



MaWI-Coach Training Course

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MaWIC Training Course and Curriculum

Handbook for the Application MaWI-Coach Training Course

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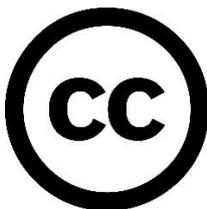


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Contents

- INTRODUCTION**..... 4
 - HOW TO USE THIS TRAINING HANDBOOK? 5
 - THE MaWIC PROJECT – A brief introduction..... 7
- THE MaWI-COACH PROFILE** 7
- TRAINING CONCEPT AND DIDACTICAL APPROACH** 9
 - Training format 9
 - Didactical approach 10
 - The Learning Management System and Technical Tools 12
 - Training process 14
- THE MAWIC CURRICULUM** 16
 - MODULE 1 – Intercultural awareness and reduction of prejudices..... 17
 - MODULE 2 – Putting theory into practice – Diversity management 19
 - MODULE 3 – Enabling intercultural learning 21
 - MODULE 4 – Coaching, mediation and conflict management 22
 - MODULE 5 – Integration and support in everyday situations 24
 - MODULE 6 – Assisting the migrant employee in social interaction..... 25
 - MODULE 7 – Creating a positive working climate 26
 - MODULE 8 – Assisting migrants in career development..... 27
 - MODULE 9 – Job placement support for companies 28
- PILOT COURSE REPORT** 29
- RECOMMENDATIONS FOR FUTURE IMPLEMENTATION** 33
 - Formulation of standards and requirements 33
 - Webinars 35
 - Assignments..... 36



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Learning platform and technical tools	37
Creating a good learning atmosphere and increasing motivation.....	38
Learning group	39
Practical tips for trainers	40
ANNEX – TRAINING MATERIALS.....	43



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INTRODUCTION

"Integration through work" is a cornerstone for the smooth and successful integration of migrants and refugees into their new living environment. However, successful integration does not end with signing an employment contract. Rather, integration in the workplace is an interactive and continuous process that requires the efforts of all parties involved: those of migrants and refugees, of the employer and his staff, and sometimes even those of the employer's clients. In addition to practical and legal aspects, intercultural and social processes need to be considered in workplace integration. The "Migration and Workplace Integration Coach" (the MaWI-Coach) is a newly conceived role and his or her task is to support this process at the workplace. By using approaches of coaching and intercultural competence, the MaWI-Coach can act as a facilitator and supporter of integration.

MaWI-Coaches are trained to fulfil this role in a specifically developed training course which includes coaching approaches and techniques as well as intercultural competences and practical training in integration tasks. The future MaWI-Coaches acquire knowledge and competences that empower them to act as a "Migration and Workplace Integration Coach" in their companies. The training participants are enabled to provide the necessary guidance and coaching of migrant workers, but also of the existing staff (the migrants' colleagues) and their employers. The course involves both background information and theory elements as well as very practical and application-oriented contents. In the present concept and pilot course, the training has been designed for distance learning format, however, it is also applicable in a face-to-face or blended setting. The course concept also builds strongly on real-work experiences and ties learning elements into the work process by means of practical assignments and reflection exercises. As such, it is designed for a target group that is currently already working in a context where it can apply workplace integration strategies. Target groups are, for

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example, vocational education or adult education professionals, such as in-company trainers, senior staff, other key actors in companies but also “multipliers”, such as staff of supporting organisations such as chambers, social partners, training providers.

The pilot course took place in an international group with participants from three different countries, thereby providing them with the opportunity to reflect their learning process with peer coaches in an international setting. The online evaluation questionnaire showed a great level of satisfaction of the participants with the training.

THE TRAINING AT A GLANCE

- > workplace integration coaches to support and facilitate the integration of migrants at their workplace
- > contents span coaching approaches and techniques as well as in-depth intercultural competences and practical support for typical tasks of the MaWI-Coaches (including the necessary background information)
- > the course is designed for an approx. overall learning time of 46 hours
- > distance learning format, but transferable to other training formats
- > target participants are currently working in a context where they can apply training contents at work

HOW TO USE THIS TRAINING HANDBOOK?

The training handbook summarises the MaWI-Coach training course and how to implement it. It is addressed at training providers who are interested in implementing such a training concept. The idea behind this training handbook is to enable training providers to utilise (elements) of the MaWI-Coach training and to implement similar training offers themselves, thus strengthening the dissemination and impact of the project outcomes.

The training handbook is thus targeted at experienced training providers who are not new to providing training in the area of coaching, training, mentoring or similar roles and / or

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intercultural competence training. We assume that this training handbook will be read and used by experienced trainers. Beyond this, the training handbook may also be interesting and useful to coaches who work in the area of workplace integration of migrants and who may be able to use some of the training material for their benefit. However, this training handbook is not intended for self-study / self-training purposes.

The training handbook consists of

- An introduction to the training, its history, objectives and contents
- A brief introduction to the role and profile of the MaWI-Coach (an in-depth learning outcome profile of the typical knowledge, skills and competences of the MaWI-Coach has also been developed in the course of the MaWIC project and is introduced in this chapter)
- A detailed overview of the training concept (format, didactical approach, methods applied)
- A detailed overview of the training contents in terms of modules, learning goals, contents and suggestions for training methods
- A report of the MaWIC pilot course, in order to highlight how the concept and content have been applied
- A summary of the lessons learned from our pilot training including recommendations for the implementation of the training course
- An Annex of training materials (the training materials are introduced here, for the purpose of brevity, they are not included in the handbook but can be downloaded from the MaWIC website)

We welcome training providers to use our training approach! You may also look for using and adapting elements of our training course to include in similar training offers. We have published our training material on the website, together with this handbook, you will find it a helpful basis



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for offering training for workplace integration coaches. If you have any questions or ideas, we welcome you to get in touch with us through our project website!

<https://www.project-mawic.eu/>

THE MaWIC PROJECT – A brief introduction

Whenever migrants start working in a new country, workplace integration is a key element for the sustainability of the general integration and a challenge to be faced by employers, migrants and colleagues. The method of the MaWIC project to use a holistic approach to the complex process of integrating migrant workers. The method attempts to analyse the needs of all stakeholders (employers and employees, co-workers, social partners, HR, etc.) within the context of the unique challenges facing workers who have migrated from another country. It is our hypothesis that the key to successful integration, aside from personal motivation and supporting legal and economic factors, is professional assistance. In this context, the MaWIC project defines the role of the MaWI-Coach (Migration and Workplace Integration Coach) as a support person for integration.

THE MaWI-COACH PROFILE

The MaWIC project defines the role of the MaWI-Coach (Migration and Workplace Integration Coach) as a support person and facilitator for workplace integration. The coach could be a vocational or adult education professional, for example and in-company trainer, someone from HR, a senior / experienced / trusted colleague or a person from outside the organisation. Whoever it is, they should possess the knowledge, skills and competences collected and described in the *“Learning Outcomes Profile”* of the MaWI-Coach. Besides the general information and related competences surrounding legal, intercultural and many other fields, the MaWI-Coach should understand the specific needs of migrants. Understanding these needs allows the MaWI-Coach to support migrants but it also enables the coach to support



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and transform organization culture, to help the workplace become an open and receptive place to everyone. Other helpful techniques include tutoring, mediation, team-building and the implementation of tolerance training. The coaching role addressed by MaWIC is related to workplace integration and coaching. A coaching approach for integration is an effective way to provide guidance for the different target groups involved in the integration process. When done well, this approach will start a process of learning and development through increasing self-awareness and a sense of personal responsibility. The detailed skills and competences necessary for guiding migrants, employers and colleagues through the integration process are summarized in the MaWIC Learning Outcome Profile (see link below). The MaWIC training course is designed to develop those skills and competences.

To see the detailed learning outcomes profile, please visit:

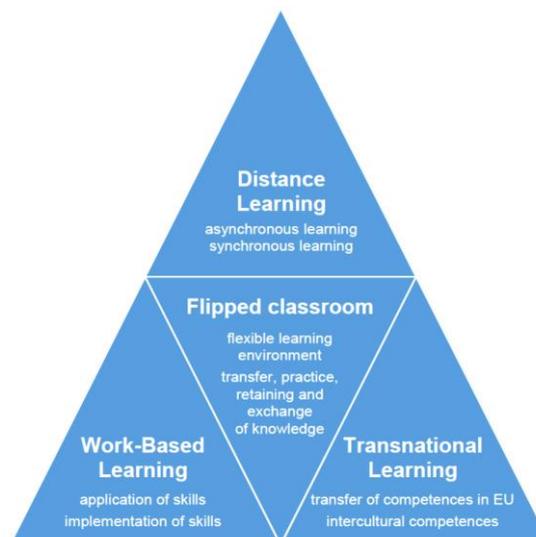
https://www.project-mawic.eu/fileadmin/user_upload/Outputs/IO1/200221_LO_profile_Final.pdf



TRAINING CONCEPT AND DIDACTICAL APPROACH

Training format

The MaWIC training concept is designed for a distance learning format, mixing a variety of training methods. As depicted in the image below, these involve distance learning, including elements of e-learning, self-study and work-based learning through assignments and a flipped classroom approach in a transnational learning environment.



In our context, the distance learning and flipped classroom approach included various forms of virtual learning:

- The **online learning management system (LMS)** *Docebo*, which represented the “hub” of the training course for the participants and contained all course contents, instructions to assignments and the possibility to communicate in the forum
- Regular contact and support with **trainers**. The course concept foresaw two different groups of trainers, the national trainers were responsible for regular contact with their national group, support and organisational aspects as well as language support; the

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module trainers were responsible for their respective module(s), its contents, subject-specific questions, handling synchronous elements, instructing and evaluating assignments, etc.

- **Self-study** (asynchronous learning) in which course participants worked through training material (presentations, videos, texts) in their own time and pace, and implemented their assignments (which were often work-based learning assignments, integrating learning content into work processes and vice-versa)
- **Synchronous elements**, mostly webinars, which were conducted on a regular weekly basis to get the group together and enable real-time contact with the trainers as well as peer-to-peer learning
- **Peer-to-peer** learning in a transnational setting
- **Asynchronous communication** with trainers and fellow course participants via the forum tool, e-mails and messenger services

Didactical approach

At the same time, **work-based learning** was also a crucial element of the course as the course concept works on the conviction that the learning effect is a lot stronger and greater if learning contents are applied at work and real-work issues (in the form of learning causes) are transferred into the learning setting. Thus, the training course and the participants' working reality inform and feed one another and learning as well as work experiences are immediately reflected and integrated

The distance learning was organised using the approach of a **flipped classroom**. The flipped classroom method reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. The method allows the learner to work in his own pace at (nearly) any place via the learning platform (and other online tools). Within MaWIC, the flipped classroom contained online course content (presentations, videos, texts...), live webinars, work-based learning elements such as assignments with



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communication and discussion opportunities in the MaWIC forum. online presentations and videos and other communication tools. The participants can work through the course content (presentations, videos, texts, assignments, etc.) in their own time. Real time transfer of knowledge takes place during webinars. Here, learning processes are discussed and reflected and there is time for practicing what has been learned (for example, a trial and error of coaching techniques and methods). At the same time, the webinars enable peer-to-peer learning by facilitating the exchange of knowledge and experience and the collaboration with other coaches from different countries.

Finally, the flipped classroom approach creates a hub for the distribution of knowledge, thus enhancing transnational learning elements. As already stated, the coaches will have the opportunity to swap their ideas with peers from other organisations and countries. In this regard, the spread of new ideas will be stimulated with an active participation on the webinars and the usage of other learning tools. In general, transnational learning aims at fostering global knowledge, skills, and language necessary through the interchange of people from different countries. Within MaWIC training, the intention was to organise the coaches in a mutual European network. The coaches could benefit from experiences others made in the context of integration work. This format creates a further stimulus for intercultural learning and the development of intercultural competences.

As mentioned above, the course is conducted and accompanied by a group of *national trainers* and module trainers. For our transnational training approach, we decided to support each national group with one or two “national trainers”. Each “national” group had one or two “national trainers” who acted as the main contact person for their respective group in terms of general questions, organisational issues, language difficulties and anything that participants were unsure about. The national trainers were also the ones to get in touch with participants who seemed to be lagging behind the group, exhibited problems or motivational issues. This meant that each participant had the opportunity to communicate in their own language, thus lowering the language threshold for the participants.

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Each module also had one or two responsible *module trainers*. The module trainers were responsible for the training contents of the respective module. They were the main contact person for any content-related questions, for example, assignments, deadlines, assessment, comprehension problems, questions relating to training material and such like. Beyond this, there was also a *technical support person* that was the direct contact point for participants for anything relating to the e-learning platform – the technical support person was present at the introductory seminar and introduced herself to the participants so as to “lend the person a face”, again lowering the threshold for getting in touch in the case of questions and difficulties.

The Learning Management System and Technical Tools

As mentioned in the previous chapter, we chose to use the learning platform Docebo as the learning management system (LMS) of the training course. Docebo was chosen because it offers a flexible learning environment and tools for collaboration, online communication, evaluation and assessment. Docebo allows uploading training materials, provides a forum tool and enables practical features for the trainers (such as assessment and statistics tools). It also had some downsides in the area of user-friendliness for trainers in the training development stage and a lack of messaging tools beyond the forum. We have described the upsides and downsides of the LMS in more detail in the recommendations section at the end of this handbook so that future users of the training know what aspects to consider when choosing a platform. However, overall, Docebo was a sound and feasible learning platform for the needs of this training programme.

Docebo allows for asynchronous communication by means of the forum tool which was important for our training design. The discussion forum was actively used as part of the led learning process (for example, some assignments involved discussions with peer learners in the forum) but it was also a good tool to get in touch with other training participants and trainers in case of questions, need for clarification, etc. In addition, we used e-mails as another means

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for asynchronous communication between the trainers and participants. This way, we could be sure that important information reaches the recipient in due time and is not “lost” in the forum. In order to ensure that important information is regularly passed on and received, we chose the systematic tool of “weekly emails” which were always sent to the training participants on the Friday preceding the next module (or in case of larger modules that lasted longer than a week, for the next week).

It is very helpful to communicate in an asynchronous way, because learners have plenty of time to formulate thoughts. By communicating via e-mail, learners are able to respond in detail to a question or topic that they might have answered incompletely in a real-time conversation. This time lag in communication helps learners internalize information by giving them time to research certain ideas or merely extra time for contemplation. The main disadvantage to synchronous communication is time lost waiting for a response.

Organisation of webinars: The primary purpose of a webinar is to get the group and the trainer together. This format of virtual learning get closest to a “real” face-to-face setting and lends itself perfectly to clarification, discussion, reflection and the like. Also, learning content can be presented in addition to the self-study elements. The presenter can be a learner or the e-tutor. However, synchronous communication involves numerous challenges in terms of organisation and time (and, in our case, language). We tried to overcome them by the use of various approaches. First of all, we always offered at least two webinars at different time slots – one in the morning, one in the evening – in order to accommodate the needs of the participants (who were typically working full-time. In some cases we even offered three time slots. The contents of these webinars were the same (although they sometimes differed slightly due to the contributions from and the size of the group). In the coaching module we even offered different language versions of one of the same webinar (this was the webinar where participants could practice coaching communication techniques, a very complex form of communication that requires a very good level of language skills). There are numerous challenges in the field of language and time.

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Training process

We estimated the study time to be approximately 4 hours per week. Most modules were designed to fit that weekly study time but some required a little bit more effort on behalf of the participants (which, however, was often due to the language barrier involved). As you can see in the recommendation section, we do recommend to keep study times the same or increase them somewhat, but to not cut them (see next chapter for the individual study times per module).

At the beginning of the course, we offered an introductory webinar which – as all webinars – was offered at two different time slots. Here, all the participants got together with all the trainers and technical support (as well as the project coordinators). The purpose of the introductory webinar was to give the participants the opportunity to get to know other participants and the trainer “in person” and to receive comprehensive information about the training course, its objectives and contents, the expectations and technical tools.

After the introduction round, the project coordinators, trainers and technical support

- explain the course concept, contents, schedule and answer questions,
- give information regarding assignments, assessment and expectations
- introduce the learning platform and other technical features and how to use them
- introduce the first module and the tasks

The programme and material used for this introductory session can also be found together with the remaining materials on the MaWIC website. After the introductory session, the course commences, following a relatively fixed weekly structure. This structure is explained in more detail in the report of the pilot course. The weekly study time is estimated to be roughly 4 hours, depending on the module in question, that means that most modules take one week, others a little bit longer. Each “learning week” is introduced by the weekly e-mail. These emails were sent in the national language by the national trainers but contained the same information. Weekly e-mail content included, for example:

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- Overall contents and aims of the next module
- Important tasks and deadlines for assignments and sub-steps of the module
- Dates for webinars, other synchronous events

In the course of the week, participants studied in their own time using the learning platform and other materials provided. They complete varying amounts of assignments which are uploaded to Docebo and assessed by the module trainer (we worked with a simple pass / fail approach here). Failed assignments were re-submitted. At least one synchronous element took place per module (with the exception of the very brief Module 8). As described above, different time slots were provided to choose from.

During the self-study process, the learners' ability to self-regulate their own learning becomes a crucial factor in their learning success. The following procedures and approaches were used to assist and encourage them in their self-regulated learning.

- Encouraging self-regulation is more effective when done throughout the course, not just at the beginning.
- Provision of interactive and varied training materials
- Segmentation and variation of learning content by giving smaller assignments
- Interactive tools to self-assess (quizzes, tests)
- Regular monitoring of participants' progress by means of statistics tools on the platform, getting in touch with participants who are lagging behind
- Reminders of important dates (e.g. upcoming assignment due dates)
- More motivational methods and tools are included in the recommendations section

Most modules end with a small test which the participants have to pass in order to progress to the next module. In all modules (also those without a test, the next module gets unlocked when all training material has been accessed and all assignments have been uploaded).



THE MAWIC CURRICULUM

The MaWIC training course consists of 9 modules with varying study loads. The overall study time is estimated to be 46 hours. Each module consists of self-study elements and at least one synchronous learning element (with the exception of Module 8) and an assignment. The modules build on one another, this means that some contents are interrelated, linked and / or intensified at later stages / in different contexts.

Module 1 – Intercultural awareness and reduction of prejudices (10h, 2.5 weeks)

Module 2 – Putting theory into practice – Diversity management (6h, 1.5 weeks)

Module 3 – Enabling intercultural learning (4h, 1 week)

Module 4 – Coaching, mediation and conflict management (8h, 2 weeks)

Module 5 – Integration and support in everyday situations (4h, 1 week)

Module 6 – Assisting the migrant employee in social interaction (4h, 1 week)

Module 7 – Creating a positive working climate (4h, 1 week)

Module 8 – Assisting migrants in career development (2h, 0.5 week)

Module 9 Job Placement Support for companies (4h, 1 week)

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MODULE 1 – Intercultural awareness and reduction of prejudices

Module 1 – Intercultural awareness and reduction of prejudices	
Short description	Module 1 is the theoretical basis for the subsequent modules. It aims at the introducing concepts, terms and notions of “culture” and intercultural communication.
Learning goals	<p>The participants gain comprehensive understanding and knowledge of important concepts, terminology and models of cultural sciences and their limits. This includes cultural identity, intercultural communication, cultural differences, prejudices, racism and discrimination. The participants learn to understand and contextualise different communication styles and apply strategies and methods for handling conflicts caused by intercultural misunderstandings.</p> <p>The participants gain an awareness of their own and other cultural identities, factors which influence it and impacts thereof. They build up intercultural competences enabling them to better understand and handle the situation of migrant employees as well as colleagues and the employer.</p>
Contents	<ul style="list-style-type: none"> • Concept, notions, meaning of culture • Cultural onion, cultural iceberg, cultural dimensions • symbols, heroes, rituals and values from their own culture • Culture shock • Synchronous web discussion lead by the e-tutor about similarities and differences of both cultural models (onion vs. iceberg) and surprising/unexpected answers of migrant workers • cognitive psychology like framing, priming, etc. • Comprehension of prevention of prejudices (psychological roots of judgements and prejudices; selected definitions of prejudices, its functions and prevention strategies)
Suggested methods	<p>Self-study (presentations and films) Terminology quizzes Forum discussions for reflection of concepts and contextualisation</p> <p>Suggested assignments:</p> <ul style="list-style-type: none"> • reflection of own values, symbols, heroes, rituals; interview with migrant at work about their values, symbols, heroes, etc.



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	<ul style="list-style-type: none">• reflection of selected cultural dimension of Hofstede, Meyer and Hall (Individualism, Power Distance, Uncertainty Avoidance, Proxemics, Scheduling, Feedback, Leading, Trusting, Confrontation) to deal with in detail. <p>Suggested synchronous element(s):</p> <ul style="list-style-type: none">• reflection and discussion of concepts• Tools and exercises for development of intercultural competence
Time frame	10 hours

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MODULE 2 – Putting theory into practice – Diversity management

Module 2 – Putting theory into practice – Diversity management	
Short description	Module 2 aims at the introduction of concepts for practical application of concepts of culture and interculturality / multiculturalism in the workplace. Module 2 looks at strategies and methods of practical implementation of contents of Module 1.
Learning goals	The participants gain an understanding of the basics of organizational culture, how it develops and what factors influence it. They know concepts, strategies and methods surrounding diversity management. They know the strategic potential of diversity management and barriers to its implementation. At a practical level, they learn how to develop and apply steps, methods and measures of diversity management, intercultural management, welcoming culture, prevention of prejudices. They are able to provide organisational support for creating an inclusive environment and conveying values of diversity management in their organisation. They can draw up a diversity management plan for their own company, identify relevant actors and learn strategies to get them on board.
Contents	<ul style="list-style-type: none"> • Introduction to diversity management • Company structure, company culture, communication culture • Methods and strategies for diversity management (e.g. workplace design, activities, systems, networks and actors) • Good practice examples • Prejudices, equal opportunities, prevention and encouragement • Design, draw up and apply tailored plans for diversity management in their own company
Suggested methods	<p>Self-study (presentations and films) Forum discussions for discussion of assignment Visualisation: Map of the imaginary office</p> <p>Suggested assignments:</p> <ul style="list-style-type: none"> • Transferring the imaginary office to own organisation • Development of a draft diversity management plan, including assessment plan, time plan, step by step action plan, communication strategy, areas of change, recommendations for management



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	<p>Suggested synchronous element(s):</p> <ul style="list-style-type: none">• reflection and discussion of participants' company culture• Personalised support for drawing up and implementing diversity management methods
Time frame	6 hours

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MODULE 3 – Enabling intercultural learning

Module 3 – Enabling intercultural learning	
Short description	Module 3 is another practice-oriented module that focuses on implementing intercultural learning in the workplace. It includes national and organisational regulations that are relevant for the MaWI-Coaches work, national and organisational working culture and practical strategies for intercultural learning at the workplace.
Learning goals	The participants will gain knowledge and comprehension on relevant national and organisational regulations and rules as well as national and organisational working culture that shape and govern interactions at the workplace. They will be able to apply strategies and methods to guide and support migrant employees through difficult intercultural situations at work, implement intercultural learning at the workplace, deal with discrimination and prejudices, apply techniques to act as an intercultural mediator.
Contents	<ul style="list-style-type: none"> • Work-related laws and regulations • National culture impacting relations at work (e.g. Hofstede's dimensions) • Reflection and discussion of different national and organisational working cultures • Strategies for intercultural learning at the workplace
Suggested methods	<p>Self-study for laws and regulations (presentations and films) Activity-based approach to contents (e.g. processing the three elements of the module by means of assignments, see below) Forum discussions for discussion and reflection of different national and organisational regulations and cultures</p> <p>Suggested assignments:</p> <ol style="list-style-type: none"> 1. Research and compilation of a brief report of relevant national and organisational regulations 2. Discuss Hofstede's intercultural dimensions at their own workplace <p>Suggested synchronous element(s):</p> <ul style="list-style-type: none"> • Strategies and methods to stimulate intercultural learning
Time frame	4 hours

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MODULE 4 – Coaching, mediation and conflict management

Module 4 – Coaching, mediation and conflict management	
Short description	Module 4 represents the main introduction module regarding coaching. It involves both theory and background knowledge as well as a very practical approach to imparting coaching techniques in a very concise training.
Learning goals	The main goals of the module are to make participants aware of what a coaching approach means specifically, to train participants in the application of coaching techniques and to help them develop first practical steps for their coaching practice. Participants will gain knowledge and comprehension of the basic concepts and convictions of coaching, specifically the ethical standards and core competences. In parallel, they will develop relevant and practical coaching methods and techniques, such as questioning techniques and active listening. They will learn to apply these techniques in their day-to-day work as MaWi-Coaches.
Contents	<ul style="list-style-type: none"> • Ethical standards and core competences of coaching • Coaching agreements / contracts (The coaching triangle) • Trust and relationship-building • Communication techniques for coaches: active listening, questioning techniques, direct and effective communication • Types of questions, adapted language • The 5 phases of coaching
Suggested methods	<p>Introduction to concepts and knowledge by means of self-study Reflection through assignments Practice in synchronous elements Forum discussions for discussion and reflection of coaching attitudes and convictions</p> <p>Suggested assignments:</p> <ul style="list-style-type: none"> • Reflection exercises about coaching principles • Practicing coaching agreements • Reflection of relation-ship building <p>Suggested synchronous element(s):</p> <ul style="list-style-type: none"> • Reflection and discussion of coaching phases



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	<ul style="list-style-type: none">Practicing communication techniques for coaches at real-life examples (participants are asked to bring real issues from their working practice, one case is chosen)
Time frame	8 hours

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MODULE 5 – Integration and support in everyday situations

Module 5 – Integration and support in everyday situations	
Short description	Module 5 combines important theoretical background knowledge regarding the respective legal situation surrounding immigration and labour law with practical approaches to a pragmatic “everyday coaching approach”.
Learning goals	The participants will learn relevant legal and regulatory aspects regarding immigration, labour law and social insurance and where and how to obtain further knowledge in this regard (national and international). This is with a specific focus on migrants’ rights and obligations and the situation surrounding their employment.
Contents	The module is very activity-oriented and ties the teaching of the legal situation into assignments: <ul style="list-style-type: none"> • Legal terms and definitions • International legal situation (Refugee Convention, Universal Declaration of Human Rights, ILO Migration for Employment Convention, etc.) • Respective national legal situations regarding immigration, residence, labour and social law (relevant to the migrants’ rights and responsibilities) • Relevant sources for obtaining information in this area
Suggested methods	Self-study for laws and regulations (presentations and films) Case studies for analysing problematic situations Suggested assignment: <ol style="list-style-type: none"> 1. Preparation of a basic information sheet for migrant workers detailing the national situation 2. Case studies Suggested synchronous element(s): <ul style="list-style-type: none"> • Sharing the assignment outcomes and discussing national differences
Time frame	4 hours

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MODULE 6 – Assisting the migrant employee in social interaction

Module 6 – Assisting the migrant employee in social interaction	
Short description	Module 6 is another brief and practical module that focuses on imparting the necessary knowledge and skills for the MaWI-Coach to support the migrants in social interactions at and outside of the workplace.
Learning goals	In order to be able to support the migrants' social interaction and inclusion at the workplace and beyond, the participants will learn how to recognise and reduce prejudices and discrimination at the workplace and how to help foster social interaction between migrants and their colleagues.
Contents	<ul style="list-style-type: none"> • Definition of terms such discrimination, prejudice, racism • Background information regarding workplace discrimination • Strategies and techniques for fostering social interaction at the workplace
Suggested methods	<p>Self-study: presentations, good short videos Case studies Forum discussions for discussion and reflection of strategies</p> <p>Suggested assignments:</p> <ol style="list-style-type: none"> 1. Case studies 2. Reflection of workplace / personal situation and plan towards fostering social interaction <p>Suggested synchronous element(s):</p> <ul style="list-style-type: none"> • Discussion and reflection of case studies
Time frame	4 hours

MODULE 7 – Creating a positive working climate

Module 7 – Creating a positive working climate	
Short description	Module 7 is another brief and practice-oriented module which sources contents from previous modules to apply them to techniques for creating a positive working climate.
Learning goals	The participants will learn how to use what they have learned hitherto in order to create a positive working climate for the migrants as well as their colleagues. They will also learn how to apply communication techniques to solve problems at work.
Contents	<ul style="list-style-type: none"> • Reminder of relevant terms and concepts from previous modules (e.g. culture, prejudices, discrimination, racism, inclusion, integration and diversity) • Strategies and techniques of conflict resolution at the workplace
Suggested methods	<p>Reminder of terms self-study presentation Case studies for conflict resolution (films) Activity-based approach to contents (e.g. processing the three elements of the module by means of assignments, see below) Forum discussions for discussion and reflection of strategies</p> <p>Suggested assignments: 1. Create your own case study</p> <p>Suggested synchronous element(s):</p> <ul style="list-style-type: none"> • Real work learning causes, some participants “bring” relevant situations from their work experience, the other participants divide up to use questioning techniques for brainstorming solutions
Time frame	4 hours

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MODULE 8 – Assisting migrants in career development

Module 8 – Assisting migrants in career development	
Short description	Module 8 is the shortest module and thus has a very hands-on and activity-oriented approach to training the coaches to support migrants in the area of career development.
Learning goals	The participants will learn basics of the respective VET system, further training options, rights and entitlements, recognition, etc. They also learn about where and how to obtain further information about validation and recognition of competences and qualifications and competent bodies to refer migrants to, if needed.
Contents	<ul style="list-style-type: none"> • Basics of the national VET system, further training options, rights and entitlements, recognition • Options and framework for accreditation and recognition • Career guidance
Suggested methods	<p>Self-study for laws and regulations (presentations and films) Activity-based approach to contents (e.g. processing the elements of the module by means of assignments, see below) Pair work, role play, interviews</p> <p>Suggested assignments:</p> <ol style="list-style-type: none"> 1. Step 1 - Research and write up information about the above-listed contents for the respective country 2. Step 2 – Comment on somebody else’s report in the forum 3. Step 3 – Role play a career advice situation with one fellow training participants, one is the coach, one the migrant. Take turns <p>This module does not contain a synchronous element.</p>
Time frame	2 hours

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MODULE 9 – Job placement support for companies

Module 9 – Job placement support for companies	
Short description	Module 9 involves training content that helps the future MaWI-Coaches assist their own or other companies in becoming an attractive workplace for migrants thus attracting this group as future employees.
Learning goals	The participants will learn strategies for creating an attractive and safe workplace for migrants and their local colleagues. They will learn to support their employer in designing the workplace towards this goal.
Contents	<ul style="list-style-type: none"> • Workplace assessment, guiding questions for workplace assessment • Theory and practice of mediation • External support networks, actors and bodies • PR / marketing plan • Creating a draft strategy for workplace support
Suggested methods	<p>Self-study (presentations and films) Activity-based approach to contents (e.g. devising a marketing plan, workplace support strategy, researching external support) Role play for workplace assessment</p> <p>Suggested assignments:</p> <ol style="list-style-type: none"> 1. Devising a marketing plan, workplace support strategy or external support strategy, incl. commenting and discussing in the forum 2. Workplace assessment talk by means of role play in pairs <p>Suggested synchronous element(s):</p> <ul style="list-style-type: none"> • Moderated peer-to-peer learning by discussing outcomes of assignments, individualised strategic support
Time frame	4 hours

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PILOT COURSE REPORT

The idea behind the pilot course was not only to train participants across Europe to become MaWI-Coaches but also to test our profile and curriculum and the training concept. In order to understand the concept of the course, the training material and recommendations that we provide to the interested public, specifically to training providers, it is important to include some information on the framework and conditions of the pilot course in which we implemented the above training format and contents.

European learning group and training language

The pilot course started with 20 and finished with 15 participants from Finland, Spain and Germany. Five participants dropped out in the course of the training programme, unanimously because they stated that they had too much workload currently in their main jobs in order to complete the training. The final 15 participants completed all the modules of the course and received a MaWI-Coach certificate. The pilot course was conducted in the same training format thought out and described above in great detail. Namely, as a distance learning course.

The fact that participants from three different countries took part (many of which had previous migration experience) meant that there were great opportunities for transnational learning, but also, that most participants had to complete the course in a language that was not their native tongue. This sometimes made it more difficult for them, particularly when it came to live discussions in webinars. Also, for some participants it increased their study load considerably. However, they were all eager to continue and complete the training. Some also mentioned that it helped them better understand the situation of the migrants, who often also struggle with the language.



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Trainers

We had a group of six trainers from four European countries (Finland, Germany, Spain and Hungary). Each “national” group had one respectively two “national trainers” assigned to them. Beyond this, each module had one or two responsible module trainers.

The national trainers were the main contact person for their respective group in terms of general questions, organisational issues, language difficulties and anything that participants were unsure about. This meant that each participant had the opportunity to communicate in their own language, thus lowering the threshold for the participants.

The module trainers were responsible for the respective module. They were the main contact person for any content-related questions, e.g. assignments, deadlines, assessment, etc.

Beyond this, there was also a technical support person that was the direct contact point for participants for anything relating to the e-learning platform. In practice, however, it turned out that most questions were clarified via the national or module trainer who then conferred with the tech support.

Course structure

The training course was run in a weekly rhythm. Most modules were implemented throughout the course of one or two weeks (see below). In practice, this turned out to be quite a tight schedule and we extended the course at the end by two weeks in order to enable the participants to complete their outstanding assignments (see lessons learnt and recommendations).



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Each week (resp. module) followed a sequence:

Before: Participants receive a weekly e-mail, listing the module contents of the upcoming week, including all important dates (webinars, etc.) and deadlines (for assignments).

During: Each module consists of...

- **Flexible learning elements** -> participants can study in your own time on Docebo (presentations, videos, texts...)
- **Synchronous elements** -> learners meet their trainers and each other to learn together (GoTo Webinars, tandems or small groups, forum discussions...)
- **Assignments** -> participants are asked to complete an assignment and submit it on Docebo to their module trainer for assessment
- **Tests** -> participants can check your learning progress and pass on to the next module (in some cases, completing the assignment was the only prerequisite)

After: After completing the module, participants were able to start the next module. They also received feedback on their assignments.

Work load and study time

The course was designed for an approx. work load of 4 hours per week. This seems to have matched the contents in the course of the pilot and resembled a good average learning time. Some of the participants feedback suggests the course requires more workload but this mostly applied to participants with language difficulties. If the course is conducted in the participants' native language, this should not pose a problem. It was considered helpful by the participants to have a break in the middle of the training to "digest" the content.

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Due to a lack of milestone deadlines, the pilot group varied widely in terms of learning speed. This meant that towards the end of the course, the participants were at very different stages of the training. This development should be avoided: a) it meant that participants participated in webinars of modules that they had not started yet, b) it made group collaboration difficult / impossible, for example in cases where participants should comment on each other's work / work in groups. Setting deadlines for milestones is thus highly recommended.

Evaluation

We evaluated the training course by different means: The training materials were peer-reviewed across the trainer team before the start of the training course. The process evaluation of the training was conducted at two stages, one interim evaluation after the end of Module 3 and during the winter break and one final evaluation at the end of the course by means of two online questionnaires. There was an additional trainer evaluation which was not conducted by means of questionnaire but in the form of two evaluation workshops. The evaluation results were used to adapt the training materials. Only minor adaptations were made, for example, the clearer instruction of some assignments. Also, evaluation results of the participant as well as the trainer evaluation were used to formulate the recommendations for future implementation of such a training course (see next chapter) and will thus also play a major part in the future exploitation of the training course.

"The course opens up different perspectives through the exchange with the other participants who work in different professional fields. The participants' own intercultural competence is promoted through learning, exchange and further literature links and contacts."

"The coaching support was excellent! The webinars were well structured and the slides understandable and purposeful. I would like to thank all hard-working parties again."



RECOMMENDATIONS FOR FUTURE IMPLEMENTATION

During the pilot course we have gained a lot of valuable experience when it comes to the implementation of transnational distance learning. We have drafted recommendations for the implementation of similar training offers in the future and we hope that training providers will find them useful. If and how you implement these recommendations will also vary widely on the nature of the training offer that you will implement. We have structured the recommendations according to training aspects and elements so that you gain chose and select those that may apply to your training offer more easily.

Formulation of standards and requirements

Due to the nature of our MaWI-Coach training course (publicly funded, pilot training, etc.), we decided to formulate only a minimum of entrance requirements (must work with migrant employees in order to implement training assignments). We also formulated no minimum requirement in terms of webinar attendance (because we wanted to accommodate the needs and limitations of participants who worked full-time). Based on the lessons learned during the training course, we have developed the following recommendations:

1. Entrance criteria

We do not recommend entrance criteria beyond safeguarding all participants can sufficiently put learning contents into practice (e.g. work-based assignments) and have sufficient free time to fulfil the study load. Any other entrance criteria may limit the degree of heterogeneity of the training group and limit training people to fulfil this important role.

2. Formulation of minimum participation levels in synchronous elements

Depending on the nature of the training course, we recommend installing a minimum level of participation in synchronous training elements (specifically webinars). This

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recommendation is based on our pilot experience where we sometimes had a very low participation rate. The synchronous elements of the training are a very important element in training formats where there is no other face-to-face time. However, this recommendation may vary depending on the nature of the training participants, their needs and particularly the envisaged training format.

Possibility to apply minimum webinar attendance requirement (ranging between 50-80% of webinars): Such a standard would have the positive aspect of greater participation in synchronous elements which are crucial training elements, also but not only to achieve greater interaction in between participants and between participants and trainers. Such a standard would, on the other hand, have the negative aspect of less flexibility and autonomy of learners. Implementing such a standard would depend very much on format, business model and target group of a potential training offer. Implementing other mechanisms to achieve greater participation (see section webinars) is a feasible alternative.

3. Formulation of clear standards for assessment criteria

It is highly recommended to develop and apply common evaluation standards for the assignments. The consortium recommends to apply a pass/fail routine but other grading approaches are also thinkable. Docebo allows for a percentage score-based grading which is, however, uncommon to be applied in adult education. Allowing for an assessment system that differentiates between satisfactory and good assignments was also discussed but makes the development of assessment standards and their application much more complex, particularly when many trainers are involved. It is crucial to clearly communicate all those standards at the beginning of the training, both in writing and in the welcome webinar / meeting. Fixing them in writing in some form of "project handbook" may also be helpful as during the pilot, some questions kept coming up even though they were clarified in the beginning.

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4. Regulating progress speed / milestones

During our training course, we allowed for a great level of flexibility for participants to progress through the individual levels. However, this meant that often participants' progress was very heterogeneous (at one point in time, the majority of the group may have been involved in Module 6, some in Module 7, some in Module 5 and a few in Module 4). This negatively impacted group cohesion during synchronous elements and discussions and sometimes made it very difficult for participants to complete assignments that required collaboration. Setting deadlines for milestones throughout the course in order to improve the synchronism of the learning group could address this problem.

Webinars

1. Role of webinars

Webinars / synchronous elements are a crucial aspect of communication in e-learning and should thus be emphasised in any training offer! The consortium recommends to retain a minimum of one synchronous element per module and, at the same time, the implementation of mechanisms to keep participation rates as high as possible. In local training offers, webinars / synchronous elements could also be replaced by face-to-face sessions (for example at the beginning and end of the course).

2. Increasing webinar attendance

Increase participation rates by means other than minimum participation requirements. It is also feasible to supplement webinar attendance with additional assignments, e.g. a reflection assignment could replace webinar attendance if participants cannot take part. Achieving increased webinar attendance could be supported by the following mechanisms: offering good and feasible time slots/taking into account participants' needs when fixing time slots; enabling a positive group dynamic, for example through face-to-face meeting at beginning of training, alternatively introduction webinar with

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camera setting, implementing "fun activities" to strengthen group cohesion; organising learning tandems (see also section motivation and commitment); offering break-away rooms in webinars/ applying group exercises; inviting "expert speakers" to webinars to increase their attractiveness; gamification.

3. Time slots for webinars

We used a minimum of two time slots per webinar in order to ensure that participants had the chance to participate. In our case, we used morning and evening slots in order to accommodate work / private obligations. Offering more than two time slots per webinar did not increase participation in our pilot course. We recommend applying fixed time slots for webinars (but also other milestones such as assignment deadlines) in order to increase regularity and commitment. For example, having the webinar every Thursday, deadlines for assignments every Monday and so on...

4. Technical tools

The project used GoToMeeting for the webinars, this had limited options for webinar design (no break-away rooms, no whiteboard) and always required one person from the coordination team to open the room. A better option could be Zoom or GoToTraining that offer such tools. Encouraging the participants to also meet individually / in small groups could be helpful, this could be done with Zoom or Skype.

Assignments

1. Supporting the participants with their assignments

The expectations for a good assignment should be formulated clearly in the assignment instructions. Due to the great degree of heterogeneity of the group, the quality of the assignments differed extremely widely, hence it could be helpful to formulate more clearly: What is expected of a good assignment? (Including, for example, possible formats of documentation, approx. length of assignment, qualitative criteria, etc.). This should be done per individual assignment as the character of the assignments differs



to a great extent and it would thus be too complex to formulate common expectations. The formulated expectations should be made available to the participants. However, they should also serve the development of assessment standards.

In some modules, an example of what a good assignment could look like was published prior to assignment stage. Publishing an "Assignment of the week" could be a good tool to help participants understand what is expected and to motivate learners. Letting participants comment on each other's assignments. This also promotes peer learning.

2. Defining common assessment standards

Define clear and common assessment standards that apply throughout the training. How is assessment done? How is assessment feedback communicated? Is it based purely on pass / fail or other assessment standards. What are minimum criteria to pass the overall training? Beyond assignments, are there any other criteria for passing? Beyond the common quality criteria, explicit minimum requirements should be developed per assignment (see above).

Learning platform and technical tools

As described above, we used the platform Docebo for our training pilot but this is not a must. Some training providers may also want to use existing systems or platforms and combine them with meeting tools, etc. We have collected lessons learnt and recommendations that may help you choose the right platform for your training offer / design your e-learning structure for existing platforms.

1. Importance of enabling peer-to-peer learning and communication (for example by means of a forum tool, integrated synchronous tools, chat and / or messaging functions, etc.
2. Possibility to combine various tools, if there is no learning platform available that enables all necessary functions (for example, in our pilot course, we combined the

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Docebo platform with the meeting tool GoToMeeting and classic e-mail communication).

Creating a good learning atmosphere and increasing motivation

1. Learning tandems

Learning tandems can increase motivation and commitment and, most importantly, the extent of peer-to-peer learning.

2. Give participants a “stage” / pass on more responsibility

For example, make them webinar moderators / rapporteurs, let them present during webinars (for example assignment results, cases from work...)

3. Integrate “external expertise” in webinars

Invite external experts to the webinars. This can increase participation rates but also makes for a more interesting and diverse webinar. Examples for external expertise: employers who report on practical experience, trained MaWI-Coaches or coaches who work in similar functions, migrants who report on personal experience, experts on certain topics

4. Ad-hoc online meetings

If needed, participants can have ad-hoc online meetings with each other or the trainers.

5. Regular contact / weekly emails

The weekly email system developed in the MaWIC project was a good tool to keep in regular contact with the participants, to keep them on track and provide for a systematic overview of upcoming activities and deadlines.

6. Establishing routines

In distance learning courses, it can be helpful to establish regular weekly routines. In our case, this was not possible due to the multitude of trainers and input (though we did always send out the weekly emails on the Friday preceding the next module). Having fixed weekly milestones (fixed webinar days, fixed assignment days, fixed

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trainer consultation times) could be helpful for keeping learners on track. It may however be difficult to implement for trainers, especially with a great number of trainers such as in this pilot course...

7. Direct contact with participants who are lagging behind

In our pilot course, we regularly checked the progress of the group and established contact with participants who were lagging behind the training schedule. This gave the participants the feeling that they were important and part of the training, not an anonymous number in a system.

8. Badges / other rewards

Award badges to participants (e.g. activities, learning times, forum posts, etc.)

Learning group

1. Responding to heterogeneous learning groups

The pilot group was very heterogeneous in terms of educational background, migration experience, language skills and cultural background / learning styles. This may be very different in another course setting but we want to address this issue in the recommendations anyway... Heterogeneity can make the training more complex but can also be regarded as an asset, particularly in the case of training coaching and intercultural competences... A clearly defined target group or a domain-/profession-specific training offer may decrease heterogeneity. If the learning group is heterogeneous in terms of educational and cultural background / experience, we recommend to accommodate for this by: offering a mix of assignments to choose from; offering more group exercises to stimulate peer-to-peer learning (this is also dependent on possibility to ensure similar learning pace).

2. Enabling learning in heterogeneous learning groups

There are many methods that can be applied to respond to such a setting. Allowing for different assignment results may be one of them. For example, allowing participants to

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choose between three different assignments that allow for different learning styles / educational backgrounds could be one of them. Addressing heterogeneity and making it subject of learning is also an obvious solution in a training such as MaWIC, for example, addressing the participants' learning styles and cultural backgrounds in the respective webinars. Stimulating group cohesion can be helpful. For example, ensuring learners are more in touch by including this in assignments; face-to-face meetings at beginning and end of the course or, alternatively, online meetings with sufficient possibility to create group cohesion (introductions, ice-breakers, using camera function). Group exercises can also stimulate group cohesion and peer-to-peer learning. Ensuring more homogenous group progress (see standards section) also helps because the group, heterogeneous as it may be, will work more simultaneously on the same subjects.

3. Learning speed and lockstep of the group

Due to a lack of milestone deadlines, the pilot group varied widely in terms of learning speed. This meant that towards the end of the course, the participants were at very different stages of the training. This development should be avoided: a) it meant that participants participated in webinars of modules that they had not started yet, b) it made group collaboration difficult / impossible, for example in cases where participants should comment on each other's work / work in groups. Setting deadlines for milestones is thus highly recommended.

Practical tips for trainers

Here is a list of tips from our MaWI-Coach trainers:

1. Motivation and encouragement is the key and all the more important in a distance-learning setting! Implement "fun" and gamified activities in webinars or assignments in order to motivate students!

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2. Clarity in instructions is crucial! For example, make clear, what you expect from a good assignment. Make sure everyone knows deadlines, appointments, etc. Put these milestones in writing in an accessible place!
3. Encourage peer-to-peer learning. For example, include peer-to-peer reviews in assignments, group exercises in synchronous learning elements, make sure everyone knows where and how to exchange experience and opinions, for example by use of the forum tool.
4. Make sure the learners know the e-learning system well! Invest sufficient time in introducing the e-learning platform and making sure participants know and understand all functions and elements thereof!
5. Keep an eye on the group's progress. Encourage students who are lagging behind! Offer advice, for example ad-hoc online meetings.
6. Encourage the use of the online forum by posting questions, comments and quickly responding to the participants' posts here! Encourage participants personally to contribute / respond to posts of other participants.
7. Take time to give feedback on assignments
8. Give participants the chance to evaluate the training course and your work on a regular basis, not only at the end of the course.
9. Apply scaffolding techniques (see below)

Scaffolding refers to the provision of support mechanisms to guide learners, especially in distance learning. In the course of our training programme, we found it helpful to apply some typical scaffolding techniques. Here are some ideas for you:

- **Breaking up learning content or assignments:** Breaking down assignments into smaller sub-steps can help overcome procrastination. This can also be applied to due dates.
- **Providing a variety of materials and methods:** for example videos and presentations, breaking up complex content by means of interim tests or quizzes, providing external sources and resources to encourage learners to approach the material differently.



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- Proactively offering help by means of closely monitoring progress and difficulties. Having an ad-hoc phone call or online meeting can help.
- Information searching: Sometimes researching can be difficult, especially for participants who are not used to this rather academic skill. It often results in an overload of irrelevant or inadequate information. The provision of links and resources, for example by embedding good ones in the learning material or in the form of a repository, can support research activities.
- Peer-to-peer assistance: The benefit of peer-to-peer learning has been repeatedly mentioned in this section. Encouraging peer-to-peer learning, for example, by means of learning tandems or the frequent setting of group activities is easily fostered and very productive.



ANNEX – TRAINING MATERIALS

Instructions for the use of our training materials

Our learning platform Docebo has been discontinued. As described in the training handbook, you can use any learning platform available to you to adapt the training course into your own setting. We have, however, extracted all training materials from our pilot course and uploaded them to our project website.

You can find the materials on the MaWIC website.

The module presentations are the core of the training materials. They were developed by our European MaWIC trainer team

- Meiko Merda and Peter Böxkes, Modules 1 and 3
- Bálint Jósà, Modules 2 and 9
- Ricarda Gregori, Module 4
- Marjo Salmela and Virva Muotka, Module 5
- Laura Quintana Soms, Modules 6, 7 and 8
- Tord Hansson, during the development stage

Thanks a lot for their great work in developing and implementing this unique training course!

The **training material** was developed specifically for our pilot course. This means that they include specifics that may have to be adapted (e.g. assignment instructions, trainer information, deadlines, etc.). They are supposed to serve as a basis for orientation and information rather than being used one-to-one in training courses with a similar focus but different framework conditions. The presentations were complemented by some online training material such as quizzes, tests, etc. Feel free to use any interactive training tools and materials that are available to you to supplement the presentations.



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Presentations are available for all modules!

The **list of links** are annexed to some of the modules you will find a list of links to interesting further training and information resources.