

“The world is changing and... I am ready to make the change”

The New Role of the Digital Trainer

Summary of the Capacity Building Sessions in Bulgaria, Croatia, Germany and Italy

ROLE	TOOLS	GENERAL RESPONSIBILITY	SPECIFIC TASKS	KNOWLEDGE AND SKILLS NEEDED	HOW TO PREPARE FOR THIS ROLE
CONTENT CURATOR	Search, choose, describe and update learning materials	<ul style="list-style-type: none"> Identify all available learning material within the training structure Structure the curriculum resources for an up-to-date, engaging and satisfying learning experience Direct the learners to appropriate courses for self-study 	<ul style="list-style-type: none"> Filter the most relevant content Structure course materials Structure curriculum Refine and update learning materials 	<ul style="list-style-type: none"> Deep content specific knowledge Knowledge of different languages Access to learning materials and open educational resources (OERs) Ability to search for information and verify its accuracy 	<ul style="list-style-type: none"> Categorising content in a way that would be most relevant for learners Describing how much time would be required to consume/work on these resources Providing synopses Five roles of curators: <ul style="list-style-type: none"> Knowing what is relevant and reliable for the target audience Focusing on the most useful information for the target audience Acting as a filter – knowing which information is relevant/irrelevant or only relevant to particular sub-groups Supporting the learners by providing synopses, reviews, lists, labelling and tagging content Being at the centre of all knowledge sharing but not leading the learning process
LEARNING DESIGNER	Apply pedagogical approaches, curriculum design and assessment techniques	<ul style="list-style-type: none"> Design interactive learning experiences and environment Build effective groups Provide tasks (e-tivities) that offer opportunities for application and learning development Develop and implement an assessment strategy 	<ul style="list-style-type: none"> Needs and gap analyses of the target groups Set learning objectives Design a quality learning experience (content, structure and interaction) Provide models and structure for working together Develop a schedule and set deadlines that allow sufficient time for the smooth completion of activities Design each e-tivity in a way that stimulates further exploration of the topic Use more demanding e-tivities that encourage creative, practical and critical thinking 	<ul style="list-style-type: none"> Modern didactical approaches and techniques Differentiation and personalisation Collaborative learning Self-regulated learning Reflective practice Critical thinking Storytelling Tech-savviness Knowledge of different learning platforms and tools 	<ul style="list-style-type: none"> Learning instructional design theories, principles, and methodologies Analysing the needs of the learners Designing a fun, gamified, and clear structure of the learning process with different activities/e-tivities for learners with different skills/choices Enabling the facilitator role with different techniques (learning structures) Providing an evaluation/assessment methodology that suits best the target learners For digital settings: using behavioural psychology for enabling a better learning experience (completion bars, repeated automated feedback on progress, etc.)

ROLES OF THE TRAINER 3.0

				<ul style="list-style-type: none"> • Set up e-tivities that invite reflection on the whole process 		
INFORMATION DESIGNER	Design learning platforms, websites, infographics, videos, presentations, manuals, etc.	<ul style="list-style-type: none"> • Ensure that learners have access to clear, structured, and meaningful information via the use of various formats and channels 	<ul style="list-style-type: none"> • Design information tools adapted to the specific needs of the learning group • Use 'sparks' of interesting content that promote dialogue between the learners 	<ul style="list-style-type: none"> • Design principles • Visualisation • Visual thinking • Data analytics • Information and media literacy • Digital resources 	<ul style="list-style-type: none"> • Considering clarity of the learning material • Considering user friendliness and readability • Considering accessibility • Learning how to analyse and visualise data in a meaningful way • Using visual thinking principles while designing information (https://cft.vanderbilt.edu/guides-sub-pages/visual-thinking/) • Examples of techniques and digital tools: Google Analytics, Google Insights for Search, Canva, Power BI and other business intelligence tools, Lucidchart, process maps, mind mapping, polls, Miro, group games, Zoom breakout rooms, dot voting, Kahoot, etc. 	
FACILITATOR	Encourage learning via a range of tools and techniques	<ul style="list-style-type: none"> • Encourage collaborative learning, interaction, and discussion • Enable groups to work independently 	<ul style="list-style-type: none"> • Encourage knowledge-sharing and knowledge-building • Provide clear instructions and tasks • Build upon learners' existing knowledge • Refer to external sources or experts • Ensure engagement • Encourage active participation and exchange • Enable collaborative working • Promote self- and group-reflection 	<ul style="list-style-type: none"> • Experience in debate moderation, conflict management, inclusion, and diversity • Technical knowledge of the content • Tech-savviness • Knowledge and skills in using different platforms and tools • Netiquette and appropriate camera presence • Time management • Important soft skills: <ul style="list-style-type: none"> ○ Creating an inclusive environment ○ Agenda planning ○ Communicating clear instructions ○ Managing group dynamics ○ Empathy ○ Asking right questions ○ Active listening ○ Conflict resolution ○ Consensus building ○ Staying neutral 	<ul style="list-style-type: none"> • Facilitation is a technique used by trainers to help learners acquire, retain and apply knowledge and skills (https://www.facilitatedtraining.com/what-is-the-difference-between-training-and-facilitation-facilitatedtraining-com/) • Using different tools and techniques to enhance collaborative learning: design thinking, liberating structures, icebreakers, brainstorming, virtual communication and collaboration, group facilitation, case studies, etc. • Using verbal tools for group facilitation <ul style="list-style-type: none"> ○ Probing, paraphrasing, redirecting questions and comments, bridging and referring back ○ Shifting perspective ○ Summarising ○ Giving positive reinforcements ○ Ensuring that outcomes are recorded and stored ○ Including quitter members <p>(https://www.sessionlab.com/blog/facilitation-skills/)</p>	

EDITOR	Summarise, edit, and improve participants' contributions	<ul style="list-style-type: none"> Reconstruct participants' contributions 	<ul style="list-style-type: none"> Be willing to comment/offer constructive criticism Provide timely and high-quality feedback Provide formative feedback for continuous learning engagement Encourage individuals to consider personal development 	<ul style="list-style-type: none"> Domain specific knowledge Knowledge of feedback techniques Good communication skills 	<ul style="list-style-type: none"> Learning different ways to provide effective feedback (https://www.teachthought.com/pedagogy/20-ways-to-provide-effective-feedback-for-learning/) For digital settings: providing timely and concise feedback to offset the lacking face-to-face interaction where the trainer has more possibilities to analyse the learner (focus on the subject, participation, etc.)
TECHNICAL CONTRIBUTOR	Support users with learning platforms, communication and collaboration tools, etc.	<ul style="list-style-type: none"> Select the appropriate digital tools Facilitate the smooth use of digital tools and platforms 	<ul style="list-style-type: none"> Address technical issues Diagnose and clarify problems Provide technical support 	<ul style="list-style-type: none"> Knowledge of the digital tools to be used Solution-oriented attitude 	<ul style="list-style-type: none"> Developing and improving skills in content authoring tools, multi-media creation and editing, social media, learning software (e.g. Slack, G-Suite, Zoom, Microsoft Teams, etc.) (https://www.talentlms.com/blog/essential-skills-training-tools-for-trainers/) Ensuring stable network connection and alternatives (possibility to connect to a power supply, extra laptop, extra head-set, camera, alternative access to presentation and materials, etc.) For digital settings: knowing the user experience
SOCIAL MENTOR	Stimulate social interaction and collaboration	<ul style="list-style-type: none"> Promote a friendly environment and community to support the learning process Build social rapport Empower learners 	<ul style="list-style-type: none"> Develop harmony, cohesiveness and collective identity Model social role to motivate and engage students in a community of inquiry Set up e-tivities that demonstrate the value of working together Identify isolating and stressing factors and support students to offset them Encourage involvement 	<ul style="list-style-type: none"> Empathy Interpersonal skills Good communication skills Soft skills Knowledge of basic cognitive psychology Diversity and inclusion Accessibility Storytelling 	<ul style="list-style-type: none"> If possible, understanding the personality/characteristics of the learners If possible, organising one-to-one sessions for learners who need extra support or want to deepen their knowledge Empathising with the learning group, understanding their needs, encouraging informal way of sharing experience and knowledge, etc. (https://www.integrify.com/blog/posts/difference-between-a-coach-a-trainer-and-a-mentor/)
MANAGER	Manage, organise, and administer the learning and assessment processes	<ul style="list-style-type: none"> Manage and control all the phases of the process Plan, design, regulate and evaluate the e-learning activity 	<ul style="list-style-type: none"> Establish procedures and handle administrative tasks Coordinate assignments, manage online forums and supervise the overall course structure 	<ul style="list-style-type: none"> Time management Project management Basic knowledge of regulatory rules for online courses, privacy, etc. Problem solving 	<ul style="list-style-type: none"> Ensuring the quality of the training based on effectiveness and efficiency Ensure good agenda planning Ensuring that content and delivery meet the needs and expectations of the learners Time management Ensuring continuous improvement of the training and the trainer by collecting and considering feedback

			<ul style="list-style-type: none"> • Ensure equity in discussions • Achieve a balance between structure and flexibility • Follow-up on no-shows and non-contributors • Encourage groups to work to realistic deadlines and paced outcomes • Supervise assessment 		<ul style="list-style-type: none"> • Reacting in difficult situations and managing conflicts (https://elearningindustry.com/modern-trainers-roles-responsibilities) • For digital settings: knowing about intellectual property rights, privacy and other rules regulating online training
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