Unit 6

Accessible and Quality Digital Education for Autism and Intellectual Disabilities

ToT Course for Educators

Practicum and Peer Feedback

ISEC - ADE

Accessible digital education for learners with autism and intellectual disabilities: Innovating solutions and enhancing educators' competences
ISEC-ADE - Erasmus+ Project 2021-1-CY01-KA220-SCH-000027701

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Expected Learning Outcomes

By the end of this session, you should be able to:

Present information effectively following the training materials
Lead hands-on activities that reinforce learning
Lead group discussions and listen effectively
Engage in reflective discussions with facilitators to deepen understanding and application of effective teaching practices
Implement feedback from facilitators to enhance training delivery skills for future educational settings

01

Strategies for Effective Training Delivery

Practice Delivering Training Segments

Introduction

The delivery of effective training is crucial to ensure that both educators and consequently learners/students benefit from the process and that eventually learners with autism and intellectual disabilities are supported as holistically as possible.

In the ISEC-ADE project we emphasize the importance of equipping educators with digital and teaching competencies for inclusive and accessible education and can support the realisation of high-quality education goals. This is supported through the different resources developed during the project's lifetime, this training you are part of and the systematic use of the developed tools.

In this part of the training we'll focus on these strategies and actions that will help us make use of the resources in their intended way in order to have a better chance to get closer to the desired results.

Effective training delivery is a dynamic process that goes beyond simply presenting information. It involves strategic planning, engagement techniques, and a deep understanding of learners' needs. Let's explore some key terms and concepts to set the foundation for our discussion.

Pedagogy

The method and practice of teaching, especially as an academic subject or theoretical concept. Traditionally associated with child education, pedagogy focuses on teacher-directed approaches, emphasizing instruction and guidance.

Andragogy

The art and science of teaching adults, based on the premise that adult learners have unique characteristics and motivations. Recognizing the autonomy and experience of adult learners, andragogy emphasizes self-directed learning, problem-solving, and real-life application.

Active Learning

An instructional approach that engages participants in the learning process through activities, discussions, and problem-solving. In active learning, participants take an active role, promoting critical thinking, collaboration, and a deeper understanding of the material.

Importance of Engaging Training Sessions

Engagement is a cornerstone of effective training delivery. Here's why it matters:

Enhanced Retention	Increased Motivation	Application to Real-World Scenarios
Engaged participants are more likely to retain information and apply it in practical settings	Active involvement in the learning process boosts participants' motivation and interest in the subject matter	Engagement facilitates the transfer of knowledge to real-world situations, enhancing the practical utility of the training

Warming-up

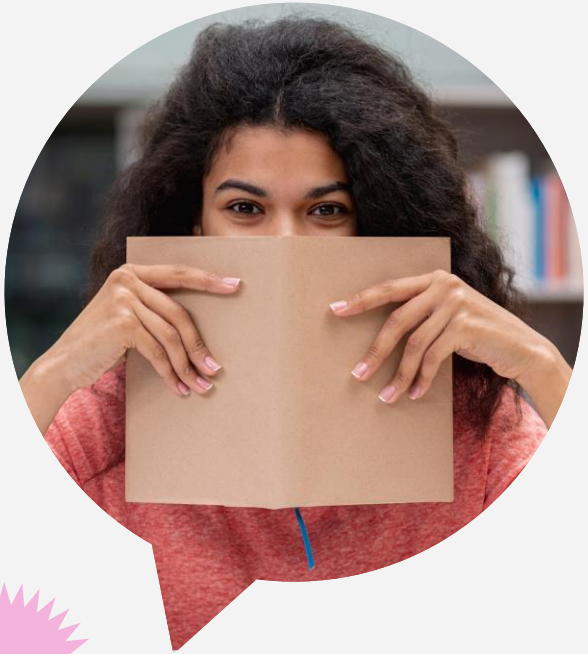
(10 min)

https://padlet.com/dashboard/recents?mobile_page=Collection

The **WALL** (download templates from MAVEP Tools)

You are given a paper with some statements concerning learning. Choose those that you think are the foundation for achieving learning

- Choose at least 3 statements for the 1st row (ones you think fundamental)
- Then choose at least 3 statements for the 2nd row, then 3rd and you can go as high as you want
- If you find that essential characteristics are missing, feel free to add them to the blank cards



Activity 1

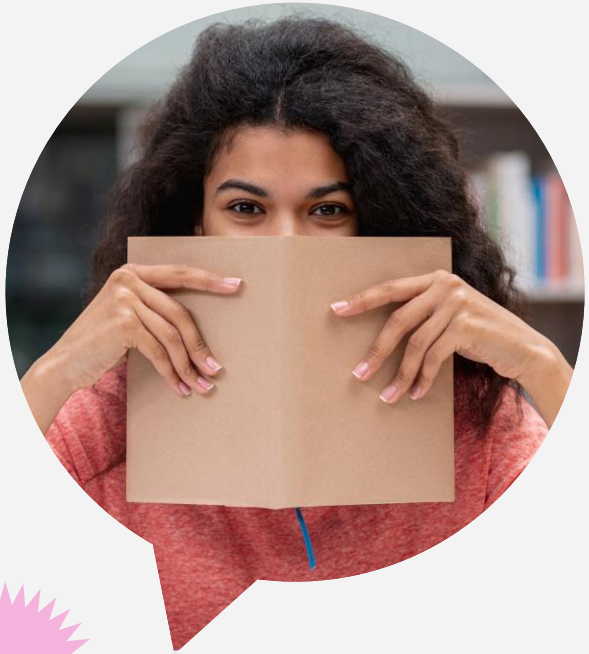
(15 min)

Reflect on previous training **experience**

Reflect on a training session you've conducted or attended.

Consider what worked well and any challenges you faced.

- Focus on specific moments
- Reflect on participant reactions
- Share your own observations
- Consider what you could do differently



Practical aspects

Duration of activity

You have **8 minutes to** choose and **reflect** on an experience you have. If you want you can also take notes.

Then for the remaining **7 minutes** we will be **sharing** all these **experiences** with each other.

Here is some common feedback

Common motivators

- interesting examples
- interactive parts
- nice aesthetics
- trainer's knowledge
- group dynamics

Common challenges

- participant's disengagement
- technical issues
- outdated curriculum
- inexperienced trainer
- non-interactive sessions
- forced participation

Does your experience differ?
Let's discuss!

Activity 2

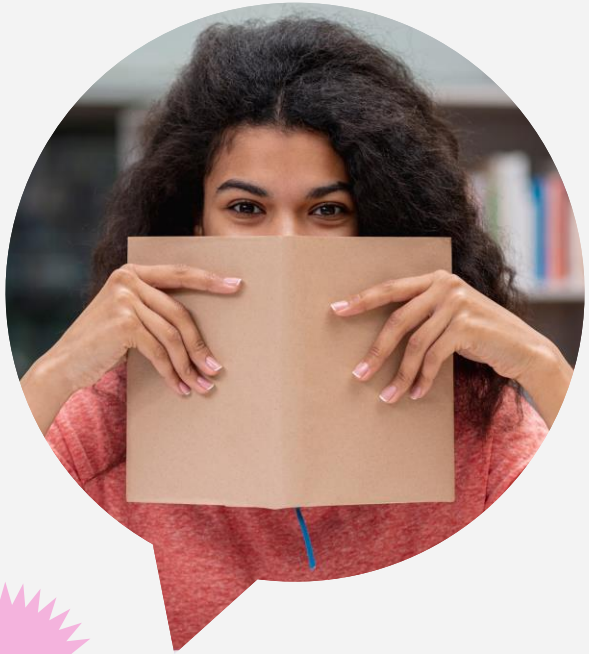
(30 min)

Reflect on previous training **experience**

Given the experiences you have already reflected on, now let's explore those elements that make effective training a reality.

What do the following mean for you?

- Active listening
- Clear communication
- Adaptation to participants needs
- Interactive learning
- Quality of training



Practical aspects

Duration of activity

You have **20 minutes to analyse** the suggested elements.

Then for the remaining **10 minutes** we will be **sharing** all these **experiences** with each other.

Keeping notes

You can **write down your thoughts** on a piece of paper or add them to the training's padlet.

Let’s discuss

Where do you agree and disagree?

Definitions

Examples

Do you have concrete examples to suggest that prove your points?

Would you add other elements to the list?

Additions

Needs

What would you need to achieve those elements in your training?

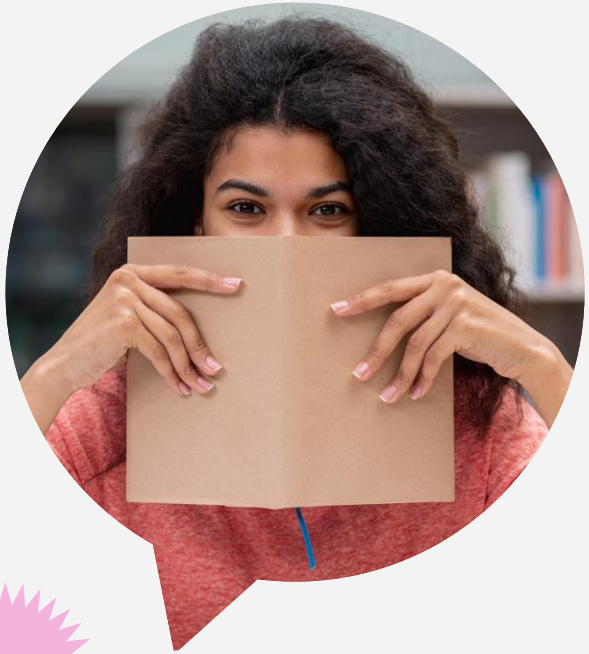
Activity 3

(15 min)

Preparing **your own training delivery**

As you already know, you will be carrying out this training yourselves. So let's see how we can use what we discussed to make our trainings more effective.

- Review the curriculum and accompanying resources list
- What elements could you incorporate into each session?
- How could you do that?
- Which risks can you mitigate? Which ones cannot be dealt with at this point?



Let’s have a break!

02

Peer Feedback and Constructive Critique

Why is it important and how to collect it so that it is helpful

The importance of feedback

Effective feedback is a powerful tool for improvement. It helps us identify strengths and areas for development. In this session, we'll engage in peer feedback to enhance our training delivery skills.

But… what kind of feedback are we talking about?

Our experiences inform us that not all feedback is helpful, meaning that not all feedback leads to improvement (the so called “constructive feedback”).

In this session we will make a collective effort to provide constructive feedback to each other in order to improve our training delivery and try to become more effective in our peer learning processes.

The 2 forms of **feedback**

Praise

Shows appreciation for somebody's work and helps reinforce a particular approach

Criticism

Aims to highlight questionable aspects, avoid negative approaches and learn from mistakes

Helpful - constructive - feedback should incorporate both forms, as long as they are both made correctly!!!

Some tips to provide spoken feedback

Timing

As soon as possible and while you the experience is fresh

Location

Generally we prefer:
Praise - public
Criticism - bilateral

Tone

Always be respectful, calm and not over-the-top

Emotions

Never give feedback angry, show empathy for the recipient

Objective

Have a clear understanding of the reasons you give the feedback

Content

Be clear, concise, provide examples and proof in your feedback

Some tips to provide written feedback

Written feedback is dependent on the form provided. In most cases written feedback is based on predetermined questions, which most of the times are closed ended.

In the case of close-ended questions you might feel constrained from adequately expressing your experience. In this case make use of the “Other comments” space (if available) to draw focus to specific elements otherwise contact the trainer directly via email and share your feedback.

Spoken feedback - Timing

Every training session should make time at the end for reflections and sharing feedback.

These moments are important because they allow the participants to express their experiences while having attended the whole process. If feedback is at the beginning of the session, it might lead to “false” positives/negatives, whereas if it is delayed it tends to be more generic and less helpful.

Written feedback - Timing

Written feedback offers a bit more flexibility as long as it is formulated in a way that allows learners to reflect and assess the process in its entirety.

For this reason, it can be completed either directly after the course up to a month after the course.

Important elements of feedback forms

Clear

Formulate questions in a clear and understandable way

Specific

Avoid overly general questions - instead aim for specific references

Objective

Questions should not indicate expectation for a specific answer

Interactive

Have elements such as multiple choice, linear scales, paragraphs

Close & open

Exchange between close and open ended questions (at least 80-20 and no more than 50-50)

Content

Ask about the process, the material, the trainer, the learners, the setting, etc

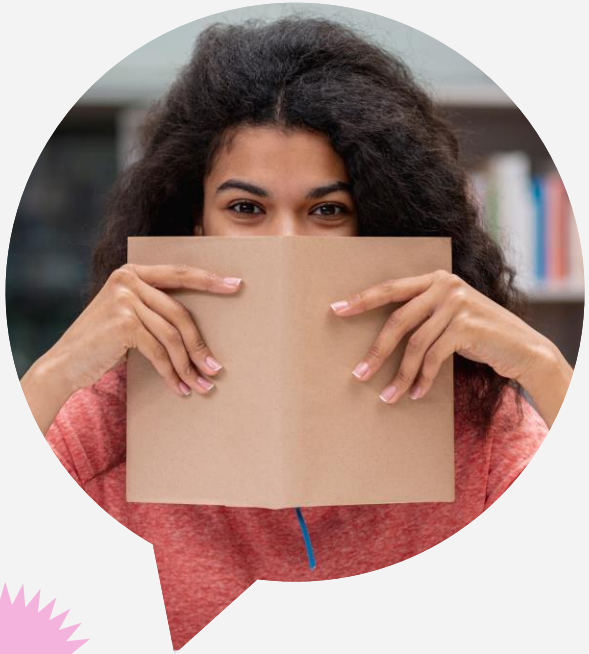
Activity 4

(45 min)

Training delivery **piloting**

Now, we'll take turns and each one will carry out a small 5min training session based on what you have experienced in this training.

- You are each given 3 slides from the existing presentations including theoretical and practical parts
- You have 10min to review your content, make adjustments and prepare your delivery
- Then you are put in groups of 4 persons and each participants has 5min to deliver their part



Tips

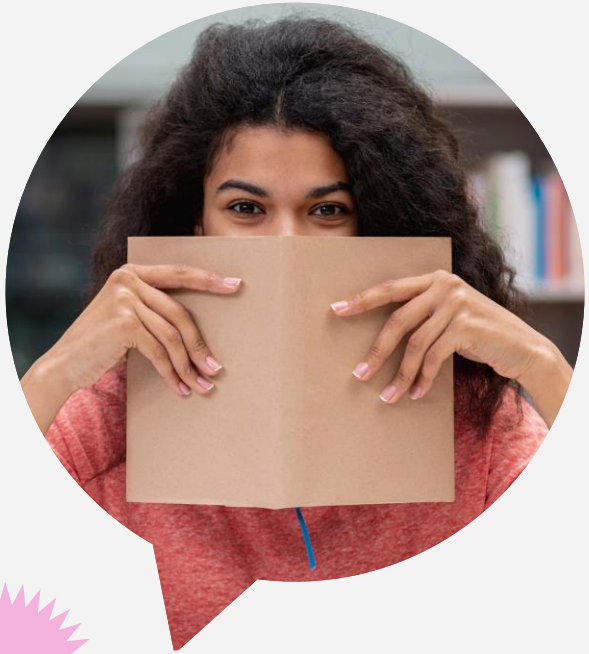
- Don’t stress about the presentation - you have a really nice chance to test things you have thought about and see how others perceive it
- Everyone should provide respectful feedback, both positive and critical
- Pay attention to the everyone’s presentations and learn from each other’s approach
- Keep notes concerning the delivery
- Remember that everyone had very little time to prepare - in this case, make an effort to differentiate between lack of preparation and other potentially challenging behaviours
- Do not interrupt the temporary trainer and instead be actively involved in the session (either as active listener or by participating in the practical sessions)

Congratulations to all trainers!

Thank you all for the great effort and nice touches to the training! Now, let's get into the feedback session:

- Each team has an 8-minute break to reflect and fix your notes and comments (as individual observers)
- Then you get a 7-minute discussion session where everyone shares their feedback

Remember! Your feedback must be helpful, respectful and well-intended!



Let’s have a break!

03

Facilitator Guidance on Improvement

Refining Training Techniques

And now… what?

So far you have:

- Participated in a 4-day training on accessible digital education
- Reflected on previous training experience, botht the critical and positive aspects
- Adapted and planned a training session
- Delivered a training session to a group of peers
- Received and gave constructive feedback

And now what are you supposed to do?

Continuous improvement

The notion of **continuous improvement** is not a matter of excellence, but an appreciation for the training process and differences of the learners that participate.

Trainings that are based on specific knowledge with practical applications tend to become obsolete if they always follow the same process. Action-oriented trainings/educational processes aim at providing tools for specific projects - the tools remain static whereas their use can be extended as far as the user’s creativity allows. So, your training should follow and learn from your learners.

Achieving **improvement**

Reflection

Reflection refers to actively remembering and recording your experiences and feedback you received. Learn and get inspired from the process.

Ongoing learning

Apart from updating the content of your training, ongoing learning is beneficial from many aspects, as it allows you to better understand people, make the content more holistic and expand your understanding of the world

Changes

Make changes and experiment with new activities.
Update the content and the process to allow for more interactivity and creativity.

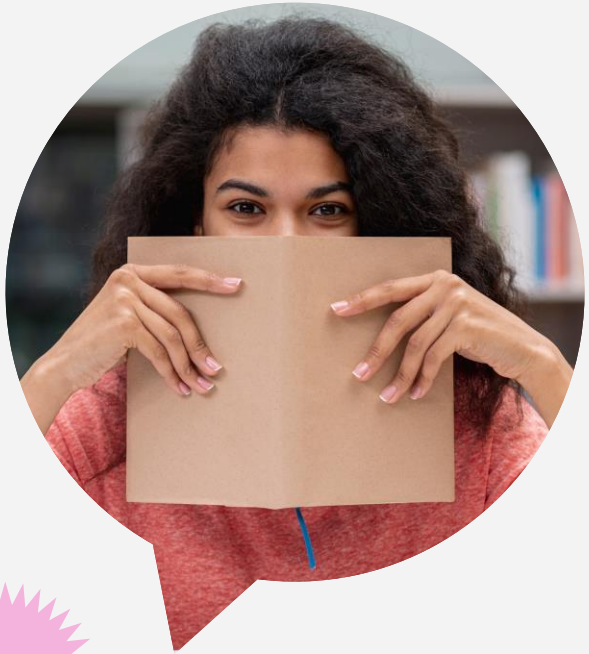
Activity 5

(25 min)

Let’s discuss

In these 4 days you had the opportunity to learn and try out many things.

- What are your key insights from this process?
- What are the most significant things you learned?
- How do you plan to apply your training techniques in your trainings?
- Can you share any tips and observations?
- What you would change in the process?



Bonus

Concepts about learning

Based on the learning material of project “MAVEP”
MAVEP E-book Strategies: “Concepts of learning”

The learning process

Learning is a process in which we assign meaning to the world around us and to ourselves: *the realisation of meaning or change in meaning*

This meaning is created by and in a socio-cultural world

Meaning is expressed and shared in behaviour and actions, as well as in the design and organisation of the environment.
(Sanneke Bolhuis 2009)

What is learning?

Learning is a sustainable change in behavioral possibilities
(Van Pareren (1971), Tjipke Van der Veen (2016))

- Knowing something you did not know yet
- Being able to do something you could not do before
- Having an attitude or belief that you did not have before

Through social interaction and/or direct experience.

Types of learning

Formal learning
(in organized learning settings)

Informal learning
(outside organized learning)

Intentional learning
(intended learning)

Incidental learning
(learning by chance)

Explicit learning
(conscious learning)

Implicit learning
(unconscious learning)

Attention to spontaneous learning processes!!!!
(informal, occasional, implicit learning)

Visions on learning: **behaviourism**

learning is

stimulus-response connection
by reward
learning partial skills
building connections
is passive

student

learns by reward
memorizes
uses knowledge in identical situations

teacher

brings info
divides subject matter into small steps
brings knowledge in a hierarchical framework

Visions on learning: **cognitivism**

learning is

actively acquiring knowledge
building structures
processing info cognitively
a process of growth and development

student

acquires knowledge actively
builds structures themselves
transfer knowledge as similarities and differences

teacher

accompanies
emphasizes importance of schedules and differences

Visions on learning: **constructivism**

learning is

active
cumulative
constructive
contextual
meaningful
result of a cognitive conflict
requires a lot of practice
interaction with environment
acting in situations
self-regulating and goal-oriented

student

form and adapt their own meanings
establish a link between old and new data

teacher

develops powerful learning environments
guides to a higher level of functioning

Visions on learning: **social constructivism**

learning is

active
cumulative
constructive
contextual
meaningful
from cognitive conflict
requires a lot of practice
interaction with environment
acting in situations
self-regulating and goal-oriented
requires a social context

student

forms and adapts their own meanings
establishes a link between old and new data
establishes a link between old and new data

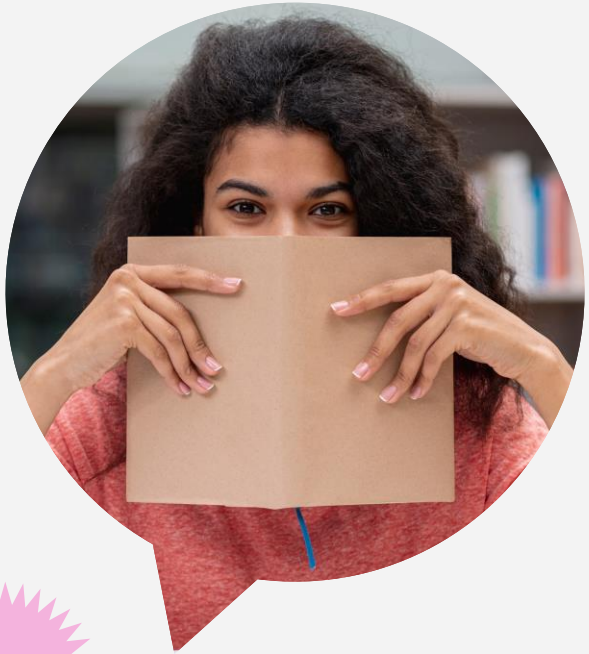
teacher

develops powerful learning environments
guides to a higher level of functioning

Reflection

- Which vision do you connect to?
- Give concrete examples of how you recognize this?
- With which view of learning does your organization matches the most?
- Give concrete examples of how you recognize this?
- What should the social context look like?

Brainstorm in little groups



Thank you for your attention!

Do you have any questions?

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