

## Network of Trainers in Europe Conference 2010:

### An invitation to join Interactive Paper Sessions, Interactive Workshops, Speed Learning Cafés, Round Tables and Paper Presentations

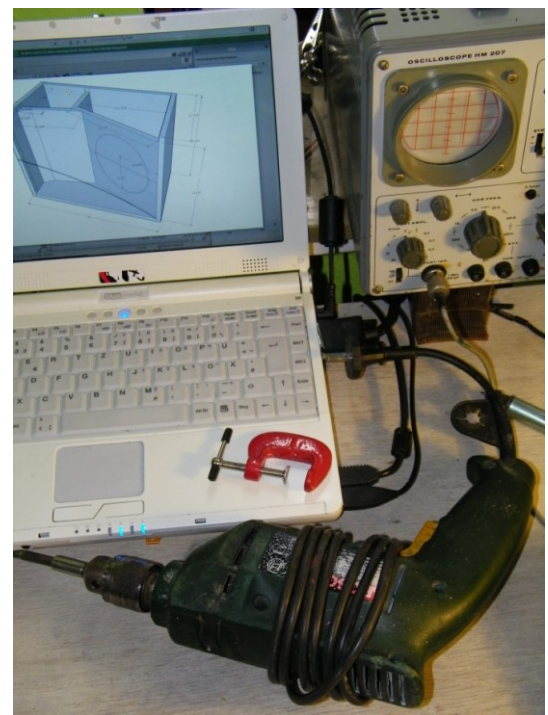
The Trainers in Europe Conference will use innovative, dialogue oriented presentation formats. That's why we invite you to learn a bit about them beforehand.

#### Interactive Paper Sessions

The idea of Interactive Paper Sessions is to enhance a dialogue that focuses on the presented topic. In the first part of these sessions, the most important aspects of the research paper are introduced. After this, the author invites the audience to make an exercise (like watching and analysing a video) or to learn more about the presented tools.

At our conference you can join the following Interactive Paper Sessions:

- *Warren Kidd* will focus on the “Mismatch and tension: Challenges of legitimate participation in the adoption of Web 2.0 technologies”.
- *Regina Janíková* and *Petr Mach* invite to an “Analysis of the case studies video recordings”.
- *Mara Theodosopoulou* and *Vana Papalois* will present and discuss with us their study on “Communicating LLL in the School Context: Experiences and Practices”.
- With *Daniel Dominguez* and *Paz Trillo* we can explore the “Teaching of new role trainer: Defining competences for digital curator”.
- We can discover “The new agenda for the professional development of VET trainers in the UK” with *Sandie Gay*.



## Interactive Workshops

Interactive Workshops are an invitation to explore not only a certain topic, but also one's own experiences and to enhance self reflection:

- *Sandra Sukhan* invites us to think about “Nothing paradoxical about the self-reflexive TVET teacher: A new vision for TVET teacher training”.
- With *Erik Kats* we can reflect our “Learning experiences in a professional environment”.



## Speed Learning Cafés

Speed Learning Cafés are an invitation to vivid discussion. In this session, the audience is divided into two groups /tables. Two presenters introduce the main issues of their research. Each presenter will sit with a group at one of the two tables, which are covered in blank paper and supplied with marker pens. Then the process follows these steps:

1. The presenters begin a conversation with their table using a single **SPECIFIC** – but not **CLOSED** – question relating to their specific research/interest. The aim is to gather some additional thoughts/learning or questions from the group.
2. Audience **and** presenters write notes on the table based on the conversation in the form of further questions/ thoughts
3. Groups change to **second** table/ presenter after 10 minutes. Repeat steps 1 and 2 by including the outcome of the first discussion.

4. Each presenter in turn summarises the conversations (**3 – 5 key learning points** from the session): 5 minutes each.

At the conference, several colleagues will offer Speed Learning Cafés:

- *Sandra Lopes* and *Sandra Saúde* invite to discuss “Learning and Professional Development: Challenges for Training and Trainers’ Reflections based on the case of Sociocultural Animation Professionals” together with “Creativity boundaries and professional competences in higher education training”, which will be presented by *Vito Carioca*, *Tiago Nunes*, *Aldo Passarinho*, *Viviane Silva* and *Ana Velhinho*.
- *Hæge Nore* and *Ludger Deitmer* reflect learning in different venues starting from two points: “Crossing boundaries of learning: Who are the right assessors?” and “Cooperation of learning venues”.
- *Aleksandra Kulpa-Puczyńska* and *Ryszard Gerlach* on the one hand, *Sandra Sukhan* on the other mirror changes of our society in their contributions “Vocational subjects’ teachers in changing world of work and new educational technologies reality. Research report”, and “Engaging TVE training centers in Capability Building: Lessons learned from Botswana”.



## Round Tables

In Round Tables, the presenters only give short statements about their views on the session’s topic and then open the discussion with the audience.

At our conference, we offer the following Round Tables:

- “New scenarios for lifelong learning at the workplace. Changes in workplace learning as challenges for institutionalized education and training” with *Johannes Koch*, *Barry Nyhan* and *Nikitas Patinitios*.
- “Changes in VET and their effects on teachers in Romania, Greece and Germany” with *Alexandru Bodnariu*, *Dora Thymiopoulou*, *Babis Floros* and *Joanna Burchert*

## Paper Presentations

Of course, no conference can take place without offering time for classic paper sessions, which are paper presentations followed by some minutes of asking questions and discussion.

There will be the following paper sessions:

- *Innovative forms of Trainer Qualification: “Learning-tandems as a new interaction among teaching and learning – a linkage between theory and practice” by Alrun Schleiff and Simone Wanken; „BP@KOM – Berufspädagoge@Kompetenzerweiterung“ by Roland Tutschner.*
- *National Qualification Frameworks as a Chance?: “Issues in the recognition of prior learning for VET teachers and trainers” by John Konrad and “VET Teachers and Trainers at the crossroads: a Spanish view about the current Trends and Issues” by Jose Luis García Molina, Ana Garcia Muñoz Vicente and Diez Valdés.*
- *National CVET Agendas for Trainers: “Trainer academies, networks and round tables – Continuing education of IVET trainers in Austria” by Silvia Weiß and “New competence for our professionals of continuing vocational education training” by Sofia Isus Barado, Xavier Carrera, Jordi Coiduras , Georgina París Mañas , Cristina Torrelles Nadal and Jorgina Roure Niub*
- *“The power of ‘role models’ in promoting ‘natural learning’ in organisations – reflections on Irish cases” by Barry Nyhan*
- *E-learning and the challenges of didactic: “E-learning in preparing teachers and trainers (based on technology and computer education)” by Andrzej Michalski and Elzbieta Podoska-Filipowicz; “The E-learning and the role of the trainers” by Katerina Moschous and Charalambos Syrgiannis; “Bridging the gap between high-tech and slow or “weak” learners” by Jörg Kluger.*

