

CONTENTS	LEARNING OBJECTIVES	ACTIVITIES	DURATION	REFERENCES
Course introduction	<ul style="list-style-type: none"> ▪ Creating friendly learning environment and breaking “barriers” between participants; ▪ Testing participants’ self-introduction and presentation skills; ▪ Participants get to know each other and cooperate in learning process; ▪ Participants understand the structure of the training program; ▪ Participants agree on class rules/regulations 	<ul style="list-style-type: none"> ▪ Welcome and motivating participants ▪ Get to understand each others and show course expectations <p>Learning activity 1: “Secret Card”</p> <ul style="list-style-type: none"> ▪ Trainer’s introduction ▪ Program Objectives – Slide#3 ▪ Program Structure – Slide #4 ▪ Learning Methodologies – Slide #5 ▪ Class rules/regulations – Slide #6 and Flip-chart 	40 mins	<ul style="list-style-type: none"> ▪ Learning Activity 1 Trainer Guide “Secret Card” ▪ Gift for the best presenter of the activity 1 (a book) ▪ Slides 1-6 ▪ Flip-chart for Class rules display
Session 1: Learner-centred Training Methodology	<ul style="list-style-type: none"> ▪ Participants can describe and explain the “Learner-centred Training Methodology” ▪ Participants can list all steps in training course design process according to ADDIE model 	<p>Introduction of the Session 1</p> <ul style="list-style-type: none"> ▪ Objectives of the session – Slide #7 ▪ Structure of the session – Slide #8 <p>Class Discussion: “Teacher-centred” vs. “Learner-centred” approaches</p>	15 mins	<ul style="list-style-type: none"> ▪ Distribute hand-out 1 ▪ Flip-chart for ideas collection
		<p>Learner-centred Training Methodology</p> <ul style="list-style-type: none"> ▪ Four principles of the Methodology – Slide #9 <p>Learning Activity 2: Self reflection</p> <ul style="list-style-type: none"> ▪ Sharing personal perception and experience on the principles 	20 mins	<ul style="list-style-type: none"> ▪ Learning Activity 2 Trainer Guide “Self-reflection”
		<p>Interactive Learning and Experimental Learning Cycle</p> <ul style="list-style-type: none"> ▪ Four interactive dimensions – Slide #10 	10 mins	

		<p>Trainer’s role in Learner-centred Training Methodology</p> <p>Learning Activity 3: Groupwork</p> <ul style="list-style-type: none"> ▪ Brainstorming and presenting on the trainer’s role ▪ Key roles – Slide #11 	20 mins	<ul style="list-style-type: none"> ▪ Learning Activity 2 Trainer Guide “Brainstorming”
		<p>Introduction to ADDIE model for Training Design</p> <ul style="list-style-type: none"> ▪ Analysis ▪ Design ▪ Development ▪ Implementation ▪ Evaluation & Revision 	10 mins	<ul style="list-style-type: none"> ▪ Slide #12
		<p>End of Session 1</p> <ul style="list-style-type: none"> ▪ Feedback on the first Session 	5 mins	