

DIGI.JOB.ID
Train-the-Trainer Curriculum

DIGI.JOB.ID.
Digital Job Identities

Editorial information:

This collection of training material has been developed by the ERASMUS+ project partnership digi.job.id, digijobid.eu, coordinated by BFI OÖ.

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DIGI.JOB.ID. Project Presentation

The aim of the project is to provide VET learners, apprentices and graduates with methods and tools to promote and present their professional skills through the Internet and social media, like for example Facebook, LinkedIn, YouTube.

DIGI.JOB.ID. help learners develop a digital professional identity for job application processes. It focuses mainly on two issues: capacity to recognise, self-assess and fully exploit skills and competences acquired at school or in other non-formal/informal contexts (i.e. internships, apprenticeships etc.); and capacity to use professionally the social media to look for a job.

The project is being developed by a consortium of six European partners with expertise in the VET field:

- BFI OOE (AT)
- AKLUB (CZ)
- CEPS PROJECTES SOCIALS (ES)
- ENAIIP VENETO (IT)
- OZARA (SI)
- NWRC (UK)

Purpose of the Project

The project develops a train-the-trainer module that enables teachers and trainers in work based learning to use social media for presenting the outcomes of work based learning processes. Therefore, teachers are equipped helping their students in gaining adequate jobs.

Validation of skills and competences of students and teaching online presentation skills are important contents of the module.

The main activities foreseen by the project are:

- Research activities, carried out in output 1
- Implementation of output 2 (curriculum and module for learners) with 90 learners
- Developing a curriculum and handbook for a train the trainer course
- Implementation and testing in a European joint staff training event with 12 teachers and trainers and in national settings with 60 teachers and trainers in six countries.

- Development of final versions of curriculum and training material based on evaluation of the testing
- Publication and sharing as open educational resources.

The handbook for teachers produced during output 3 is extremely flexible, as teachers can choose on which learning outcomes and topics to focus, based on their prior knowledge and skills, while providing a clear framework depending on the learning environment.

Trainers can use the material and exercises in this curriculum when designing future digi.job.id workshops.

The expected **time** needed for the presentation of the handbook's units may vary from training to training. The topics and exercises presented here are organized into day-long sessions. For each day a suggested – and not fixed - timetable is presented, as different amounts of time can be allocated to each unit or topic. Trainers should review the material ahead of time and plan the amount of time that fits the needs of the particular training.

Learning Outcomes

The **general objective** of the training of trainers module is to build the capacity of trainers to design and deliver a DIGI.JOB.ID. training programme to their students and help them look for a job through social media. The course contributes to the development of:

- techniques and modalities of didactic micro projecting
- diversified didactic methodologies
- specific technical contents
- a fruitful class environment
- evaluation techniques and modalities for the learning outcomes

Additionally, teachers will develop their digital competencies and mastery in this field and will be able to further transfer these knowledges in other areas of their teaching

The **Learning outcomes** of the train-the-trainer workshop allow participants to teach their students how to:

- Realize the importance of an appropriate behaviour when being on the Internet and on Social Media for job application processes
- Identify and describe personal and job related skills to define a digital CV for self-presentation
- Recognize and validate personal skills and competencies in order to develop a digital professional identity
- Assess their on-line image and reputation and remove negative information from the Internet
- Identify and recognize the most important social media platforms used by recruiters

□ Know the main digital presentation tools that can be used for one's online self-presentation

Each training unit is unique and should be flexible enough to meet the needs of each group of participants.

Possible Structure of the Train-the-Trainer Session: an Overview

Day	Activity	Duration
1	<ul style="list-style-type: none"> WELCOME OF PARTICIPANTS: Introduction of trainers and participants GENERAL PRESENTATION OF THE PROJECT UNIT 1: Introduction to Digi.job.id 	5h
2	<ul style="list-style-type: none"> UNIT 2: Recognizing and Validating Your Own Skills/Competencies UNIT 3: Online Reputation and Self-branding 	5h
3	<ul style="list-style-type: none"> UNIT 4: Social Media Communication UNIT 5: Presentation Tools 	5h
4	<ul style="list-style-type: none"> UNIT 6: Digital Online CV FINAL EVALUATION: feedback and group discussion 	5h

Example of In-depth Unit Structure: Unit 1

Activity	Content	Duration
Introduction	<ul style="list-style-type: none"> Objectives of Unit 1 Structure of the training materials in Unit 1 as an representation of the entire training The definition of self-branding (including an introductive video) 	60 minutes
Exercises	Worksheets 1 – 3: Personal Strengths	30 minutes
	Worksheets 4 & 5: Application & Social Media	30 minutes
	Worksheet 6: Screening your colleague in Social Media in the internet (including discussion of the results)	60 minutes

Best practices	How to create a perfect (professional) post on facebook	30 minutes
Final questions/feedback	Comments from the audience	20 minutes

Example of In-depth Unit Structure: Unit 2

Activity	Content	Duration
Introduction	Presentation of the unit and its materials: contents, objectives, expectations	20 minutes
Exercises	Information trainers: exercise 1, 2 Worksheets students: my past, basic competencies	60 minutes
	Information trainers: exercise 3, 4, 5	30 minutes
	Worksheet students: My present Information trainers: exercise 6, 7 (presentations of elevator speech in a group)	40 minutes
	Worksheet students: my accomplishments, introducing yourself, my idol	40 minutes
Best practices	Introducing an open environment on raising awareness about personal skills/competencies (different views, open space for discussion after each set of exercises)	
Final questions/feedback	Comments from the audience	20 minutes

Example of In-depth Unit Structure: Unit 3

Activity	Content	Duration
Introduction	<ul style="list-style-type: none"> • Outline of the unit: structure and objectives • Introductory video • Presentation of the unit's materials: <ol style="list-style-type: none"> 1. Handbook 2. Information for trainers 	20 minutes

	3. PowerPoint students 4. Worksheets 5. Best practices 6. Assessment Sheet	
Exercises	Worksheet 1	20 minutes
	Worksheet 2	1 hour
	Worksheet 3	15 minutes
Best practices	Explanation of the Best practices for Self-Branding	15 minutes
Final questions/feedback	Comments from the audience	20 minutes

Example of In-depth Unit Structure: Unit 4

Activity	Content	Duration
Introduction	<ul style="list-style-type: none"> Outline of the unit: structure and objectives Introductory video 	20 minutes
Content Explanation	1. Handbook 2. Information for trainers 3. PowerPoint students 4. Worksheets	1 Hour
Exercises	Worksheet 1 (Identifying the most important social media platforms). Worksheet 2 (Recognizing the correct social media channels). Worksheet 3 (Tips & Tricks).	1 Hour
Final questions/feedback	Comments from the audience	10 minutes

Example of In-depth Unit Structure: Unit 5

Activity	Content	Duration
Introduction	Unit Introduction, expectations of the participants. Content, objectives and expected results	20 minutes

	of the unit 5.	
Exercises	Presentation of social network LinkedIn.	20 minutes
	Preparation of own LinkedIn profile photo.	40 minutes
	Creating LinkedIn profile. - Headline - Summary - Customized URL - Background image	70 minutes
Best practices	How to add other presentation tools (e.g. videos, photos, documents, presentations, links) on your LinkedIn profile.	10 minutes
Final questions/feedback	Comments from the audience	20 minutes

Example of In-depth Unit Structure: Unit 6

Activity	Content	Duration
Introduction	<ul style="list-style-type: none"> Outline of unit content and objectives of learning Presentation of the unit's materials: <ol style="list-style-type: none"> Handbook Information for trainers Power Point for students Worksheets Assessment Sheet Presentation and demonstration of exemplar European social media sites used for employment 	20 minutes
Exercises	Presentation of CV using an online CV builder	20 minutes
	Search for and compare different online CV builders	20 minutes
	Presentation of own CV using Europass website	10 minutes
	Examine other CV profiles and outline key features that are presented	20 minutes

	Define descriptive terms that can be used to describe self	20 minutes
	Present a draft CV that can be used in digital social media site	30 minutes
	Identify key ways to keep digital CV current using social networking sites	20 minutes
Best practices	Summary overview of what key features should be included in digital CV	20 minutes
Final questions / feedback	Comments from the audience	20 minutes

Recommendations

Recommendations provide information to help trainers understand how specific techniques will contribute to the objectives of the training of trainers.

1. Teachers and trainers need to tailor the training to the needs and the knowledge of their groups, as this differs with age and background. Try to choose worksheets that are appropriate for the local context. Trainers are encouraged to adapt the training to the local context if necessary.
2. Members of the training team should introduce themselves and briefly tell the participants about their background and training.
3. Daily feedback is a useful tool for monitoring and evaluating how the training is going. The facilitator provides a brief review of the topics covered during the day. Participants are asked to think back on the day's activities and discuss some of the central themes.
4. The general didactical method that has been used goes beyond the typical frontal lesson modality and focuses on interaction, cooperative learning, brainstorming, and problem based learning. The aim of the trainer will be to provide theoretical information related to different conceptual groups, and to support students during the individual re-elaboration phase.
5. Please note that every participant needs a computer workstation and Internet connection with access to social media to follow each module.
6. A room in which participants can move around comfortably is also needed.

7. In addition to the worksheets and the documentation mentioned above, the trainers could use:

- more digital tools, like examples of successful stories related to digital practices
- information about proper use of the network and of personal/professional digital identity
- references to other interesting sources of information

Feedback Form for Trainers

The lead facilitator invites the participants to sum up what has been covered in the past days. This is a template that can be used for this purpose:

DIGI.JOB.ID
Training Programme for Trainer

Feedback form Trainer

We kindly ask you to complete the below evaluation for digi.job.id training, we value your feedback and we will consider your recommendations for further training

Please score the below criteria, 1 (Disagree), 2 (Agree), 3, (Strongly agree). We also encourage you to provide any additional comments you would like to make

	Disagree 1	Agree 2	Strongly Agree 3	Comments
Have you benefitted from the training?				
Were your expectations met?				
Materials provided were helpful and appropriate				
Content was well organised				

Length of training given was sufficient				
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As a result of the training I feel.....				
	Disagree 1	Agree 2	Strongly Agree 3	Comments
I know what an online reputation is and how to behave professionally in social media				
confident to use the presented learning material with my students / learners				
inspired to create and update my own online portfolio or professional social media profile				
Inspired to guide my students/learners to create / update their online portfolios or professional social media profiles				

How would you assess the overall effectiveness of the training?

What were the best tasks for you in the training?

What are you going to try with your students and learners?

Anything else you would like to add?

Total number of participating teachers:

Number of completed questionnaires:

Thank you for taking the time to complete our evaluation 😊



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