

Week	Day/period	I Action	time	P Action	time	Purpose	Remarks
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IWT-Comp Train the Instructor course

<p style="text-align: center;"><b>Prior Tasks and E-Learning prior to class execution (12 participants max. in workshop)</b>  <b>80% attendance in workshop req'd and participate in all tasks</b></p> <p style="text-align: center;"><b>E-Learning completion obligatory</b></p>							
1	Date Monday xxx	Taxonomy E-Learning and task goes on-line	1 hr	College views lesson and completes task. Then submits findings to Instructor	2 hrs	Introduction of Bloom & Dave Taxonomy and experience "doing"	Using one of their own lesson plans, the college team now check whether they are using correct verbs etc., according to Bloom.  Time period 2 weeks
3	Monday			Taxonomy assignment returned			
4	In week 4	Receive, review and <b>catalogue submissions as they are obligatory</b> . Provide feedback to college.	8 hrs	Review feedback	2 hrs		
5	Date Monday xxx	SMART objectives go on-line	1 hr	College views lesson and completes task. Then submits findings to Instructor	2 hrs	Introduction of SMART objectives and experience "doing"	Using one of their lesson plans, the college team now check whether they are using SMART objectives.  Time period 2 weeks
7	Monday			SMART assignment returned.			
8	In week 18	Receive, review and <b>catalogue submissions as they are obligatory</b> . Provide feedback to college.	8 hrs	Review feedback	2 hrs		
9	Date Monday xxx	Kolb goes on-line	1 hr	College views lesson and completes task. Then submits findings to Instructor	2 hrs	Introduction of KOLB and experience "doing"	Using one of their own lesson plans the college team now check whether they are using KOLB guidelines.  Time period 2 weeks
11	Monday			KOLB assignment returned			

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12	In week 12	Receive, review and <b>catalogue submissions as they are obligatory</b> . Provide feedback to college.	8 hrs	Review feedback	2 hrs	Pre-condition to complete E-Learning confirmed. Participant can attend Workshop	
		<b>E-Learning Hours</b>	<b>27</b>	<b>Hours</b>	<b>12</b>		

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In-class execution							
15	Day 1	Introduction of program - Remember to mention day 2 lesson plan Task, day 3 assessment, day 4 feedback	0.25	Listen	0.25	Intro, expectations	<b>Participant reader will be loose sheets hole punched with binder.</b>
		Introduction of participants	0.25	Introduce	0.25		
		STCIN Convention and Code: - history - justification - CEG - CCNR - CESNI  Use course book as reference, briefly go through with participants.	0.25	Listen	0.25	Background	<b>Reader Module 1 review</b>
		Characteristics of CBE.  Example of Competency Tables, table layout outcome based, methods of assessment, training.	.75	Listen, Comment on whether; new concept or use already.	.75	Familiarization	<b>Reader Module 2 review</b>  <b>Handout 2.1 EDINNA new directive.</b>  Ask group their opinion on whether a matrix would be suitable for this task.
		Break					
		Review of tasks prior to class attendance (Taxonomy, SMART, KOLB) Relation to CBE	0.25	Clarification	0.25	Reaffirms prior knowledge and a chance for any outstanding questions	
	TASK # 1	Choose 1 objective from the CT's identify an appropriate descriptor from the Taxonomy, write the SMART Objective and assessment question and finally using KOLB which method(s) will you use.		Active	1.25	Connection of e-learning to CT's	Do task in pairs
		Lunch					

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		Review of Task # 1			1	Connection of e-learning to CT's	Do task in pairs
		Kolb test and review of KOLB version 2	0.5	Participate in the Kolb test and examine teacher versus learner centred learning	0.5		Handout 2.2 KOLB test first and draw results on whiteboard. Discuss results and value as an educator.  Discuss KOLB v2
		Break					
		Introduce Didactic manual and attention to Modules 1-4 as a refresher	1.0	Read , enquire, clarify	1.0	Exposure to manual and check for understanding of contents	Give each member 1 module from 1-4 to read. Read and summarize 3 most important aspects, communicate to group members, when done facilitate discussion. This task is in preparation for Day 2.
		Summary of days activities and plan for tomorrow	0.5	summarize	0.5		Whiteboard, mind map. Ask participants draw conclusions
		<b>Hours</b>	<b>3.75</b>		<b>6</b>		
		<b>End of day</b>					
<b>15</b>	<b>Day 2</b>	Review of yesterday	0.5	discuss	0.5		Project conclusions from yesterday and be ready to discuss, add notes etc..
	<b>TASK # 2 (builds on TASK # 1)</b>	Choose 1 objective from the CT's identify an appropriate descriptor from the Taxonomy, write the SMART Objective and assessment question and finally using KOLB which method(s) will you use.  Design a 45 min lesson. Write down the strategy and be prepared to present your plan (not execute the lesson). You will have 10-15 mins to present your plan concept.		Experience, plan, application	1		Prepare in pairs

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		Break					
	TASK # 2				1.5		15 min presentation, 15 min feedback
		Lunch					
	TASK # 2				1.5		15 min presentation, 15 min feedback
		Break					
		Review of day activities	1.5		1.5		
		<b>Hours</b>	<b>2</b>		<b>6</b>		
		End of day					
<b>15</b>	<b>Day 3</b>	Review of yesterday	0.5	discuss	0.5		Conclusions from yesterday and be ready to discuss, add notes etc..
		Presentation: Performance assessment (review Modules 5&6)  Also discuss assessment of behaviour and how it relates to attitude and resource management	1	Observe, discuss, reflect	1		As each member to read 1 module from 5 & 6. Read and summarize 3 most important aspects, communicate to group members, when done facilitate discussion. This task is in preparation for today's task # 3.e.g. Also discuss a marking scheme ++, 0-5, 0-3, successful versus unsuccessful etc..
		Break					
	TASK # 3	1. Introduce the fire-fighting competency 7.3.2.2. Get participants to design an assessment sheet.  2. Show video, redesign assessment sheet if necessary.  3. Show video and complete assess. Ask participants to provide their assessment, pass, not pass, mark etc.? Debate within groups.		Create assessment, refine, score and develop final version as agreed	1.5	Experience in development of assessment	Video 1: One man putting out simple tray fire.  Video 2: (if needed) Fire team putting out fire
		Lunch					

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	TASK # 3	1. Introduce the fire-fighting competency 7.3.2.2. Get participants to design an assessment sheet.  2. Show video, redesign assessment sheet if necessary.  3. Ask participants to provide their assessment, pass, not pass, mark etc.?		Create assessment, refine, score and develop final version as agreed	1.5	Experience in development of assessment	
		Break					
	TASK # 3	1. Introduce the fire-fighting competency 7.3.2.2. Get participants to design a assessment sheet.  2. Show video, redesign assessment sheet if necessary.  3. Ask participants to provide their assessment, pass, not pass, mark etc.?		Create assessment, refine, score and develop final version as agreed	1.5	Experience in development of assessment	Final outcome is to develop one assessment sheet.  Use video #2 if needed.
		Summary of day	0.5				
		<b>Hours</b>	<b>2</b>		<b>6</b>		
		End of day					
<b>15</b>	<b>Day 4</b>	Review of yesterday	0.5	discuss	0.5		Project conclusions from yesterday and be ready to discuss, add notes etc..
		Feedback theory and video	1	Observe, question, reflect			Handout 5.5c Feedback/debriefing for training v2.1
		Break					
	TASK # 4	Participants prepare a lesson of their choice and execute (done in pairs and 30 mins maximum).		Analyse, evaluate...provide feedback	1.5	Practice being an assessor	Others can comment on the performance of the debriefer

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		One participant is designated as "de-briefer/feedback". Comment on the feedback session.					
		Lunch					
	TASK # 4	Lesson execution commences. Each lesson is followed up immediately by a feedback session.  One participant is designated as "de-briefer/feedback". Comment on the feedback session.		Analyse, evaluate...provide feedback	1.5	Practice being an assessor	Others can comment on the performance of the debriefer
		Break					
	TASK # 4	Participants prepare a lesson of their choice and execute (done in pairs and 30 mins maximum).  One participant is designated as "de-briefer/feedback". Comment on the feedback session.		Analyse, evaluate...provide feedback	1.0	Practice being an assessor	Others can comment on the performance of the debriefer
		Summary of day	0.5				
		<b>Hours</b>	<b>2</b>		<b>5</b>		
		End of day					
15	Day 5	Review of week program, conclusions.	1.5	discuss	1.5		
		Break					
		Review of week program, conclusions.	1.5	discuss	1.5		
		Lunch					
		Review of week program, conclusions.	1.5	discuss	1.5		

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		Break					
		Evaluation of course, closing	1.5	discuss	1.5		
		<b>Hours</b>	<b>6</b>		<b>6</b>		
		<b>Total hours</b>	<b>15.75</b>		<b>29</b>		
<b>End of programme</b>							