

## Schedule of work

### Objectives

By the end of the unit the participant should be able to:

1. Understand the importance of student –centred, holistic teaching and learning in the context of community media courses
2. Design and plan a short teaching session
3. Use a range of different teaching methods and approaches for specialist interest groups
4. Experience a ‘mini teaching exercise’ and get feedback on their performance

Activity	Content	Goals of particular work phase	Detailed suggestions for teaching methods	Time
<b>Morning</b>				<b>3 hours</b>
1	Introduction and overview to unit, aims and objectives,	Participants know about the aims and structure/content of the unit	Power point slide with explanation from trainer (PP Slide 1)	10 min
2	Learning styles and the role of the trainer	Reflect on own experiences as trainees and trainers	Introduction by trainer Write down individual – positive and critical experiences on card. Discuss cards in groups of 3 Feed back key points to whole group-what can we learn as trainers? (put cards on flipchart)	40 min

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3	META Europe philosophy of teaching/learning. The learning cycle, training in community media. Action oriented media pedagogy, holistic, interactive, student –centred approaches .	Theoretical understanding of holistic approach	Tutor presents <i>power point ( PP slides 2-9)</i>	15 min
4	Action- oriented media teaching and learning and holistic approaches	Explore methods these approaches and relate to own training situation-	Discussion	10 min
Break				15 min
5	Working with special interest groups and approaches Tandem Training Community Tutors Working with women	Look at specialist examples	2. Tutor presents <i>power point presentation (PP slides 10-22)</i> . Evoke class comments on how relevant to own situation. Refer to Handouts: ' <i>Making training woman friendly</i> ' and ' <i>Training women in community radio</i> '	30 min
6.	Planning a community media course	Defining course aims, content and approach	Design an introductory community media course (specify target group) . What skills and knowledge do you want the trainees to learn? <i>Handout: Course outline/ plan form</i> to be filled in small groups. Groups present what they are doing on transparencies -feedback from everyone.	60 min

Afternoon	Mini teaching exercise: running a session of a training unit prepared in the morning	The participants assume the role of trainers and learn how to work with a group		3 hours 15 min
<b>7</b>	Introduction of different methods and approaches to working with groups	Participants learn about a wide range of methods to work with groups	Brainstorming, comments by trainer, <i>Handout: Toolbox of possible group work activities and teaching methods</i>	15 min
<b>8</b>	Introduction, basic information on the exercise: Participants (groups of 2-4) have to prepare one session of the courses they planned in the morning and deliver it. They should use different methodological approaches	Participants are introduced to the exercise and the material	Lecturing by trainer Questions from participants	5 min
9	Participants prepare sessions	Participants experience systematic planning and preparation of session	Work in 4 small groups participants write down a plan of session, prepare rationale for the exercise. <i>Intro to mini teaching exercise.</i>	20 min
10	Participants lead the sessions, get feedback	Participants experience to be a trainer and reflect upon the process	Sessions delivered by small groups (15 - 20 min per group), feedback immediately after each session (5 min)	90 min
Break				15 min
11	Reflection on the exercise	Exchange of experience among groups, transfer of experiences to “own” target groups	Incentives by trainer, group discussion	25 min

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12 *	Open questions session	To give participants opportunity to ask for clarifications	Group discussion	15 min
13	Feedback on the whole unit	To give participants opportunity to comment on the structure, content and goals of the unit	Round of comments: "What do you take away from today, what would you like to throw away?" (no discussion) Also point out <i>Further reading</i>	10 min

\* Activity 12 in the afternoon could be shorter or eliminated, depending on the time needed for Activity 3 and in case of elimination Activity 5 could be integrated in Activity 4 .