

**EDUCATION & TRAINING DEPARTMENT
 DIPLOMA IN TECHNICAL TRAINER EDUCATION**

COURSE OUTLINE

JAN – APRIL 2025 INTAKE

Course Name: Training Methodologies

Unit Code: ED/B/7103

Duration of Unit: 24 Hours

TRAINERS: AS PER TIMETABLE

Unit Description

This unit is designed to equip teacher trainees with comprehensive skills in pedagogy. It focuses on mastering general education methods to build a strong teaching foundation, adapt to different educational settings, understand diverse learning theories, engage in continuous professional development, and apply knowledge in real classroom environments. The goal is to ensure teacher trainees are well-prepared to effectively meet all trainees' diverse needs.

Summary of Learning Outcomes

By the end of the course the teacher trainee should be able to:

- Formulate instructional objectives for student learning.
- Describe teaching methods
- Prepare for instruction
- Microteaching & Peer teaching

Unit Delivery Plan: Learning outcomes, content, suggested assessment methods.

Week	Learning Outcome	Content	Suggested Assessment Methods
1 & 2	Formulate instructional objectives / Learning outcomes	<ul style="list-style-type: none"> • Introduction to objectives/learning outcomes • Bloom's Taxonomy: Cognitive domain (knowledge, comprehension, application, analysis, synthesis, evaluation), affective domain (receiving, responding, valuing, organizing, internalizing), psychomotor domain (perception, set, guided response, mechanism, complex overt response, adaptation, origination). • Writing clear, measurable objectives: SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), Bloom's verb chart 	<ul style="list-style-type: none"> • Objective/learning outcome writing exercises: Write instructional objectives for various learning activities • Peer review of objectives: Exchange objectives with classmates and provide feedback

3 & 4	Describe teaching methods / Active learning strategies.	<ul style="list-style-type: none"> • Direct instruction: Lectures, demonstrations, guided practice, independent practice • Indirect instruction: Inquiry-based learning, problem-based learning, cooperative learning, discovery learning • Cooperative learning: Group work, peer tutoring, jigsaw puzzles • Inquiry-based learning: Problem-solving, investigation, critical thinking • Technology integration: Use of digital tools, multimedia resources, online platforms 	<ul style="list-style-type: none"> • Case studies: Analyze real-world scenarios to apply teaching methods • Observations: Observe different teaching methods in action • Role-playing: Practice teaching methods in simulated classroom settings • Presentations: Present on various teaching methods and their effectiveness
4, 5 & 6	Prepare for instruction	<ul style="list-style-type: none"> • Schemes/Lesson planning: Lesson objectives, activities, materials, assessment • CBET sessions: Learning/session planning. Session objectives, activities, materials, assessment 	<ul style="list-style-type: none"> • Lesson plan development: Create detailed lesson plans for various topics • Portfolio development: Create a portfolio of teaching materials, lesson plans, and student work • Self-evaluation: Assess teaching effectiveness through surveys, observations, and feedback
7, 8, 9 & 10	Microteach & Peer teaching	<ul style="list-style-type: none"> • Microteaching techniques: Mini-lessons, video recording, feedback • Peer observation: Observing and analyzing each other's teaching • Feedback and reflection: Providing constructive feedback and reflecting on teaching experiences 	<ul style="list-style-type: none"> • Microteaching demonstrations: Teach short lessons to peers and receive feedback • Peer feedback sessions: Provide and receive feedback on teaching techniques • Video analysis: Analyze video recordings of microteaching sessions • Reflection journals: Reflect on microteaching experiences and areas for improvement

EVALUATION/ASSESSMENT

CONTINUOUS ASSESSMENTS

CAT 1 - 30 Marks (Learning Plan/Session Plan and Schemes/Lesson Plan)

CAT 2 - 70 Marks (Active Learning Strategies, video, and peer-to-peer teaching)

FINAL EXAMINATION - 100%

REFERENCES

1. Silberman, M. L., & Biech, E. (2015). *Active training: A handbook of techniques, designs, case examples, and tips*. John Wiley & Sons.
2. Baraza, J. (2007). *General Methods of Training*. KTTC, Nairobi: KTTC Education Dept. Press
3. Bell, B. S., & Kozlowski, S. W. J. (2010). Toward a theory of learner-centred training design: An integrative framework of active learning. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 263–300). Routledge/Taylor & Francis Group.
4. Lawson, K. (2016). *The trainer's handbook*. Hoboken, New Jersey: Wiley