

KEYS TO LEARNER CENTRED TRAINING:

Learner motivation

The key factor in implementing a new approach to learning is the motivation of learners, as higher motivation lead to deeper levels of learning.

The following are examples of good practice and ideas to enhance student motivation:

- **Including learners in co-creating compelling** courses by understanding, discussing and applying learners expectations to the training content and delivery;
<http://eng.smart.radiotraining.eu/expectations-2/>
- **Exposing learners to extremes of the subject-matter** by getting them to establish the rules of participation and exchange during the workshops and training. How to create a safe space.
<https://smart.radiotraining.eu/wp-content/uploads/2023/03/Guidelines-and-Rules-for-Training.pdf>
https://drive.google.com/file/d/1miwN2LDEp14LBeg_x1sZcHLix0KKrACb/view?usp=sharing
<https://drive.google.com/file/d/1blu97k4pE-hoitlOX2ubAi2IAOOSTbdg/view?usp=sharing>
<https://drive.google.com/file/d/1nCRjUvfElRZYdmgRYMTed38bFkDcer51/view?usp=sharing>
<https://drive.google.com/file/d/1D2IJttvwRy0IAyTOSVoafGKXbybz0Fs/view?usp=sharing>
- **Making learners aware of the importance of what they are** doing and its context in an applied situation which shows its value to others;
<https://smart.radiotraining.eu/en/plastic-figures-an-introduction-to-media-community-media/>
- **Applying their own research to the learning experience of learners**, questioning used methods and asking for alternatives;
<https://smart.radiotraining.eu/wp-content/uploads/2023/03/Tips-for-trainers.pdf>
https://drive.google.com/file/d/1xl-05B49iakKl_8MQOj_8gJwimLMwgo/view?usp=sharing

By making practical experiences more explicit, learners as well as professionals will be able to relate theory and knowledge and to share knowledge and skills. Previous experiences influence trainees' views of learning, their motivation for learning and the way in which they approach learning.

One way in which trainers can get to know this information about their trainees is to divide the group into pairs: Trainees interview each other, asking why they chose the course, what they hope to get out of it and what they already know about the subject matter. Each student can then introduce their interviewee to the rest of the class.

Choice of Teaching and Learning Methods

In Learner Centred Training there is an emphasis on skills and competences which demonstrate responsibility for one's own learning, independence and cooperation, problem solving, understanding and thinking for oneself.

https://cdn2.hubspot.net/hubfs/452492/Imported_Blog_Media/M-MacMeekin-28-learner-instructional.jpg

Learner Centred Training methods included in the SMART Activities:

- Buzz groups (short discussion in twos)

- Snowballing (turning buzz groups into larger groups)
- Rounds (giving turns to individual students to talk)
- Quizzes
- Training journal (duration of 3-4 minutes)
- Student presentations
- Poster presentations
- Role play
- Independent projects
- Group discussion
- Peer mentoring of other students
- Team work
- Debates
- Practical work
- Portfolio development

Assessment Methods and Learner Centred Training

Learner Centred Training favours **Formative Assessment**. As opposed to summative assessment, this emphasises the need to give feedback to learners on their learning by highlighting their learning gaps and areas that they can develop.

This can take a number of forms including: diaries, logs and journals, portfolios, peer or self-assessment, learning contracts and negotiated assessment, projects, group work, profiling and identification of own skills and competencies.

Criterion-Referenced Assessment: This measures learners against the learning criteria in their course, unlike norm-based assessment which measures students against other students. One of the benefits of this type of assessment is that both trainers and trainees can more easily see where learners are succeeding and where they are not. This can be invaluable in improving the course for future Trainees.

Peer- and self-assessment both give responsibility back to the student, emphasising an increased sense of autonomy in the learner.

In order to assess learning outcomes which are not reliant on short term memorising, a range of assessment methods can be used by trainers with clear objectives in mind. The following table indicates a few examples which can be used:

Prepare arguments and analysis

- Seek relevant information
- Organise effective presentation

- Integrate ideas or theories
- Express ideas in an appropriate manner

Coursework (continuous assessment)

- Maintain appropriate motivation
- Participate in teamwork
- Develop techniques in line with course goals
- Retrieve information and ideas from sources
- Reference material adequately
- Apply information to relevant situations
- Remember key ideas or structures

Simulated tasks

- Show appropriate attitudes
- Interact with others in applying knowledge or experience
- Analyse or synthesise ideas
- Display creativity or imagination
- Show knowledge of course aims
- Display understanding of course structure and materials
- Display understanding of key issues

Group projects

- Cooperate
- Benefit from 'real life' situations
- Evaluate personal skills
- Integrate with other views or models

Oral communication

- Cope with questions and arguments
- Show reasoning behind statements or ideas
- Interact with others
- Use general /technical language in an appropriate manner
- Express ideas fluently

Project work

- Seek information

- Reason
- Plan study in appropriate depth
- Organise information for special purposes
- Present ideas
- Be original
- Sustain appropriate motivation.

Evaluation

The Key question is: Does the training ensure that students achieve the intended learning outcomes of the course?

Course evaluation can fall within two broad categories (cf. University of Adelaide, 2000):

- Outcome Evaluation: This looks at the qualities a course instils in students. In this type of evaluation, Trainers might want to find out any of the following:
 - Did my students acquire the knowledge goals I set for them?
 - Are they better critical thinkers than when they began?
 - Are they better at problem-setting and solving?
- Process Evaluation: This considers what happens during the learning/training process and examines the course in operation. This evaluation depends on what the trainers aims to do. It may involve the following questions:
 - Did I give trainees the incentive (through assessment and structure) to develop their own independent learning?
 - Did the activities I offered really get trainees involved?
 - Was I an effective communicator?

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<https://www.esu-online.org/wp-content/uploads/2016/07/100814-SCL.pdf>