To build the Digital and Inclusive Trainer Profile and a suitable Train the Trainers Program

Giuseppe N. Vallario

Roma 23/03/2023

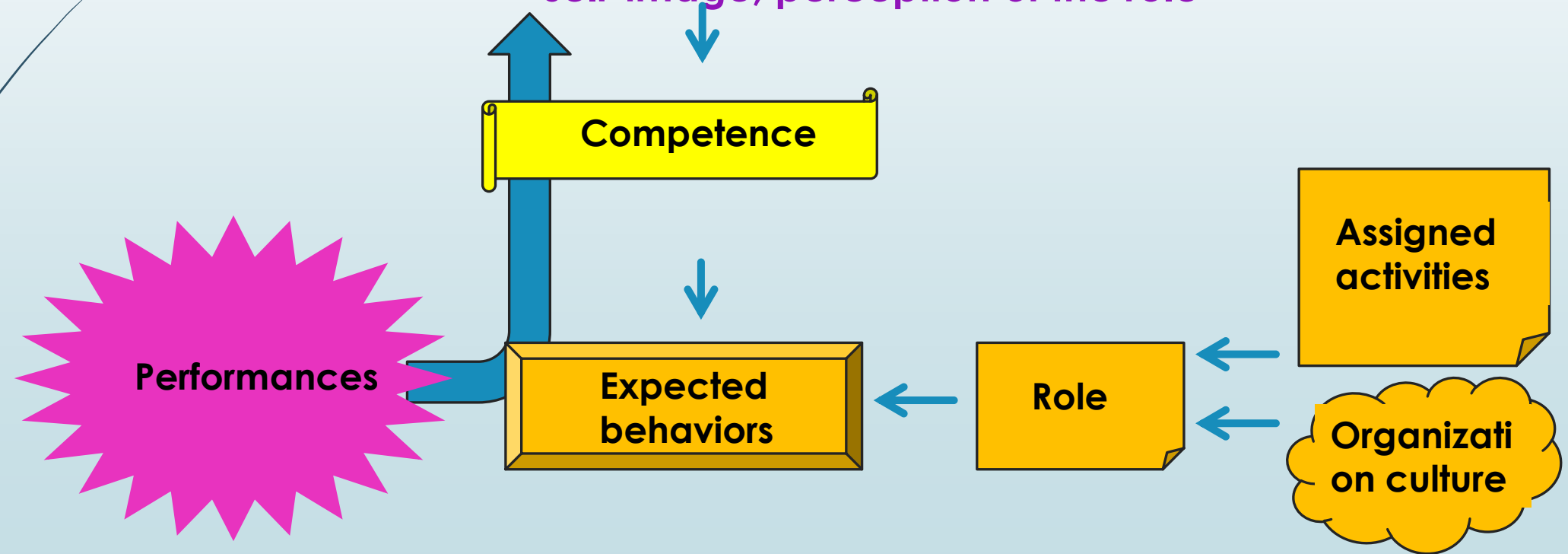A2.6 Description of the knowledge and skills of the inclusive digital trainer

A.2.7 Description of Learning Outcomes, Activities, Methodologies, Tools and Evaluation Methods of the Training DIG.I.T.ABLE

To ensure good performances we seek for competent trainers

Def: Competence is an intrinsic characteristic of the person causally linked to excellent **performance in a context** consisting of:

knowledge, skills, **motivations, character traits, self-image, perception of the role**

Competence

Performances

Expected behaviors

Role

Assigned activities

Organization culture

To be "Inclusive"
I.P.1 .. I.P.7
(Pag. 7 to 11)

Contribution from Equalizent & NRCB

Key performance description	Related Behaviours	Needed Knowledge and Skills*	Deep personal resources **
I.P.4 establishing and enforcing rules for behavior and policies and procedures to maintain order among students; (see also point e in ESCO);	I.P.4.b1 Establish rules on behavior, policies ansd procedures, explain them in detail before the training and agree upon with all participants. I.P.4.b2 Inform all classroom on the needs of the participants with disabilities;	I.P.4.b1.k1 Knowledge about some specific movements that totally blind people do (body swaying, head turning, etc.) called blindisms. It is believed that the student should always be reminded not to perform parasitic movements. I.P.4.b1.k2 Knowledge about main issues or problems and behaviors to be discouraged or managed for the good functioning of the classroom I.P.4.b2.s1 To be able to introduce and share rules of behavior and mutual respect during the lessons.	The trainer should possess flawless work ethics, be objective, precise and consistent regarding the rules of behavior, in order to ensure all trainees are treated equally and fairly.

**To be "Digital"
D.P.VC1 .. D.P.SG3
(Pag. 11 to 20)**

**Contribution from each partner
PART TWO docs in
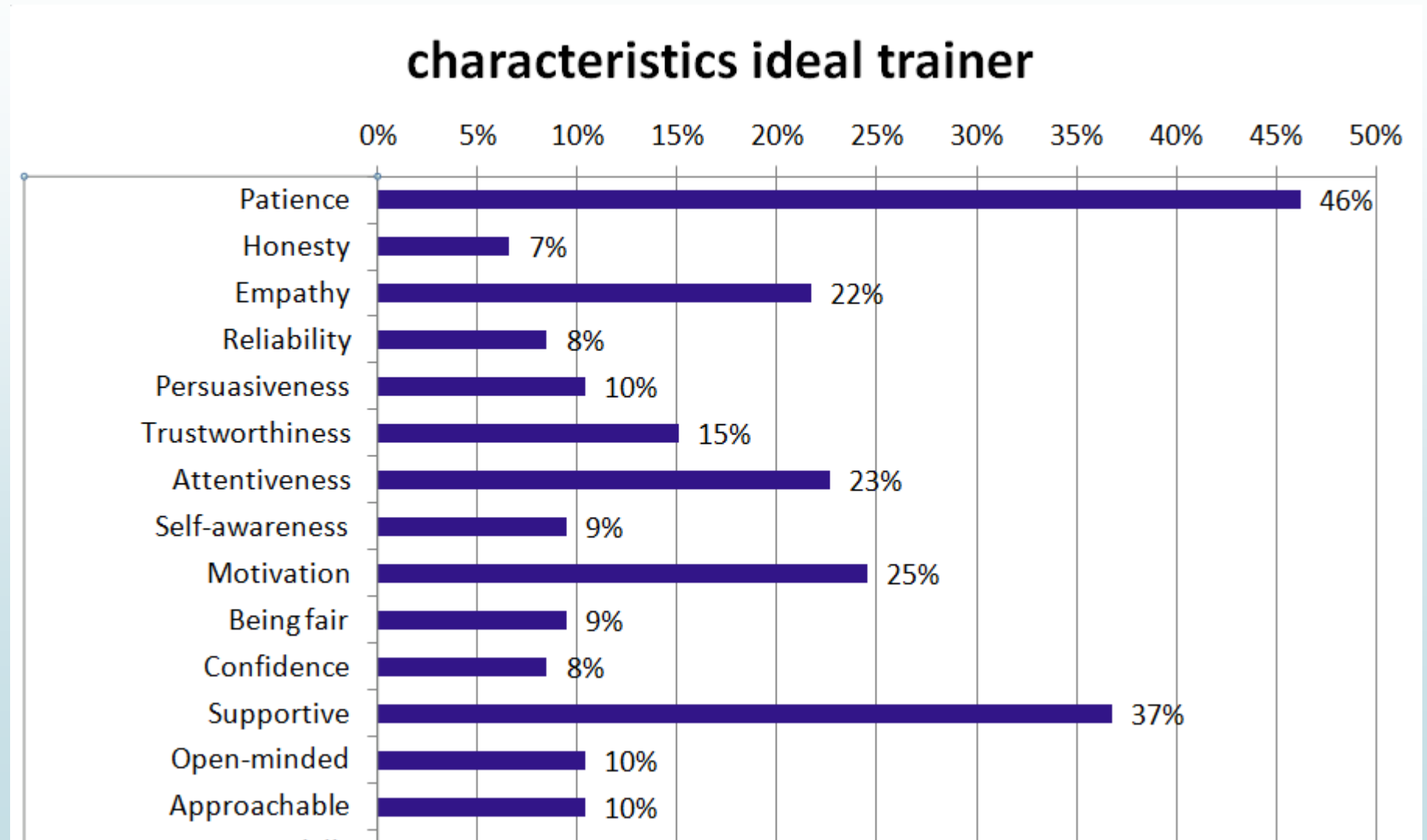4_Methodological
and Technical
Solutions directory**

Key performance description	Related Behaviours	Needed Knowledge and Skills*
D.P.SG2 Manage the seriou game	D.P.SG2.b1 Assume the role of observer and enter the role of facilitator or mediator to manage critical situations D.P.SG2.b2 use simple language. Speak slowly and understandably, be patient D.P.2.b3 trainer should not be multitasking D.P.SG2.b4 monitor processes D.P.SG2 b5 focus on the critical issues	Communication skills. Conducting group work through the cooperative learning Manage the unexpected and know how to take action for any emergencies Problem solving Active listening Decision making even in situations with severe emotional and situational stress

What about "Deep personal resources"?

Motivations, character traits, self-image, perception of the role

Equalizent showed us results of survey on final learners

characteristics ideal trainer

| Characteristic	Percentage
Patience	46%
Honesty	7%
Empathy	22%
Reliability	8%
Persuasiveness	10%
Trustworthiness	15%
Attentiveness	23%
Self-awareness	9%
Motivation	25%
Being fair	9%
Confidence	8%
Supportive	37%
Open-minded	10%
Approachable	10%

Training units

Selection criteria on entrance

Key performance description	Related Behaviours	Needed Knowledge and Skills*	Deep personal resources **
I.P.4 **establishing and enforcing** rules for behavior and policies and procedures to maintain order among students; (see also point e in ESCO);	**I.P.4.b1 Establish rules on behavior, policies and procedures, explain them in detail before the training and agree upon with all participants. I.P.4.b2 Inform all classroom on the needs of the participants with disabilities;**	**I.P.4.b1.k1 Knowledge about some specific movements that totally blind people do (body swaying, head turning, etc.) called blindisms. It is believed that the student should always be reminded not to perform parasitic movements. I.P.4.b1.k2 Knowledge about main issues or problems and behaviors to be discouraged or managed for the good functioning of the classroom I.P.4.b2.s1 To be able to introduce and share rules of behavior and mutual respect during the lessons.**	**The trainer should possess flawless work ethics, be objective, precise and consistent regarding the rules of behavior, in order to ensure all trainees are treated equally and fairly.**

Learning outcome tests
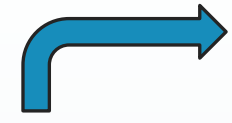
Last but not least:
1. **why 25 key performances given that we have only 36 hours training to spend?**
2. **Why so redundant?**

To focus 34 training hours to what we think is most useful
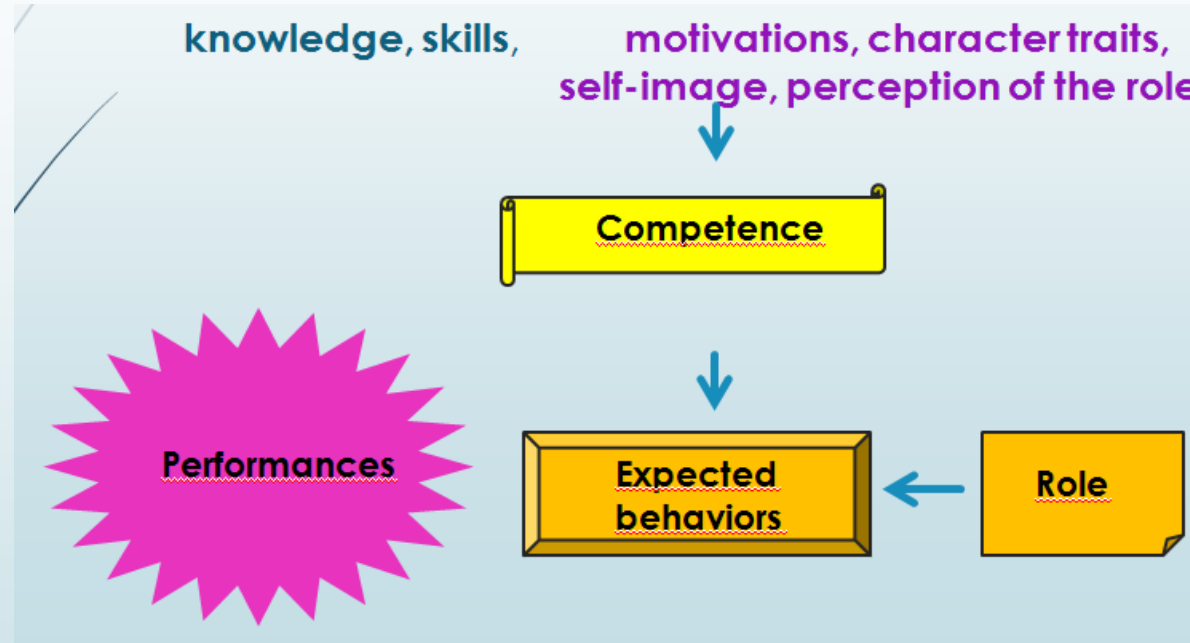
To produce results for EU stakeholders too!

During exploitation and dissemination activities it will be usefull to propose our extensive material to interested EU educational institutions to allow them to derive (wider, more targeted?) training programs for their training projects

From the profile to the trainer training program

Training units

Selection criteria on entrance

knowledge, skills,

motivations, character traits, self-image, perception of the role

Competence

Performances

Expected behaviors

Role

Learning outcome tests

Ongoing and final orientation

Inclusive and digital trainer training program

Evaluate will produce the document with following chapters:

1. Purpose of the training project
2. Training needs to be addressed
3. Selection criteria of trainers on entrance
4. Description of Learning Outcomes, Activities, Methodologies, Tools and Evaluation Methods
5. Ongoing and final orientation actions
6. Verification tests of the learning outcomes

Sources and further expected contribution from - to partners

Purpose of the training project	**from the Digitable initial proposal**
Training needs to be addressed	**from the Digitable initial proposal**
Selection criteria of trainers on entrance	**to produce the selection test (Saperessere A.3.2)**
Description of Learning Outcomes, Activities, Methodologies, Tools (A.2.7)	**first SELECT a subset of envisaged training units SUITABLE to be performed in 34 hours training**
Initial, ongoing and final orientation actions	**to describe the orientation actions**
Evaluation Methods (A.2.7)	**To design verification tests of the learning outcomes**

All involved partners: verify, test, apply all materials (A.3)