

Grobe Unterrichtsplanungsraster, bitte Stichwortartig ausfüllen
Planification de l'enseignement, veuillez insérer des mots clés
Pianificazione dell'insegnamento, mettere delle parole chiavi
Planning of training, pattern please insert sketch words only

PÄDAGOGISCHES SEMINAR

Nr.	Lerninhalt	Zielgruppe	Lernziele	Methodiken*	Materialien und Medien**	Ergebnisse	Zeitraumen
No.	Contenu	groupe ciblé	Objectifs de formation	méthodologies*	documents complémentaires**	résultats	durée
No.	contenuto	gruppo target	obiettivi di formazione	metodologie*	documenti complementari**	risultati i	durata
No.	Learning contents	target group	learning objectives	methodologies*	Learning materials**	results	duration
1	Train the trainer – Development of training materials for intercultural training						
1.1	The critical incident as a training tool	- staff members as multipliers or trainer	- to provide information about how to use critical incident for an intercultural training	- eLearning - individual learning	- LMS - pdf-file	- knowledge about the use of critical incidents in intercultural training - ability to produce training materials	2 hrs
1.2	Cultural assimilator	- staff members as multipliers or trainer	- to be able to understand the observed behaviour of a foreign interaction partner - to develop cultural assimilators	- eLearning - individual learning	- LMS - pdf-file	- capability to separate from our own cultural orientation habits and interpret observed behaviour from the point of view of foreign cultural orientations - ability to produce cultural assimilators	3 hrs

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1.3	Using film as a training tool	- staff members as multipliers or trainer	- to provide information on the use of films in intercultural trainings - to be able to produce short films for intercultural trainings	- eLearning - individual learning - workshop	- LMS - pdf-files - links	- ability to produce films	4 hrs (without film production)
1.4	Using role plays as a training tool, examples	- staff members as multipliers or trainer	- to provide information on the use of role plays in intercultural trainings - to give concrete examples on role plays - role plays aim at building interpersonal skills, creating attitudinal change or generating a sense of empathy for a person of another culture.	- eLearning - simulation	- LMS - pdf-files	- ability to create and conduct a role play - sense of empathy for a person of an other culture - attitudinal change	4 hrs (without creating a role play)
1.5	Critical incident episodes	- staff members as multipliers or trainer	- to give a concrete example - to give criteria on choosing critical incidents for the film production	- eLearning - individual learning - workshop	- LMS - links - pdf-file	- practical experience for the use of episodes and cultural assimilator	1 hr
1.6	Evaluating film production	- staff members as multipliers or trainer	- to facilitate the evaluation of film productions - to provide guidelines for evaluating film productions and	- eLearning - individual learning	- LMS - word documents - pdf-file	- recommendations for other educators who would like to use the film - evaluation of	3 hrs (without evaluating)

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			<ul style="list-style-type: none"> evaluation tools - to be able to describe content and form of a film systematically 			<ul style="list-style-type: none"> learners - conclusions for further film productions 	
1.6	Evaluating role plays	<ul style="list-style-type: none"> - staff members as multipliers or trainer 	<ul style="list-style-type: none"> - to facilitate the evaluation of role plays - to provide guidelines for evaluating role plays and evaluation tools - to be able to describe content and form of a role play systematically 	<ul style="list-style-type: none"> - eLearning - individual learning 	<ul style="list-style-type: none"> - LMS - word document 	<ul style="list-style-type: none"> - recommendations for other educators who would like to use the role play - evaluation of learners - conclusions for further role play productions 	2 hrs (without evaluating)
2	Context analysis						
2.1	The context analysis as a tool for instructional design	<ul style="list-style-type: none"> - staff members as multipliers or trainer 	<ul style="list-style-type: none"> - to introduce the basic principles of the context analysis - to provide an insight on what instructional design is and why to conduct a context analysis 	<ul style="list-style-type: none"> - eLearning - individual learning 	<ul style="list-style-type: none"> - LMS - pdf-file 	<ul style="list-style-type: none"> - ability to create an instruction design 	2 hrs
2.2	General context analysis	<ul style="list-style-type: none"> - staff members as multipliers or trainer 	<ul style="list-style-type: none"> - to provide a concrete tool for conduction a content analysis - to transfer a course to other contexts 	<ul style="list-style-type: none"> - Activity 	<ul style="list-style-type: none"> - LMS - word document 	<ul style="list-style-type: none"> - context analysis of a course 	2 hrs
2.3	Context analysis for intercultural training	<ul style="list-style-type: none"> - staff members as multipliers or trainer 	<ul style="list-style-type: none"> - to analyse the context of your own learners as well as the context of the target group which 	<ul style="list-style-type: none"> - Activity - Group discussion 	<ul style="list-style-type: none"> - LMS - work document 	<ul style="list-style-type: none"> - context analysis for intercultural trainings 	2 hrs

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No.	Learning contents	target group	learning objectives	methodologies*	Learning materials**	results	duration
			the training focuses - to be able to describe the target group of your intercultural training				

*z.B.: Frontalunterricht, Arbeitsgruppen, Exkursionen, eLearning, Recherche, Lernkontrollen etc.

* par exemple: cours en classe, groupe de travail, excursions, eLearning, recherche, test, épreuves etc.

* ad esempio : corso in classe, gruppo di lavoro, escursioni, eLearning, ricerca, test, esami etc.

*e.g.: presence learning (lecture), excursions, eLearning, research in internet, learning controls (tests) etc.

**z.B.: Tafelbild, Folien, Texte, Grafiken, Videos, Präsentationen, Audiodateien etc.

** par exemple: images, transparents, textes, graphiques, vidéo, présentations, audiofiles etc.

** ad esempio: immagini, lucidi, testi, grafici, video, presentazioni, audiofiles etc.

** e.g. Blackboard, slides, texts, graphs, videos, presentations, audiofiles etc.