

Handhout for RESILIENCE TRAINING WORKSHOP Paris

Nicolai Winhter-Nielsen 17.09.2025

Building a Framework for Training Tailored to the Study of Religion

RESILIENCE has published its "Training Services Management Plan", outlining how future training activities relevant to our target groups involved in the study of religion will be developed and implemented.



A Training Framework Based on Real Needs

<https://www.resilience-ri.eu/news/building-a-framework-for-training-tailored-to-the-study-of-religion>

PERSUADE to train-the-trainers in technology Nicolai Winther-Nielsen©2025

	<u>PERSUADE – Ethical</u>	<u>Conditions for trainer-to-train-trainees</u>
Learner	Purpose <i>Personal choice</i> <u>engagement</u> (appeal)	• Must be an accredited learner trained in IT • Documented pedagogical and IT skills • Has human skills to motivate new users • Has inner motivation and vision to use the IT • Is aware of costs, time and local conditions
	Expectation <i>experience true</i> <u>ethical</u>	• Can evaluate learner types and styles • Formulates mutual contracts on facilitation • Collects and shares testimonials
Design for learning	Research <i>realistic design</i> <u>evidence</u> (theory)	• Is aware of persuasive principles • Gathers evidence for development of design • Understands co-creation
	System <i>sufficient for learner</i> <u>empowering</u> (content)	• Understands content in use in IT • Adapts content to institutional needs • Adjusts learner use of time, progression, goal
	Users <i>useful for practice</i> <u>effective</u> (feedback)	• Observes, supervises and evaluates tasks • Guides learners on problems just-in-time • Uses learners to explain practice
	Assessment <i>achieve goals</i> <u>efficient</u> (tracking)	• Regular tracking of performance • Shares performance anonymously • Praises the best performances • Identifies mistakes and solves them
Training	Demonstration <i>direct trainers</i> <u>education</u> (facilitators)	• Fully grasps demonstrations • Co-creates content for training • Plans participatory learner environment • Uses and guides peers as instructors • Provides feedback to providers on training
	Evaluation <i>evolving design</i> <u>expansion</u>	• Reports feedback on design • Shares evaluation in market • Assists in scale-up

The PERSUADE model for learning design

PERSUADE – Ethical

Learner	Purpose	<i>personal choice</i>	<u>engagement</u> (appeal)
	Expectation	<i>experience true</i>	<u>ethical</u> (credibility)
Design for learning	Research	<i>realistic design</i>	<u>evidence</u> (theory)
	System	<i>sufficient for learner</i>	<u>empowering</u> (content)
	Users	<i>useful for practice</i>	<u>effective</u> (feedback)
	Assessment	<i>achieve goals</i>	<u>efficient</u> (tracking)
Training	Demonstration	<i>direct trainers</i>	<u>education</u> (facilitators)
	Evaluation	<i>evolving design</i>	<u>expansion</u> (development)

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UNPERSUASIVE < > Unethical

Force (solely certification)
Deception (just marketing)
Bias (unfounded ideas)
Design restrictions (useless)
Dysfunctional (demotivational)
Inadequate (disengagement)
No instruction
No further development

Slides for discussion on workshop

RESILIENE TRAIING SERVICES APPLIED TO BIBLE OL



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D2.6 Training Services Management Plan

The Training Management Plan defines according to the Grant Agreement 101079792, a “**model of training activities** provided by RESILIENCE and represents a guide for the partners involved in training activities”, according to the Grant Agreement 101079792.

Training Delivery Agreement Clause

The training provider agrees to design and deliver courses in alignment with the following principles:

Training Delivery Agreement Clause	BibleOL
Practical Focus: practical application of tools and concepts over theory; content only if required for understanding	Learning objects introduce practical exercises
Participant Engagement: apply tools after a guided introduction; followed by expert-led discussions of results	Demonstration > learn by doing > evaluation
Course Structure: modular, include practical exercises, manageable segments	Different discrete <u>modules</u> (ETCS)
Pre-Course Coordination: Clear communication with trainers prior to the course to align expectations, agree on content and structure, and finalise a detailed lesson plan.	<u>Trainer-classroom</u> with new learners, instructors, provider <u>Trainers</u> must have been <u>trainees</u>
Transparency: Course programme clearly communicated to participants in advance.	<u>Invitation</u> ; <u>conditions</u> . Learning teams: 2 instructors with 6 learners?
Guideline Compliance: Training design and delivery must follow plan	Agreement on <u>local plan</u>

RESILIENCE Key Recommendations for Training Design and Delivery

Course Planning and Practical Organisation

Course Planning and Practical Organisation		BibleOL
1. Selecting and Preparing Trainers		Start as learners , may know some Hebrew, but performance plus reflection
- Criteria and Guidelines for Trainers	Require didactic training (communication, IT skills)	Admission criteria, involve directors, but made clear that it requires active participation
- Trainer Agreements and Contracts	Learning objectives, teaching methods, evaluation strategies	Use of existing and evolving content (M/GBH); learner contracts; online and offline conditions
2. Clarify Roles	Determine trainers vs. moderators	Instructors vs. facilitators
3. Select the Optimal Training Format	Prioritize on-site delivery (interaction, feedback, monitoring)	Shift from intensive onsite to self-directed online. Special strategy for offline - solution
4. Mandatory Chat Support for Remote Trainings	Dedicated support person	Local learner support > general trainer support
5. Registration Protocols	BCC emailing, participant protection	Explore local needs
6. Minimising Non-Attendance	Notify, remind, penalty system (suspension, waitlist access)	Performance tracking; <u>local performance collector</u> who runs daily operations. Suspension or on pause
7. Provide Clear and Standardised Course Descriptions	Standardized	Adaption
- Technical Course Description	Learning objectives, content overview, format, duration, prerequisites, trainer details	Introduction to Bible OL
- Training Guide (optional)	Print or digital	Video, pdf
8. Ensure an Effective Technological and Environmental Setup	Test equipment in advance, arrange physical space, internet	Participants must have PC or smart phone Internet access, video projector, exercise environment

Table 2 Course Planning and Practical Organization

Aligning Course Design with Learner Needs > depends on trainers and participants

Aligning Course Design with Learner Needs

1. Align Course Design with Audience Needs	• Clearly define prerequisites • Adapt content to participants' prior knowledge and technical skills. • Offer tiered course formats • Inform trainers about participants' expertise and expectations. • Share participant profiles with trainers for tailored instruction. • Include participant introductions for peer learning.
2. Provide an Orientation Session (for expectations and technical operation)	• Online orientation or help desk prior to the start of each training • Mandatory attendance at the orientation session • Shared expectations and smooth technical operation
3. Foster a Positive Learning Environment	Welcoming atmosphere, informal interaction, active group tasks
4. Foster an Inclusive and Equitable Training Environment	Diverse perspectives, varied methods, participation, multiple formats
5. Address Challenges in Training for the Study of Religion	Historical and regional differences, academic neutrality, personal identity

Table 3 Aligning Course Design with Learner Needs

Didactical Design with Pedagogical Techniques and Tools

Didactical Design with Pedagogical Techniques and Tools		
1. Define Clear Learning Objectives and Contexts	Learning objects for each session, frame the context, practical relevance (learning goals and competences)	Trainer relevance, on individual basis
2. Prepare a Structured Lesson Plan	Plan efficient and consistent; effective time management, engagement, post session reflection	Adjust session goals vs. tasks
Key Components of a Lesson Plan:	Learning objective, list of resources, varied activities, assessment methods, realistic time allocation	Description
3. Use Activating Didactics and Engaging Teaching Methods	• Only 8–10 minutes lectures for attention. • regular audience interaction • Vary teaching (presentation, discussion, collaborative tasks). • warm-up or attention grabber, revisit it • active participation in problem-solving and hands-on • Step-by-step tasks to reinforce and apply knowledge. • Incorporate primary sources • Organise excursions • Promote interdisciplinary perspectives • Foster collaborative learning • Reflective practices, self-assessment, feedback mechanism	• Videos 5 min • Learner supervision • Vary.... • Personal angle • Task-based • Redesign? • Hebrew Bible • Israel? Field group? • Theology • Teams • Performance, 3 best!
4. Incorporate Hands-on Exercises	• Integrate practical applications • Include follow-up tasks • Use built-in feedback loops • Encourage participant input • tool-based session in clear phases • Ensure adequate trainer support • Allocate sufficient time for task	• Translation problem • New exercises • Detail on task • Learner explanation • Tunnelling • Onsite/online • Self-direction!
5. Provide Visual and Written Aids	• Materials: slides, handouts, and data visualisations • alignment between spoken and visual content • Provide glossaries and bibliographic references • Explain technical terms • Include names, places, and dates in written materials	• ! • ! • Grammar terms • ? • References
6. Reinforce Key Takeaways	• concise summaries • Engage trainees in summarising outcomes • Visualise results,	• ! • In Amaharic • Performance
7. Manage Time and Pacing Effectively	• Balance content with time • Avoid rapid topic shifts • present information in manageable segments • time for practice and reflection • Slow down for advanced topics • intensive content across sessions to engage and retain	• Immediate goals • ! • ! • Breaks • ! • !

Table 4 Didactical Design with Pedagogical Techniques and Tools

Evaluation, Feedback and Impact Assessment

Evaluation, Feedback and Impact Assessment	
1. Use Evaluation and Feedback for Continuous Improvement	Ensure continuous improvement.
2. Manage the Full Evaluation Circle (4 Steps)	1. Design the Evaluation: align learning goals and outcomes. 2. Conduct the Evaluation • During training: Use short assessments (e.g. hands-on tasks, oral feedback, Q&A) • At the end: Use structured evaluation forms and open discussions 3. Analyse Results 4. Apply Insights
3. Assess the Impact of Training	guide planning, monitoring, and evaluation.

Table 5 Evaluation, Feedback and Impact Assessment

FAIR-by-Design Training Material

FAIR-by-Design Training Material	
1. Create FAIR-by-Design Training Material	Any training resource created by RESILIENCE will be shared as Open Educational Resources (OER). FAIR-IMPACT and Skills4EOSC
2. FAIR-by-Design Principles	• Findability: organised on accessible portal, keywords. • Accessibility: including people with disabilities. • Interoperability: used in different systems and platforms. This facilitates the integration and exchange of data and information (SSHOC metadata for SSH Open Marketplace) • Reusability/Sustainability: easily updated and reused • Equity: different learning needs and backgrounds
3. Open Licensing	Creative Commons, contributors credited
4. Persistent Identifier (PID)	DOIs, metadata

Table 6 Fair-by-Design Training Material