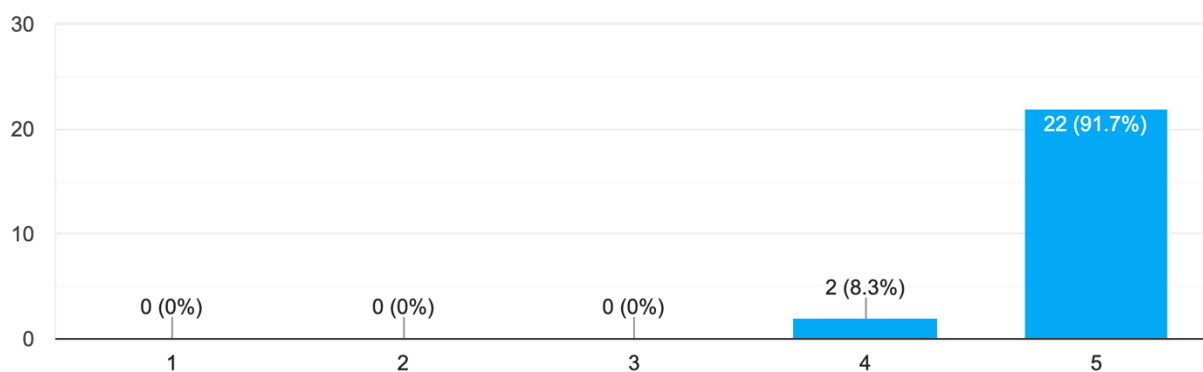
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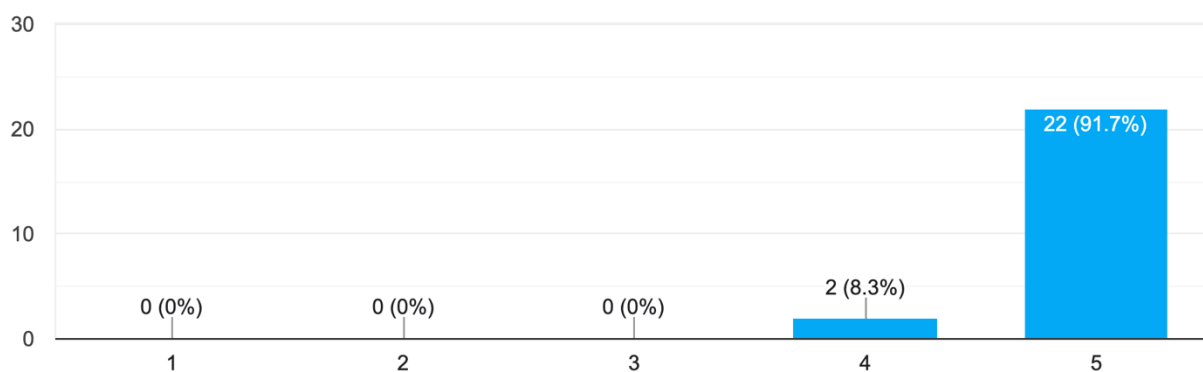
The session provided useful information

24 responses



The session was delivered successfully with professionalism

24 responses

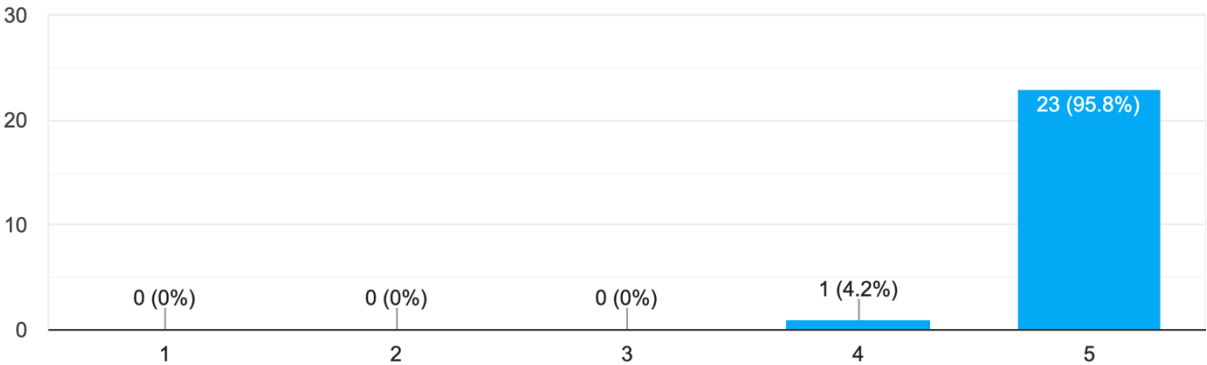


Afternoon Session: TtT7 - Training Methods/Techniques/Tools



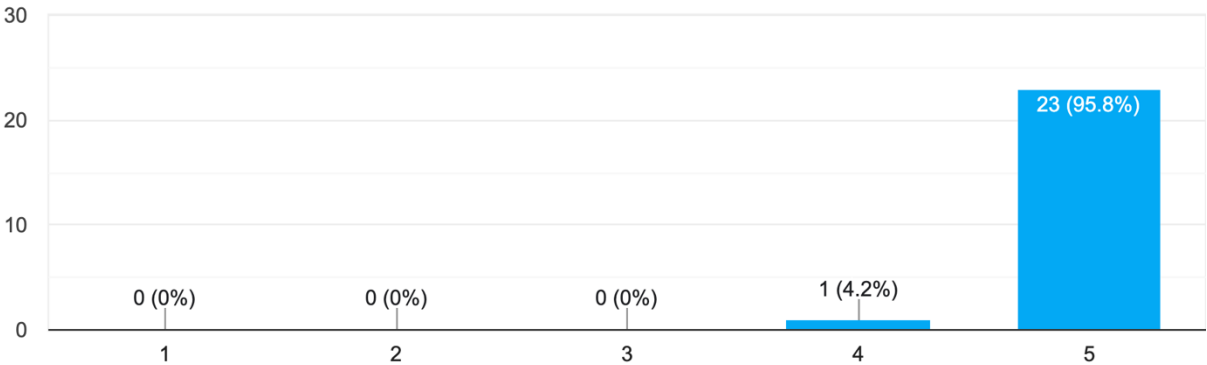
The session was relevant to the training aims and objectives

24 responses



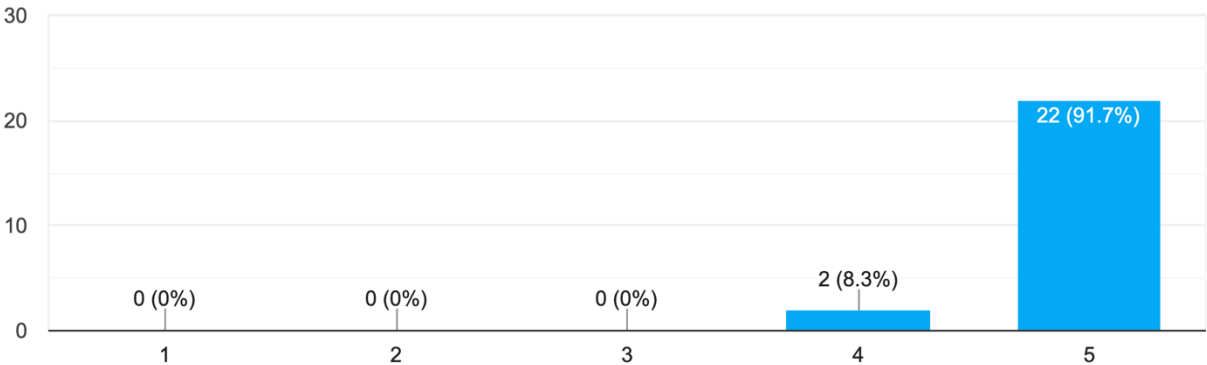
The session provided useful information

24 responses



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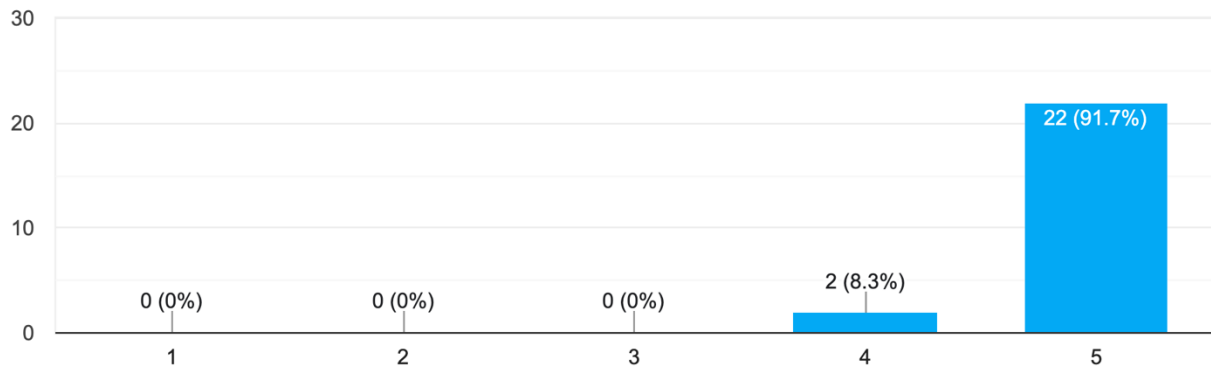




Afternoon Session: TtT8 - Training Styles & Delivery

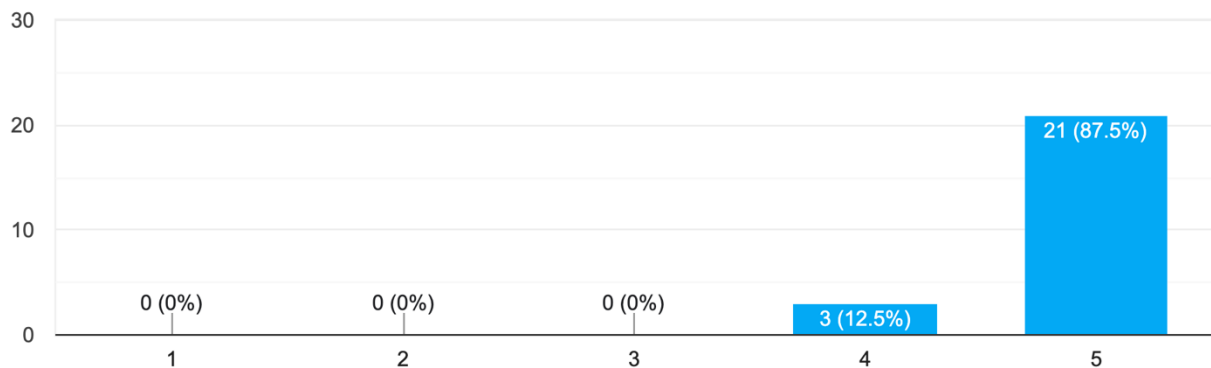
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24 responses



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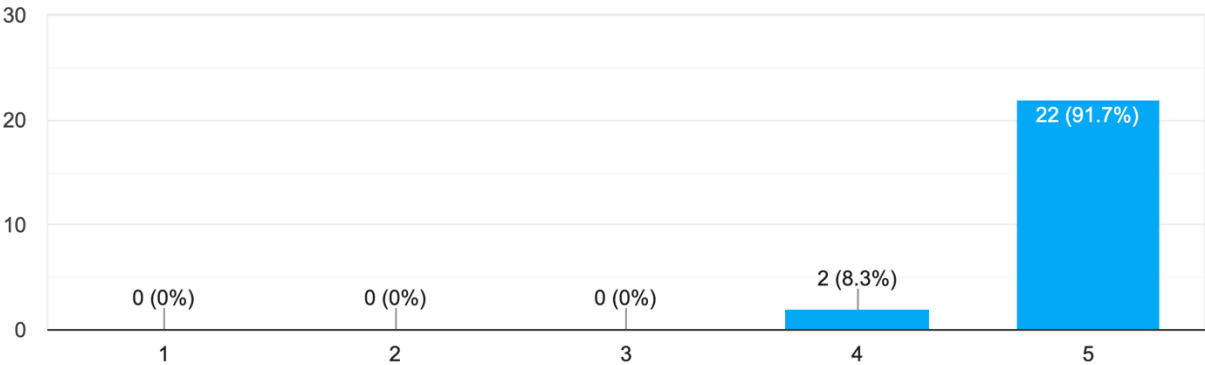
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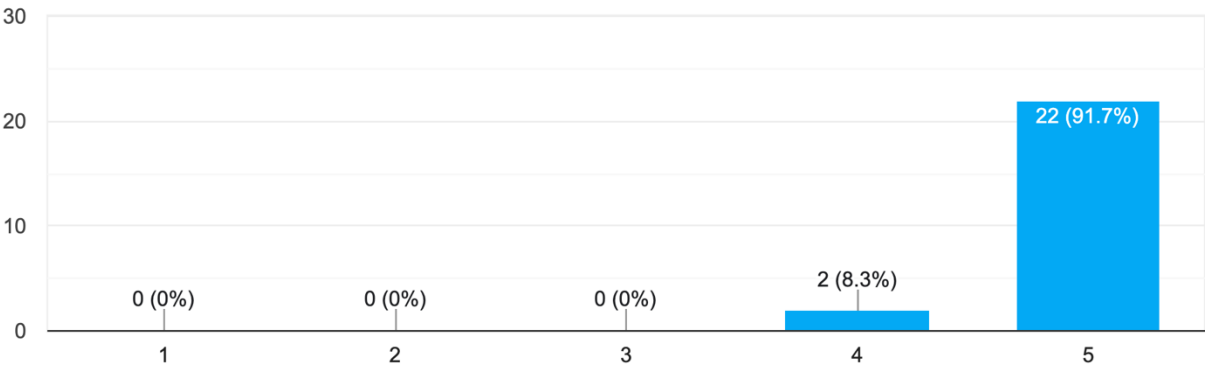
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The session was delivered successfully with professionalism

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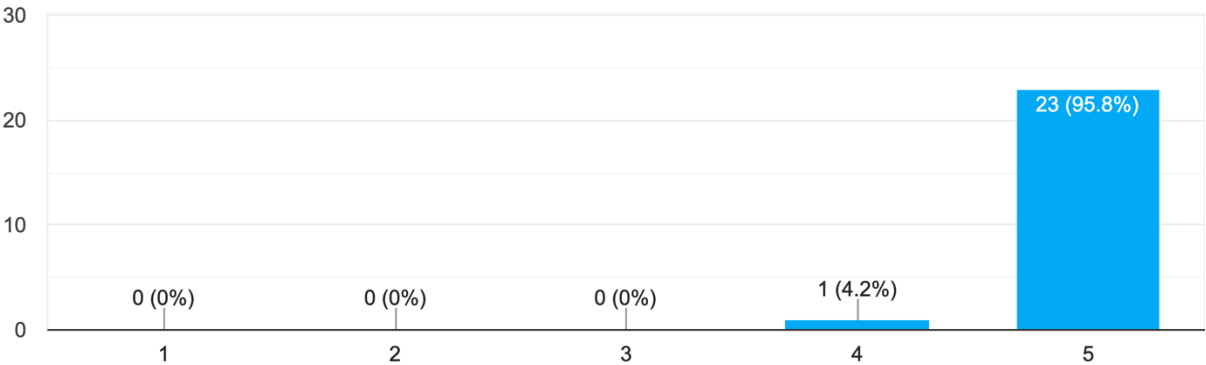


Afternoon Session: TtT9 - Training Assessment & Feedback



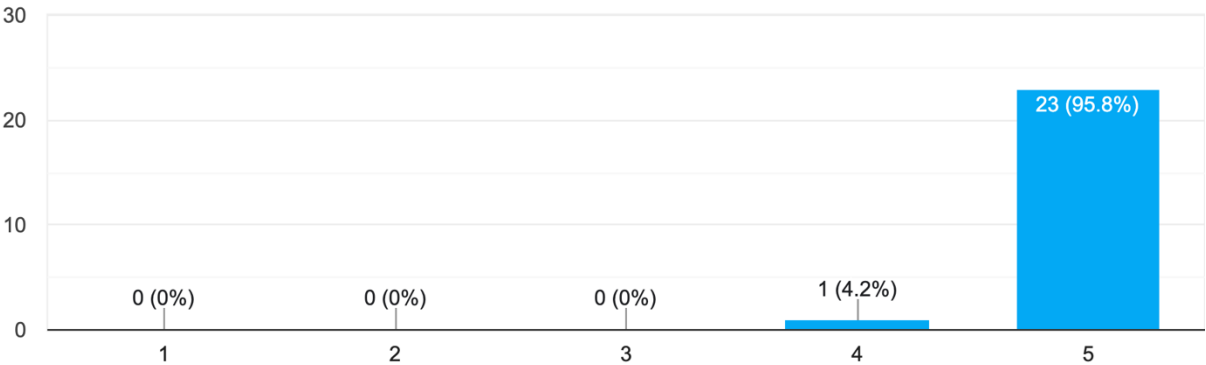
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24 responses



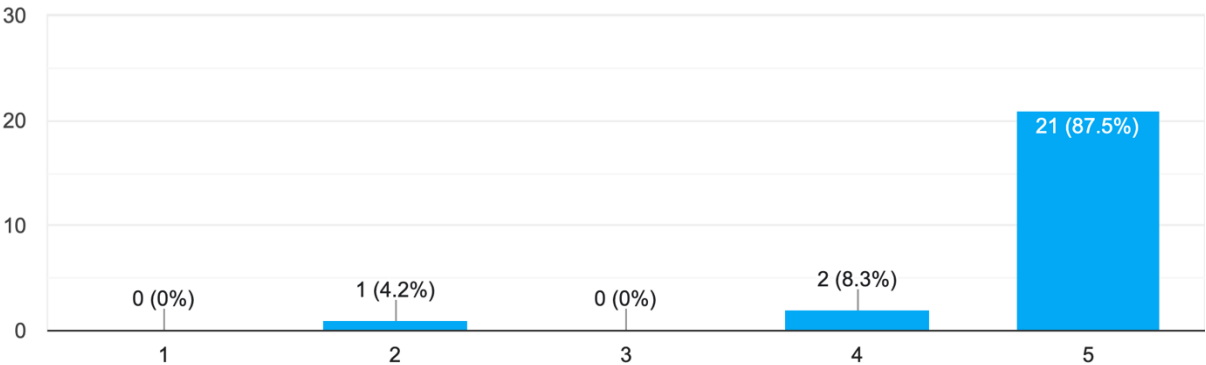
The session provided useful information

24 responses



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24 responses

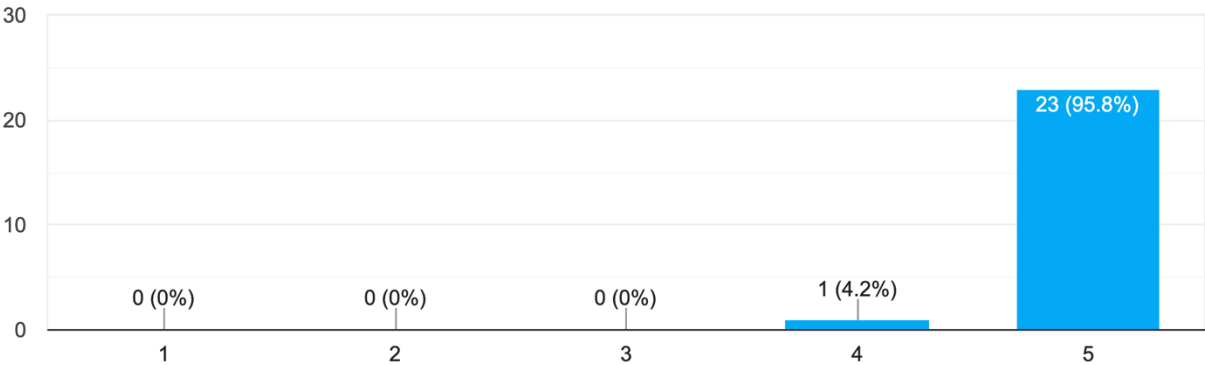




Afternoon Session: TtT10 - Training Evaluation & Feedforward

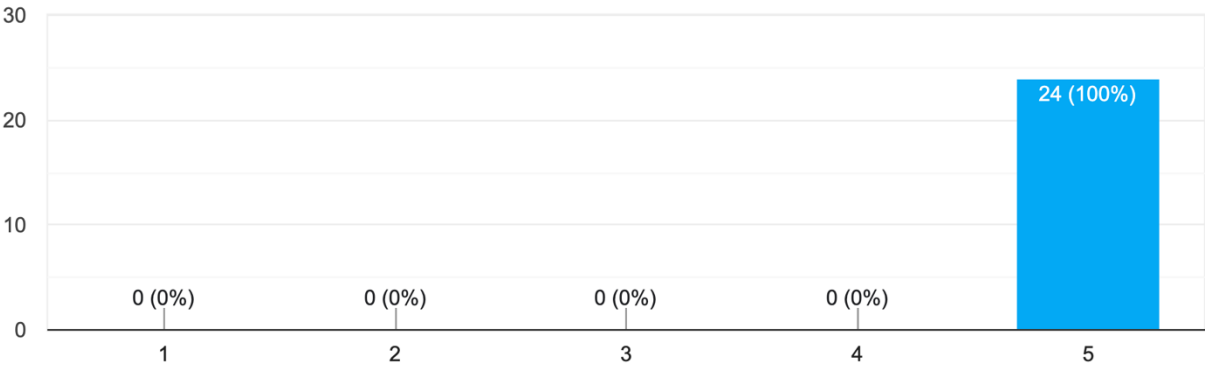
The session was relevant to the training aims and objectives

24 responses



The session provided useful information

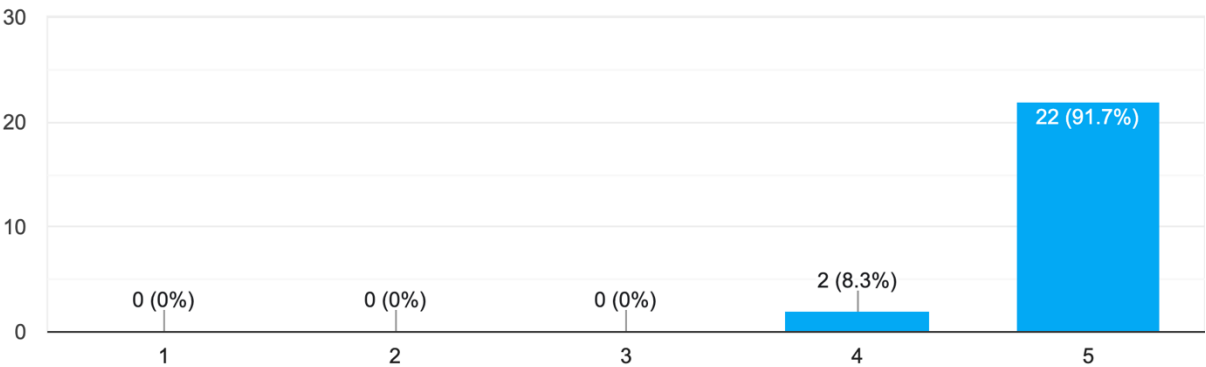
24 responses





The session was delivered successfully with professionalism

24 responses



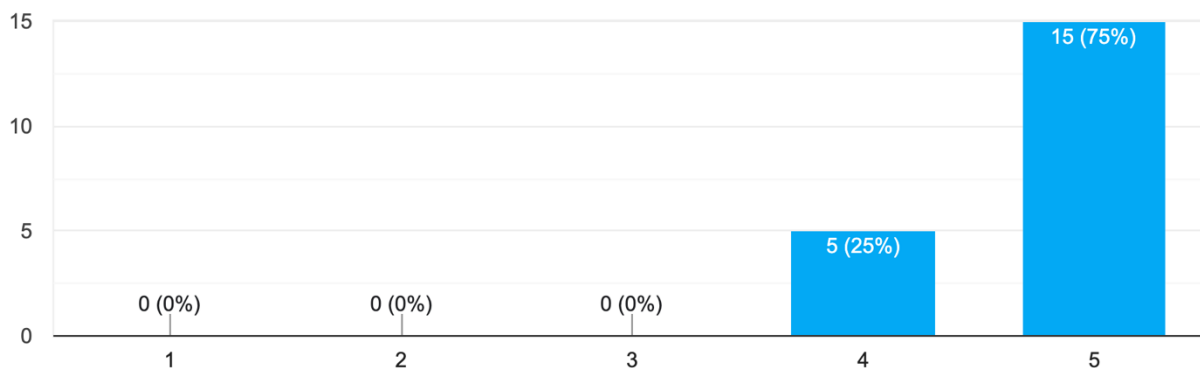


4.3. INTERBA London Training Evaluation – Day 4

Morning Session: INTERBA PCI preparation of the re-training pilot

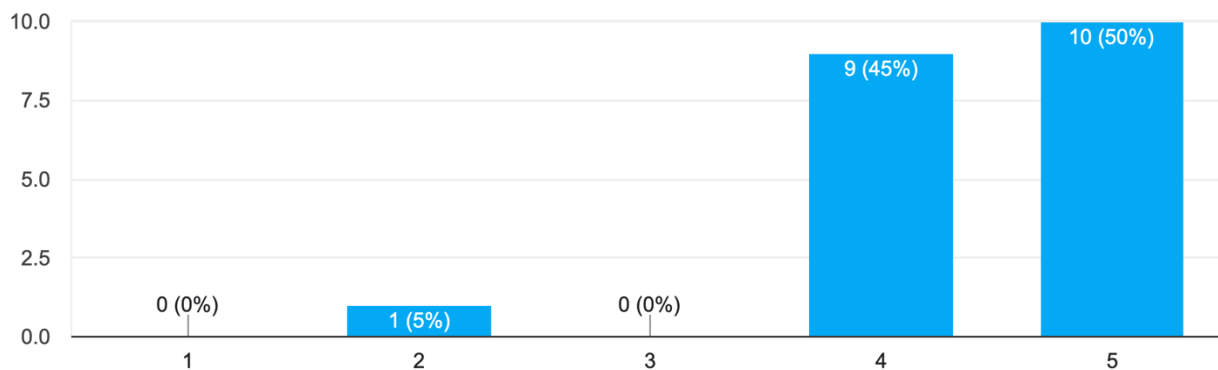
The session was relevant to the training aims and objectives

20 responses



The session provided useful information

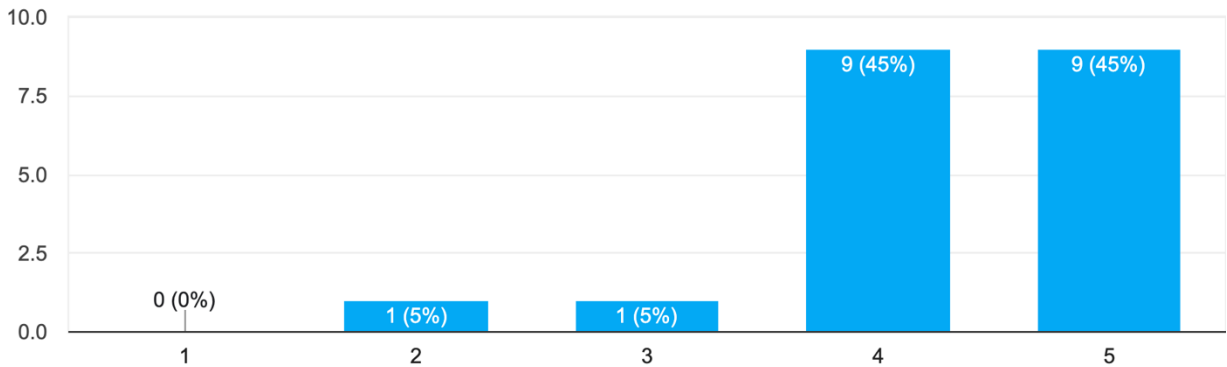
20 responses





The session was delivered successfully with professionalism

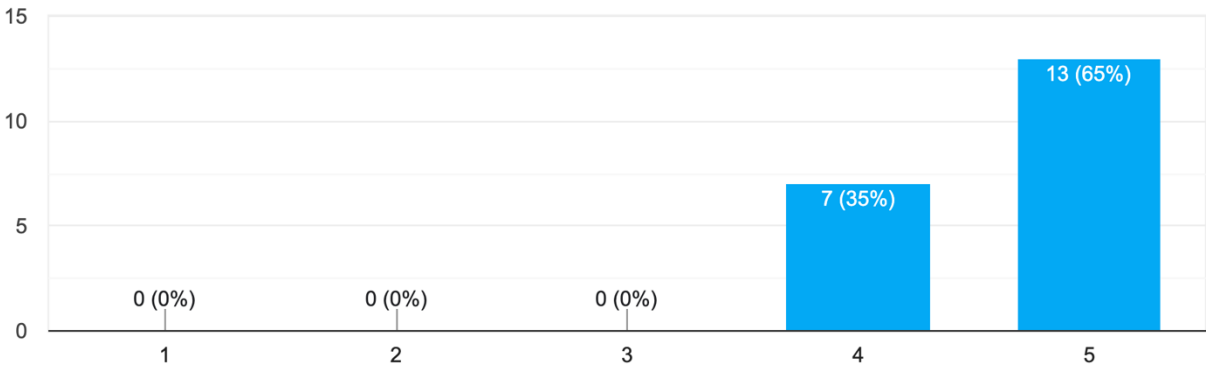
20 responses



Afternoon Session: INTERBA PCI adaptation of the training templates

The session was relevant to the training aims and objectives

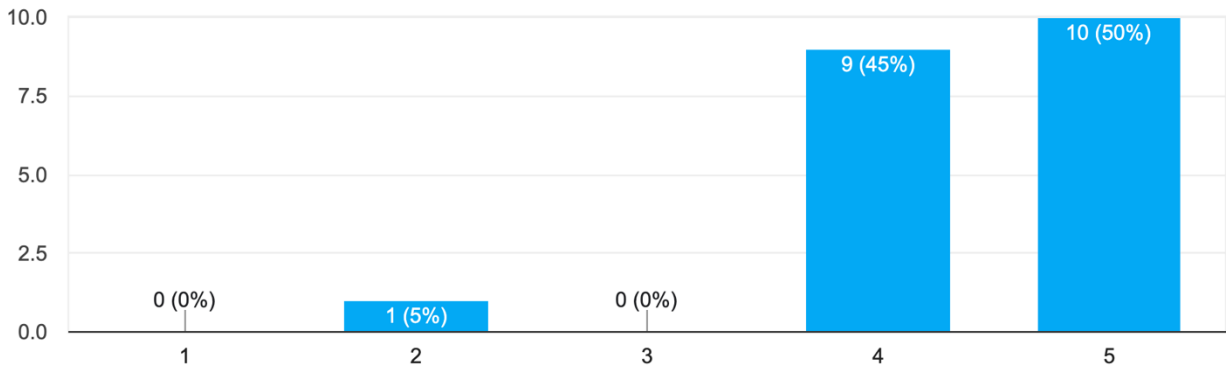
20 responses





The session provided useful information

20 responses



The session was delivered successfully with professionalism

20 responses

