



Job Placement app “JOPAPP”
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O2

Training in JOPAPP - RAINOVA in the classroom -

Project:	JOPAPP
Output:	O2 JOPAPP – Training Course
Duration:	100 days
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1. Introduction

Training in JOPAPP – RAINOVA in the Classroom is Output 02 of JOPAPP Project and ANESPO is the leader of the output.

It aims the creation of training material to train teachers and counsellors in the RAINOVA model and its implementation in the job placement module. It is necessary to have a good knowledge of RAINOVA for the efficient implementation of JOPAPP.

2. General Aim

The general goal is to train teachers in innovation management. This tool will support teachers and trainers in charge of students' job training and to strengthen their leading capacities to guide students / jobseekers in the process of job training, looking for job placements adequate to their studies, finding the resources to carry it out and completing the job period successfully. It provides the necessary analysis of the current situation in each organization and of its participants, to formulate and implement strategies and techniques to innovate.

3. Target audience

Training in JOPAPP – RAINOVA in the Classroom is addressed to teachers and counsellors who work directly with students who are preparing to enter the labour market. Knowing the RAINOVA model will help them to help students answering to the market needs by being innovative and by knowing the skills required nowadays by companies. JOPAPP aims to adapt this model to the job training module, which means that, through this Training Course, teachers and counselors will be able to involve students in their job training process, promoting entrepreneurial values and enhancing a successful job placement. This way, teachers and counsellors will transmit to students ways to prepare themselves to meet the requirements of companies, and thus, increase the chances of finding employment.



For this purpose, this program is designed with teachers / guides in charge of the job training in mind, to promote the students/jobseekers employability skills in specific and practically applicable fields related to the job training.

This ambitious program has been developed to improve the capacities of teachers and mentors alike in order to successfully guide in markets in Europe and beyond.

After its completion, Training in JOPAPP – RAINOVA in the Classroom will be available in the JOPAPP website to users who sign in.

4. Learning results and evaluation criteria

“On the Jopapp Training” the participant:

1. - Identify the structure and the organization of the company, relating them to an innovative model; identify routines and determine the factors.

Evaluation criteria:

- They have identified the enablers and tools of Rainova
- They have identified the leaders, innovators and strategies in their own organization
- They have characterized the standard forms of the module represented; routines and factors

2.- Interpret the routines of the “job training” module, identifying and relating the elements represented in awareness, collection-analysis-selection and development of ideas, initiatives and project management, and transfer and communications, interpreting the symbolism represented in the different routines.

Evaluation criteria:

- They have identified the routines of the job training module
- They have interpreted the elements of the routines
- They have determined the monitoring process of the participant he/she guides



3.- Determine the factors of attitude, and their dimension.

Evaluation criteria:

- They have identified the values of the attitude factors
- They have determined the dimension for the attitude factors
- They have determined the monitoring process of the participant he/she guides

4.- Apply suggestions for improvement for the factors, shaping the toolbox proposed.

Evaluation criteria:

- They have agreed on relevant factors for innovation
- They have overviewed the instruments of innovation
- They have proposed possible improvements on different parts of the diagram, according to the relevant factors agreed
- They have proposed specific tools for improvement in each relevant factor



Training Course Program (contents schedule)

JOPPAP	Description of the Project	JOPPAP Model Application Guide Enablers and Tools	Routines and Tools	Factor and Suggestions	Scoreboard Diagnostic Tool Assessment Tool	JOPPAP research report
Topics	Introduction	Enablers	Routines	Cultural Factors	The Bridge - My Model	Exploitation Plan
Objectives	<ul style="list-style-type: none"> - To get an overview on the relevance of innovation in today's world 	<ul style="list-style-type: none"> - To know the Enablers structure and components 	<ul style="list-style-type: none"> - To know the main steps and routines inside the innovation management process suggested by RAINOVA - To know the tools that can be used for improving the process 	<ul style="list-style-type: none"> - To know the cultural factors of the model and analyze the suggestions of RAINOVA for improving them 	<ul style="list-style-type: none"> - To agree on the relevant indicators for innovation 	<ul style="list-style-type: none"> - To analyze initiatives and dynamics for testing, learning and improving my model
Contents	<ul style="list-style-type: none"> - RAINOVA Innovation Management Model and its application to the job placement module in education - Hypothesis of RAINOVA - Structure of RAINOVA - RAINOVA components 	<ul style="list-style-type: none"> - Enablers: Leaders, Innovators, Strategies - Transfer to JOPPAP model - Teachers/trainers, students, syllabus) 	<ul style="list-style-type: none"> - Routines and tools - Awareness - Selection of ideas - Development of ideas - Transfer and communication 	<ul style="list-style-type: none"> - Cultural factors and suggestions - Behaviour - Attitudes 	<ul style="list-style-type: none"> - Diagnostic Tool 	<ul style="list-style-type: none"> - Different tools presentation and results analysis and establish comparisons to detect advantages and disadvantages



5. Methodology

- The course is mainly practical; it consists on a teamwork workshop with different stages, directed by the course trainer.
- The Training Session is divided in **5 parts**, with a total duration of approximately 3 hours:

Part 1: Video explanation of RAINOVA and JOPAPP.

Estimated time: **15 to 20 minutes**

Learning resources:

- Video file. Annex 3
- “RAINOVA IMM Application Guide en.doc” adapted to JOPAPP, including Supporting Documents about VET system in different countries (explaining how job training modules work -Annex 1 and Annex 2)
- Evaluation tool: Minute paper (Level 1), Questionnaire (questions 1 and 2)

When the course participants come from different countries the job training they are guiding have different features, different duration, and different learning outcomes and so on. Thus we include in Annex 1 the VET system, and how the job training modules work in partner countries.

Part 2: The participants are divided in groups of 4 or 5 people, to fulfill the Questionnaire. The participants discuss their answers and come to an agreement to give one answer per group.

Estimated time: **45 minutes to 1 hour.**

Learning resources:

- “RAINOVA IMM Application Guide en.doc” adapted to JOPAPP (Annex 2)
- JOPAPP Questionnaire adapted to the job training module (Annex 4)



Part 3: Group discussion and final decision, entering the results to the Diagnosis Tool (Spider Chart)

Estimated time: **1 hour**.

Learning resources:

- Diagnosis Tool, excel file. (Annex 5)

Part 4: Taking into account the results, the course trainer suggests different tools proposed by the model and participants discuss about the suitable model for their organization.

Estimated time: **30 minutes**.

Learning resources:

- "RAINOVA IMM Application Guide en.doc" adapted to JOPAPP (Annex 2)
- Evaluation tool: Perception exercise (Level 3 – Behaviour). Questionnaire (questions 1 to 7)

Part 5: The result and International Report are commented in the workshop.

Overall evaluation; Level 4, questionnaire (questions 1 to 10)

The Learning Resources will be centralized and accessible on the project website www.jopapp.eu

Facilities: Personal computers and canyon



6. Assessment/Evaluation

It is important to know how well participants understand the Training Course contents. It is also important to assess how much impact participants believe the Training Course can have on their daily work with students.

The JOPAPP training course evaluation is based in the Kirkpatrick Model, thus it is assessing not only the learning results but also the whole training process. Besides, it is gathering participants' opinion regarding the importance of the Training Course to their work - quality Assessment/Evaluation.

JOPAPP Training Method

The Kirkpatrick Model

The Kirkpatrick Model is the worldwide standard method for evaluating the effectiveness of training.

It considers the value of any type of training, formal or informal, across four levels. For its quality and because it covers all phases of the Training Course, this method will be used in order to conduct exercises with JOPAPP Training Course's participants.

It has four distinct levels:

Level 1 – Reaction

Level 1 solicits opinions of the learning experience following a training event or course. Typical questions concern the degree to which the experience was valuable (satisfaction), whether they felt engaged, and whether they felt the training was relevant. Training organizations use that **feedback** to evaluate the effectiveness of the training, students' perceptions, potential future improvements, and justification for the training expense. A variety of sources estimate that approximately 80 percent of training events include Level 1 evaluation.

Level 2 – Learning

Level 2 measures the degree to which participants acquired the intended knowledge, skills and attitudes as a result of the training. This level is used by instructors and training executives to determine if training objectives are being met. Only by determining what trainees are learning, and what they are not, can organizations make necessary improvements.

Level 2 can be completed as a pre- and post-event evaluation, or only as a post-evaluation.

Level 3 – Behavior/Transfer

Level 3 measures the degree to which participants' behaviors change as a result of the training – basically whether the knowledge and skills from the training are then applied on the job. This measurement can be, but is not necessarily, a **reflection** of whether participants actually learned the subject material. For example, the failure of behavioral change can be due to other circumstances such as individual's reluctance to change. Level 3 evaluation involves both pre- and post-event measurement of the learner's behavior.

Level 4 – Results

Level 4 seeks to determine the tangible results of the training such as: reduced cost, improved quality and efficiency, increased productivity, employee retention, increased sales and higher morale. While such benchmarks are not always easy or inexpensive to quantify, doing so is the only way training organizations can determine the critical return on investment (ROI) of their training expenditures. One typical challenge is to identify whether specific outcomes are truly the result of the training.

Level 4 requires both pre- and post-event measurement of the training objective.



Level 1 Level 2 Level 3 Level 4
Reaction Learning Behavior Results

Levels of Outcome Evaluation	Definition	Evaluation Methods and Strategies
Reaction	The degree to which faculty reacted positively to the event.	Informal Questioning Minute-paper Surveys
Learning	The degree to which the faculty acquired the intended knowledge, skills, and adapted their beliefs and attitudes based on the learning objectives of the event.	Pre-post measures of knowledge, skills, beliefs/attitudes Self-report confidence measures Micro-teaching Journals, blog posts, reports of perceived learning Implementation intention statements
Transfer	The degree to which the participants changed their professional or teaching practices since they have attended the event.	Classroom observations Focus groups with faculty and students Document analysis (e.g., course materials, promotion and tenure dossier) Self-assessments and reflections (e.g., teaching portfolios)
Results	The degree to which the event had an impact on the quality of a participant's teaching/professional practice and their students' learning.	Classroom observations Student evaluations of teaching effectiveness (mid- & end-of semester) Faculty peer reviews of teaching Student assessments and performances Document analysis (e.g., curriculum reform materials: syllabi, reports)

Exercises to be developed throughout JOPAPP Training Course

Each level has a particular exercise to be developed in order to assess it among participants. Microteaching is the Level 2 – Learning exercise. Despite being an important part of the Kirkpatrick Model, this exercise will not be applied in JOPAPP Training Course once it is not consistent with its needs. However, it is explained below for future references.

Level 1 – Reaction

Exercise: Minute Paper

The Minute Paper is a very commonly used classroom assessment technique.

It really does take about a minute and, while usually used at the end of class, it can be used at the end of any topic discussion.



Its major advantage is that it provides rapid feedback on whether the professor's main idea and what the students perceived as the main idea are the same. Additionally, by asking students to add a question at the end, this assessment becomes an integrative task.

Students must first organize their thinking to rank the major points and then decide upon a significant question.

Sometimes, instead of asking for the main point, a professor may wish to probe for the most disturbing or most surprising item. It is thus a very adaptable tool.

Typically, professors can read about four Minute Papers per minute.

In concise, well-planned sentences, please answer to the questions below:

1. What are the two things you have learned during this presentation?

2. Is there anything you did not understand?

(Reference: Adapted from T.A. Angelo and K. P. Cross, 1993. *Classroom Assessment Techniques*, 2nd ed. San Francisco: Jossey-Bass. p.148-53)

This exercise is to be applied by the end of **Part 1** of the JOPAPP Training Course, after de JOPAPP presentation video, in order to know how well participants understood what was showed. If there is one participant who says he didn't understand something, trainers will have the opportunity to clarify and move on to part two of the training course.



Level 2 – Learning

Exercise: Microteaching (Not applicable for JOPAPP Training Course)

Microteaching is a highly individualized training device and a experiment in the field of teacher education which has been incorporated in the practice teaching schedule.

It is micro in the sense that it scale down the complexities of real teaching by practicing one skill at a time, reducing the duration of lesson to 5 – 10 minutes and limiting the content to a single concept.

It asks for immediate feedback, which helps in improving, fixing and motivating learning. Students provide immediate feedback in terms of peer group feedback, tape recorded/CCTV.

Microteaching advocates the choice and practice of one skill at a time.

The objectives of Microteaching are:

- ✓ Enable teacher trainees to learn and assimilate new teaching skills under controlled conditions;
- ✓ Enable teacher trainees to master a number of teaching skills;
- ✓ Enable teacher trainees to gain confidence in teaching.

Micro-teaching program involves the following steps:

Step I - Particular skill to be practiced is explained to the teacher trainees in terms of the purpose and components of the skill with suitable examples.

Step II - The teacher trainer gives the demonstration of the skill in Micro-teaching in simulated conditions to the teacher trainees.

(These two steps are conducted by the trainer – teacher trainer)

Step III - The teacher trainee plans a short lesson plan on the basis of the demonstrated skill for his/her practice.

Step IV - The teacher trainee teaches the lesson to a small group of pupils. His lesson is supervised by the supervisor and peers.

(These two steps are to be developed by participants – teacher trainee)

Step V - On the basis of the observation of a lesson, the supervisor gives feedback to the teacher trainee. The supervisor reinforces the instances of effective use of the skill and draws attention of the teacher trainee to the points where he could not do well.

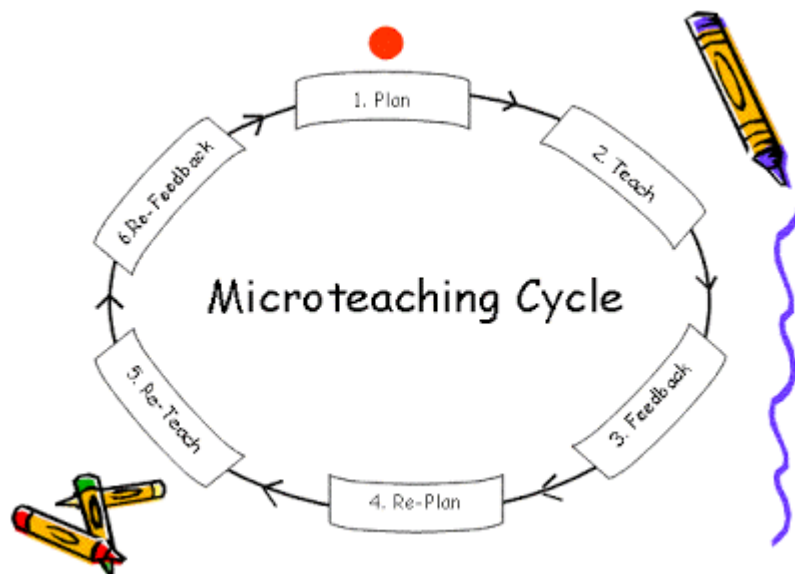
Step VI - In the light of the feed-back given by the supervisor, the teacher trainee replans the lesson plan in order to use the skill in more effective manner in the second trial.

Step VII - The revised lesson is taught to another comparable group of pupils.

Step VIII - The supervisor observes the re-teach lesson and gives re-feed back to the teacher trainee with convincing arguments and reasons.

Step IX -The 'teach – re-teach' cycle may be repeated several times till adequate mastery level is achieved.

The six steps generally involved in micro-teaching cycle are: Plan, Teach, Feedback Re-plan, Re-teach and Re-feedback. There can be variations as per requirement of the objective of practice session. These steps are diagrammatically represented in the following figure:



Diagrammatic representation of a Microteaching Cycle

Plan - This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.



Teach - This involves the attempts of the teacher trainee to use the components of the skill in suitable situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized (in the planning of the activities, the teacher should modify his/her behavior as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

Feedback - This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

Re-plan - The teacher trainee replans his lesson incorporating the points of strength and removing the points not skillfully handled during teaching in the previous attempt either on the same topic or on another topic suiting to the teacher trainee for improvement.

Re-teach - This involves teaching to the same group of pupils if the topic is changed or to a different group of pupils if the topic is the same. This is done to remove boredom or monotony of the pupil. The teacher trainee teaches the class with renewed courage and confidence to perform better than the previous attempt.

Re-feedback - This is the most important component of Micro-teaching for behaviour modification of teacher trainee in the desired direction in each and every skill practice.

Time duration for the Microteaching is:

- ✓ Teach: 6 Minutes.
- ✓ Feedback: 6 Minutes.
- ✓ Re-Plan: 12 Minutes.
- ✓ Re-Teach: 6 Minutes.



✓ Re-Feedback: 6 Minutes.

Summarizing, Microteaching exercise is based on a simulation where participants have to develop a short lesson plan on the basis of the demonstrated skill for his/her practice. Participants have to follow all the steps from Microteaching Cycle in this exercise.

Level 3 – Behaviour

Exercise: Perception

This evaluation form aims to describe the experience of participants to the JOPAPP Training Course and which are the changes they perceive in their approach after attending the training course:

Please answer the questions by identifying the number that corresponds to your response.

.....

Since attending to JOPAPP Training Course:

1. To what extent can you contribute to enhance the innovation culture in your organization?

<i>Much Better</i>	<i>Somewhat Better</i>	<i>No Change</i>	<i>Somewhat Worse</i>	<i>Much Worse</i>	<i>Don't Know</i>
6	5	4	3	2	1

Comments

2. To what extent can you develop a facilitator role in the job placement?

<i>Much Better</i>	<i>Somewhat Better</i>	<i>No Change</i>	<i>Somewhat Worse</i>	<i>Much Worse</i>	<i>Don't Know</i>
6	5	4	3	2	1

Comments

3. To what extent are you conscious of the facilitator needs to be updated with the changes in the global market

<i>Much Better</i>	<i>Somewhat Better</i>	<i>No Change</i>	<i>Somewhat Worse</i>	<i>Much Worse</i>	<i>Don't Know</i>
6	5	4	3	2	1

Comments

4. To what extent are you conscious of having a risk and failure tolerance?

<i>Much Better</i>	<i>Somewhat Better</i>	<i>No Change</i>	<i>Somewhat Worse</i>	<i>Much Worse</i>	<i>Don't Know</i>
6	5	4	3	2	1

Comments



5. To what extent will you engage with stakeholder to identify opportunities to innovate?

<i>Much Better</i>	<i>Somewhat Better</i>	<i>No Change</i>	<i>Somewhat Worse</i>	<i>Much Worse</i>	<i>Don't Know</i>
6	5	4	3	2	1

Comments

6. To what extent will you work with students/learners to develop their ability to lead and contribute to their job placement?

<i>Much Better</i>	<i>Somewhat Better</i>	<i>No Change</i>	<i>Somewhat Worse</i>	<i>Much Worse</i>	<i>Don't Know</i>
6	5	4	3	2	1

Comments

7. To what extent can you design innovative activities into the syllabus overall activities?

<i>Much Better</i>	<i>Somewhat Better</i>	<i>No Change</i>	<i>Somewhat Worse</i>	<i>Much Worse</i>	<i>Don't Know</i>
6	5	4	3	2	1

Comments



This exercise is to be developed by the end of **Part 4** of the JOPAPP Training Course. It is focused on to what extent did JOPAPP Training Course and its contents changed some teachers'/trainers' beliefs/behaviours towards their work with students in classroom context, and also to what extent their knowledge about JOPAPP will help them to explain and work the module with their students.

Level 4 – Results

Exercise: Overall Experience

This evaluation form aims to describe the experience of participants to the JOPAPP Training Course.

Please answer the questions by identifying the number that corresponds to your response.

Since attending to JOPAPP Training Course:

1. The JOPAPP Training Course helped me to learn and understand new training techniques and methods.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments



2. There were no major distractions that interfered with my learning.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments

3. The organizational aspects of the JOPAPP Training Course were as I expected to be.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments

4. After JOPAPP Training Course I will be able to use immediately what I learned.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments



Erasmus+

5. The training material was very helpful and easy to understand.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments

6. The activities and exercises aided in my learning.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments

7. The trainers were strongly supported during the training.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments



8. I was well engaged with what was going on during the JOPAPP Training Course

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments

9. I have clearly understand how to apply what I learned in my job

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments

10. The JOPAPP Training Course met my expectations

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

Comments

It is important to have a final/global assessment for JOPAPP Training Course. The questions have a scale and so it will be easy to evaluate its quality among participants. This exercise is to be presented to participants in the very end of the Training Course.



7. ANNEXES

ANNEX 1. VET Partner's Countries

ANNEX 2. JOPAPP Application Guide

ANNEX 3. JOPAPP Explanation Video

ANNEX 4. JOPAPP Questionnaire

ANNEX 5. JOPAPP Diagnosis Tool

ANNEX 6. Assessment/Evaluation