

Adapting the Pedagogical Training of Trainers Methodology in the Turkish Context: Results of a pilot study

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Agenda

- * The BOND toolbox
- * The pilot training context
- * Results
- * Discussion

The BOND Toolbox

- * BOND is a European project involving partners from Austria, Hungary, Ireland, Portugal, Spain and Turkey
- * BOND aims to transfer the Portuguese Pedagogical Training for Trainers Methodology (PTTM) to Vocational Education and Training (VET) teachers and trainers in the partner countries.
- * The PTTM contains innovative practices that help trainers better reach adult learners and guide them in improving learning outcomes.

The BOND Project Lifecycle

- * Needs analysis
- * Adapting the PTTM to form national toolboxes
- * Pilot training and reflection panel
- * Developing a mainstreaming strategy

The Training Context

- * The pilot trainings were organized between 12 – 14 March 2015
- * On the final day a reflection panel was organized:
 - * the usefulness, relevance and applicability of the BOND toolbox,
 - * to define a mainstreaming strategy to ensure sustainability of the BOND toolbox inside BUYEM and for other training organizations at national level.
- * We acted as trainers and mediators

The Participants

- * 21 participants attended, 17 completed all 3 days of pilot training
- * The participants were coming from a wide range of training sectors: Retail, telecommunication, university, independent trainers, NGOs.



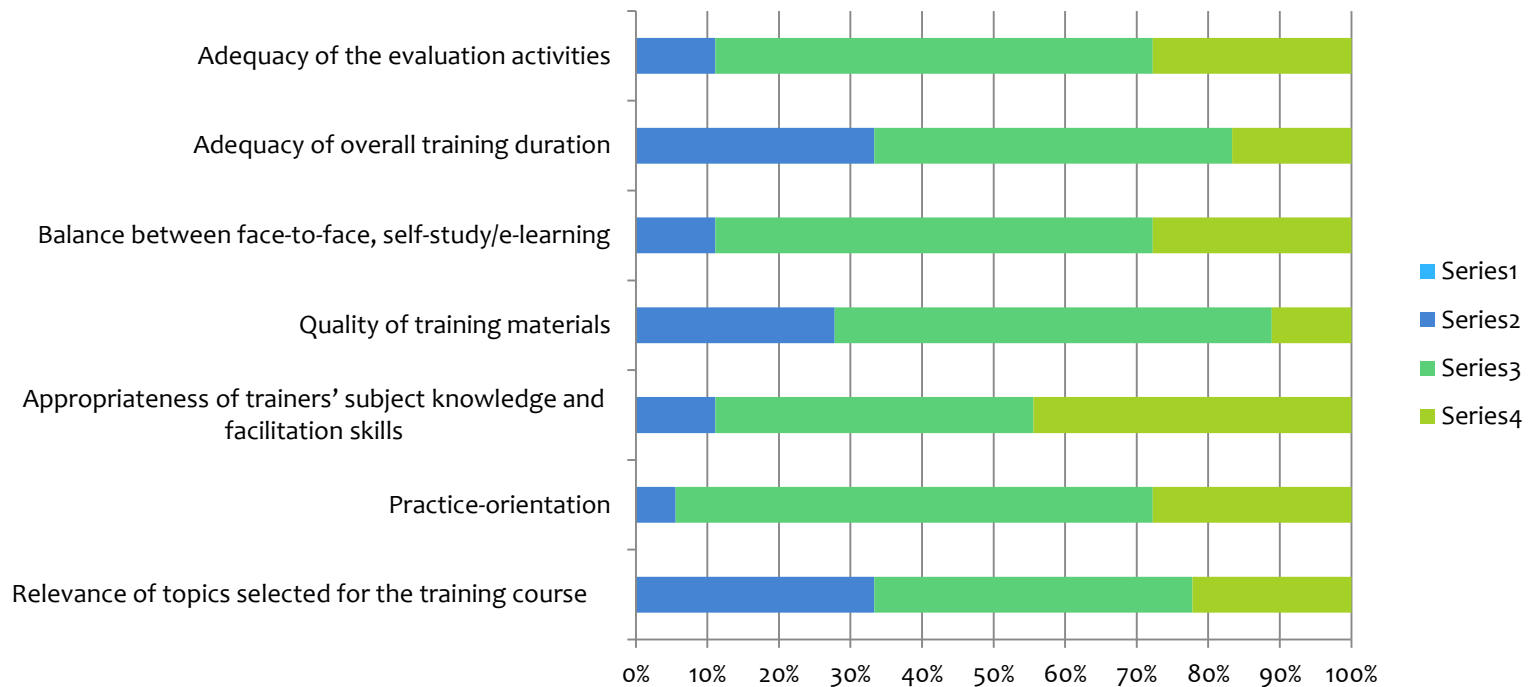
The Content

- * We have included activities from several modules:
 - * Communication and group dynamics
 - * Pedagogical methodologies and strategies
 - * Collaborative platforms of learning
- * For two purposes:
 - * Test different activities for further adaptation
 - * Test participants reactions to different themes (modules)

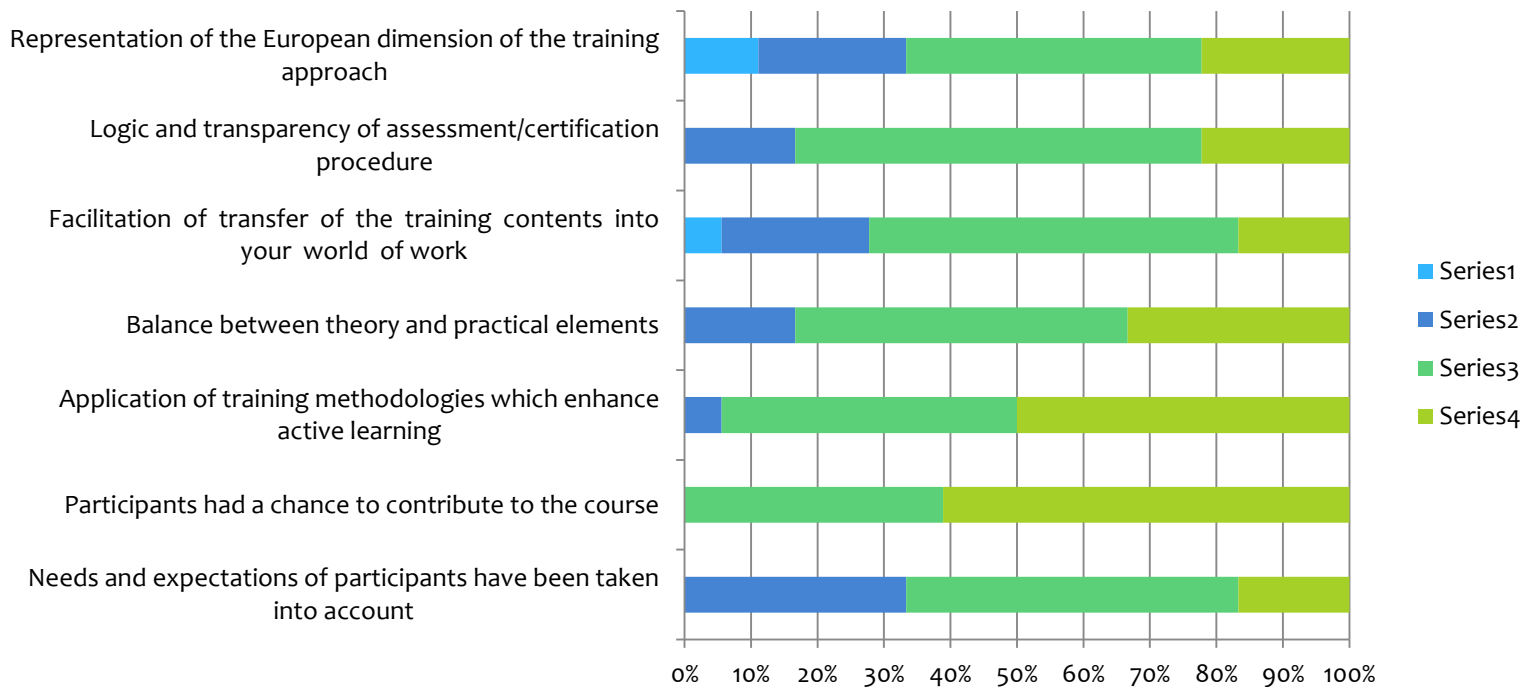
Data collection

- * At the end of the training we circulated a questionnaire
- * E-mail feedback from participants
- * Informal talks with the participants

Course content, structure and delivery



General approach and methodologies



Participants' Responses

- * Overall the responses were positive:
 - * Theoretical and practical knowledge construction
 - * Tapping into the pedagogical creativity potential
 - * Self-reflection on learning and communication styles
 - * Realizing the importance of group dynamics
- * Some were negative:
 - * LMS was not a good topic, collaborative platforms still need to be introduced, but in a more engaging way.

Responses towards the content

- * Positive:

- * The methodology was found useful
- * Especially most of the learning activities
- * Assessment was found promising

- * Negative:

- * Time frame was short, not all content could be introduced
- * We might have tried to cover too much in the given period
- * We will need to adapt the language further, possibly change some of the theoretical approaches

Trainers' Interpretation

- * The participants expected pills: Content and activities that they can immediately transfer to their work situations
- * But we do not, should not, and could not provide that, given the diversity of backgrounds.
- * We will need to emphasize that THEY will create their own content and activities, we provide them the tools to do just that.

Conclusions

- * We think PTTM is a good foundation for initial training of trainers
- * The content will need to be further adapted to the Turkish context
- * Some activities will need to be developed further, possibly adding some of our own
- * We need at least 90 hours for this training
- * The simulations and project will be essential in the actual training

Discussion

- * Transferring innovation requires several rounds of testing
- * University can provide technical expertise, intellectual perspective, and insight
- * But businesses demand fast and directly applicable solutions
- * To balance the needs of businesses and services of the university, genuine conversation is required.
- * Participating in joint projects may provide the ground for that conversation.